



DISCOVER Formal Curriculum

Intent

PIVATS MILESTONES P8 – FOUR (including adapted NC)

Learners who enjoy learning, make progress and achieve
Learners who are independent and responsible
Learners who can communicate with others and develop positive relationships
Learners who are confident and can live safe, healthy and happy lives
Learners who make a positive contribution to their community

Focus for learning: Social understanding and relationships, communication, skills, knowledge and understanding, positive attitudes, future aspirations

Implementation

| English | Maths | Science | Independence and Preparation for Adulthood | Physical Development and Regulation | PSHE and Wellbeing | Creativity | Humanities | ICT |
|--|---|--|--|---|---|--|---|---|
| Reading nook Role play Story-telling shelves Phonics Reading Writing Handwriting Speaking and listening SALT AAC ICT Eye gaze Communication Boards | Precision teaching Multi- sensory Functional skills Number Place value Measure Shape Using and Applying Problem solving | Investigations Hands on learning Observation Collecting data Recording results Prediction Conclusion Precision teaching of vocabulary and recording | Communicating choices Self-help skills Personal Care DT – Food and nutrition Supported independent Living Community visits Residential visits British Values Enterprise Personal Finance Careers | PE Team sports Fitness Physiotherapy Occupational Therapy Bikes OPAL Sensory Circuits Sensory Room Zones of Regulation Resources in learning areas/outdoors Community visits Risk assessments After School Clubs | Circle time Assemblies Playtimes Thrive Zones of Regulation PSHE Social skills Health/nutrition Forest School British Values Opportunities for SMSC | Art DT Drama/role play Dance Music | Shared celebrations Learning areas in the classroom RE History Geography Forest School | E-Safety Digital Literacy Programming Coding |

Impact

How do we assess:
 PIVATS progress
 Graduated Approaches (APDR)
 EHCP Annual Reviews
 Evidence for Learning against outcomes captured in Learning Journeys/subject specific individual books
 Phonics assessments
 Reading schemes
 Maths assessments
 Case studies

How are we achieving our goals:
 Use of a continuous learning cycle to develop and revisit key skills;
 PIVATS is used to assess and monitor progress over time (and inputted termly into Bromcom) which helps to track and identify individual achievements and next steps;
 Observational assessment is central to understanding what the pupil knows and what they can do;
 We look at each learner individually and capture holistic progress;
 We use qualitative approaches to assessing children gathering rich data to inform progress and areas for development;
 Draw on a wider range of evidence;
 Promoting a broad and engaging curriculum with opportunity for challenge;
 Working closely with families and other stakeholders



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Ideas for learning intentions: Autumn Term 1 – This is Me

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|--|--|---|--|---|
| <p>All About Me Books: Children create simple books about themselves, including drawings, family, likes/dislikes, and dreams.</p> <p>Name Poems: Write acrostic poems using their names.</p> <p>Show and Tell: Bring in a favourite object and talk about why it's special.</p> <p>Descriptive Writing: "I am special because..." sentence starters.</p> <p>Home corner: Family home with kitchen and dining space.</p> <p>Dolls house: Talking about who lives in the home and what they do</p> | <p>Data Handling: Create class bar charts or pictograms about eye colour, birthdays, or favourite foods.</p> <p>Measuring: Measure each other's height, hand spans, or foot length and compare.</p> <p>Counting: Count family members, pets, or items in their lunchbox.</p> <p>Sorting: Sort objects by personal preferences (e.g., favourite fruit, colour).</p> | <p>Feelings Chart: Use emojis or faces to talk about feelings.</p> <p>Circle Time: Discuss what makes each person unique and special.</p> <p>Friendship Web: Pass a ball of yarn around, saying something kind about each person.</p> <p>Goal Setting: "This year I want to learn..." poster</p> <p>Read a range of books that help children explore who they are, their feelings, and their place in the world.</p> <ul style="list-style-type: none"> • Be You! by Karl Newson • The One and Only You by Shane Hegarty • Sulwe by Lupita Nyong'o | <p>Zones of Regulation</p> <p>Movement Games: "Move like me" (children take turns leading movements).</p> <p>Personal Bests: Track and celebrate individual achievements (jumping, running, balancing).</p> <p>Team Building: Cooperative games that celebrate everyone's strengths.</p> | <p>Body Parts: Label diagrams of the human body; discuss what each part does.</p> <p>Body Part Bingo: Play bingo using body part names and pictures. Hide body part images around the room like Hide and Seek/Bettle drive.</p> <p>Healthy Me: Learn about healthy eating, hygiene, and exercise. Sort pictures of foods and activities into "healthy" and "unhealthy."</p> <p>Growing Up: Compare baby photos and discuss how they've changed.</p> <p>Human vs. Other Animals: Discuss and sort images of what makes humans similar to and different from other animals (e.g., body parts, senses, movement).</p> |
| History | Geography | RE | ICT | Art/DT |
| <p>Timeline: Create a simple timeline of their life with photographs or images(baby, toddler, now).</p> <p>Reinforce the time language: Past, Present, Future, Before, After, Then, Now, Old, New</p> <p>Family History: Share stories or objects from home that are important to their family.</p> <p>Past and Present: Compare toys, clothes, or homes from the past and now.</p> | <p>Where I Live: Draw maps of their home, classroom, or route to school.</p> <p>My Place in the World: Locate their town/country on a map; discuss different cultures in the class.</p> <p>Weather Chart: Track the weather where they live.</p> | <p>Story of Rama and Sita: Read or watch a simplified version of the story. Use puppets or role-play to act it out.</p> <p>Discussion: Talk about the theme of good vs. evil and light vs. darkness.</p> <p>Compare Festivals: Compare Diwali with other festivals of light (e.g., Hanukkah, Christmas, Eid).</p> | <p>Digital Self-Portraits: Use drawing apps to create self-portraits.</p> <p>All About Me Slides: Simple presentations with photos and facts.</p> <p>Online Safety: Discuss keeping personal information safe.</p> | <p>Giuseppe Arcimboldo – Surreal Portraits with Objects: "Portraits from Nature"</p> <ul style="list-style-type: none"> • Create a self-portrait or a portrait of someone else using only natural objects (e.g., fruits, vegetables, leaves, flowers). • Encourage students to sketch individual objects, then compose them into a face. • Create a face in his style with objects eg fruit in cooking • Extension: Try a seasonal theme (e.g., autumn leaves). <p>Frida Kahlo inspired drawing artwork</p> <ul style="list-style-type: none"> • My Frida-Inspired Self-Portrait which includes interest and feelings. • Draw Your Own Flower Crown. <p>My Dream House: design and build a model of their dream house or bedroom using recycled materials (boxes, tubes, etc.) or den building outside for larger structures.</p> |
| Music | | | | |
| <p>Body Percussion: Use clapping, stomping, and tapping to make rhythms.</p> <p>Musical Stories: Create soundtracks for stories about themselves.</p> <p>Favourite songs: Share favourite music in the classroom. Build a playlist with objects/symbols to represent different familiar songs.</p> | | | | |

Useful reading and resources:



DISCOVER

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PIVATS MILESTONES P8 – FOUR

Ideas for learning intentions: Autumn Term 2 – Bright Lights, Big City

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|---|---|---|--|---|
| <p>Sentence Starters: I can see.... Image/scene on IWB what can you see as a group activity. Can they add any descriptive language eg a red bus.</p> <p>Descriptive Writing: Use sensory language to describe a city at night—what can you see, hear, smell?</p> <p>Story Starters: “One night in the big city...” or “The lights flickered as...”</p> <p>Poetry: Create acrostic poems using words like “CITY” or “LIGHT”</p> <p>Sorting activity: City or Seaside? Feely bag with items to categorise. The categories could be changed.</p> <p>Role play: Create a petrol station in the classroom with a till. Traffic warden dress up, writing parking tickets outdoors for bikes and scooters not parked safely.</p> | <p>Counting Lights: Use pictures of cities to count windows, cars, or streetlights using a magnifying glass.</p> <p>Shape Hunt: Identify 2D and 3D shapes in buildings and signs.</p> <p>Time & Timetables: Explore bus or train timetables to understand time and sequencing.</p> <p>Traffic game: Create a traffic jam with vehicles and use it to support maths eg which is the longest vehicle? How many wheels have we altogether? How many cars? How many trucks?</p> | <p>Staying Safe in Cities: Discuss road safety, stranger danger, and being aware of surroundings.</p> <p>Helping Hands: Learn about people who help us in cities—police, firefighters, transport workers.</p> | <p>Zones of Regulation</p> <p>Movement Games: “Move like me” (children take turns leading movements).</p> <p>Personal Bests: Track and celebrate individual achievements (jumping, running, balancing).</p> <p>Team Building: Cooperative games that celebrate everyone’s strengths.</p> | <p>Light Sources Hunt: Identify natural and artificial light sources. Extension: Sort sources into “natural” and “man-made”.</p> <p>Shadow Explorers: Understand how shadows are formed. Extension: Measure shadow lengths at different times of day (if outdoors).</p> <p>Make a Simple Circuit: Learn how electricity flows. Extension: Add a switch to control the light.</p> <p>City Lights Challenge: Apply circuit knowledge creatively. Extension: Use coloured cellophane to make “neon signs”.</p> <p>Electric Safety Sorting: Understand electrical safety.</p> |
| History | Geography | RE | ICT | Art/DT |
| <p>Cities Through Time: How cities have changed over time. Compare old and modern photos of cities like London: buildings, transport, and lighting.</p> | <p>City vs Countryside: Compare features of cities (e.g. London) with rural areas. Use maps, photos, and videos.</p> <p>Landmarks & Skylines: Explore famous buildings (e.g. The Shard, Big Ben). Create simple 3D models or skyline collages.</p> <p>Transport in Cities: Learn about buses, trains, underground. Role-play journeys or create transport maps.</p> <p>Map work – UK countries and cities</p> | <p>Nativity Story: Read or watch a child-friendly version of the Nativity. Use puppets or props to retell the story.</p> <p>Why Do Christians Celebrate Christmas?: Talk about Jesus’ birth and its significance</p> <p>Symbols of Christmas: Explore Christian symbols like the star, manger, and gifts.</p> <p>Feelings & Values: Discuss themes like kindness, giving, and family.</p> <p>Role Play: Let children act out parts of the story.</p> <p>Sequence the story: Use images from the story to sequence the events.</p> <p>Write an appropriate retell – word matching, caption writing to match images.</p> | <p>Create a Cityscape: Use simple drawing tools to design a skyline</p> <p>Light Effects: Explore how to add glowing effects or stars using brushes and colours.</p> <p>Scratch Jr City Scene: Children can code a simple animation of a city at night</p> <p>Bee-Bot City Map: Create a city floor map and program Bee-Bot to navigate to landmarks</p> <p>Digital Storytelling -City Adventure: Use tools like Book Creator or PowerPoint to make a digital story about a character exploring a big city at night. Add city sounds</p> <p style="text-align: center;">Music</p> <p>City Sounds: Listen to and recreate sounds of traffic, sirens, chatter, etc.</p> <p>Dance: Choreograph movements to represent the hustle and bustle of city life.</p> | <p>Cityscapes at Night: Use black paper and bright oil pastels or chalk to create vibrant city scenes.</p> <p>L.S. Lowry – Urban Life and Figures: "My Town in Lowry Style"</p> <ul style="list-style-type: none"> • Draw a street scene from their local area or imagination in the style of Lowry. • Focus on simplified figures, industrial buildings, and muted colour palettes. <p>City Skyline Silhouette Models: Design and build a 3D city skyline using cardboard boxes, tubes, and recycled materials.</p> <p>Moving City Vehicles: Design and make simple vehicles (buses, taxis, trains) using construction kits or junk modelling. Add wheels and axles so they move.</p> |

Useful reading and resources:



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PIVATS MILESTONES P8 – FOUR

Ideas for learning intentions: Spring Term 1 – 3,2,1 Blast Off!

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|---|--|---|--|---|
| <p>Sentence Starters: I can see.... Image/scene on IWB what can you see as a group activity.</p> <p>Descriptive Writing: Use sensory language to describe a rocket launch—what can you see, hear, smell?</p> <p>Story Starters: “We landed with a BUMP and ...”</p> <p>Fact vs fiction sorting: Give children short space facts and silly “alien stories” to sort into real/not real.</p> <p>Star vocabulary hunt: Hide new words (astronaut, galaxy, rocket) around the classroom; children find and read them aloud and maybe match to a definition.</p> <p>Alien postcards: Postcard home from another planet.</p> <p>Rocket instructions: Write step-by-step instructions for how to launch a rocket.</p> <p>Planet descriptions: Use adjectives to describe imaginary planets they have made.</p> <p>Hot seating: Take turns being aliens/astronauts and answer questions about their planet/mission.</p> | <p>Rocket countdowns: Practice counting backwards from 20 to 0 before “blast off.”</p> <p>Star collections: Give children star counters to count in 2s, 5s, or 10s.</p> <p>Alien dice game: Roll two dice, add them together, and “feed” that many snacks to an alien (use cheerios and thread on a stick)</p> <p>Alien sharing: Share snacks equally between aliens to introduce division.</p> <p>Rocket path puzzles: Children solve simple grid journeys (move 2 forward, 1 left).</p> <p>Space story problems: There are 12 astronauts at the space station. 4 go out for a spacewalk and 1 flies off in a rocket. How many are left?</p> <p>Telling the Time: Use the text Man on the Moon as the stimulus</p> | <p>Astronaut crew roles: Take turns being “captain,” “navigator,” or “engineer” in a rocket role-play, learning about teamwork.</p> <p>Rocket Repair Team: Link to Lego Therapy</p> <p>Astronaut bravery: Discuss how astronauts might feel (excited, nervous) and link to children’s own experiences.</p> <p>Healthy space snacks: Sort foods into “good for astronauts” (fruit, water) vs “not so good” (sweets).</p> <p>Sleep in space: Talk about why astronauts need rest, linking to children’s bedtime routines.</p> <p>Space suit safety: Role-play putting on helmets and gloves, linking to keeping safe in real life.</p> <p>Space litter pick: Pretend to clean up space junk (paper scraps) to learn about caring for the environment.</p> <p>Helping Earth: Compare how astronauts look after their space station with how we look after our classroom.</p> | <p>Zones of Regulation</p> <p>Movement Games: “Move like an astronaut” (children take turns leading movements).</p> <p>Astronaut training circuit: Set up stations (crawl through tunnels, climb over blocks, balance on beams) to mimic astronaut training.</p> <p>Countdown breathing: Breathe in slowly as you count up, breathe out as you count down to “blast off.”</p> <p>Space float relaxation: Lie down and imagine floating in space while listening to calm music.</p> <p>Rocket focus game: Children freeze like statues when the countdown reaches zero, practicing impulse control.</p> | <p>Rocket materials sort: Sort objects into ‘strong for rockets’ (metal, plastic) vs ‘not strong’ (paper, fabric).</p> <p>Space suit materials: Explore waterproof vs absorbent materials to see what astronauts might need. Test with dolls.</p> <p>Heat shields: Test different materials near a lamp to see which protect against heat.</p> <p>Alien homes: Build simple shelters with blocks or junk modelling and test their strength.</p> <p>Day and night sorting: Sort activities into daytime vs nighttime, linking to Earth’s rotation.</p> <p>Planet size comparison: Use balls of different sizes to represent planets and compare big vs small.</p> <p>Gravity demo: Drop objects and discuss why they fall to the ground.</p> |
| History | Geography | RE | ICT | Art |
| <p>Mission: Recreate a rocket launch for the children to experience</p> <p>Neil Armstrong spotlight: Role-play his famous words and discuss why he is remembered.</p> <p>Neil Armstrong fact file: Create a simple biography which could include visuals/storyboard.</p> <p>Astronaut interviews: Children pretend to interview Neil Armstrong, asking about his missions.</p> <p>Rocket timeline: Sequence pictures of rockets from early designs to modern spacecraft.</p> <p>Class timeline wall: Add key events to a timeline.</p> <p>Space travel then vs now: Compare old photos of astronauts with modern ones — discuss changes in suits, rockets, and technology (old/new past/present)</p> <p>Primary sources: Watch short clips of the Moon landing</p> | <p>Weather Chart: Track the weather.</p> <p>Weather watch: Observe today’s weather and compare to space weather (no air, no rain).</p> <p>Flags: USA flag make mini flags to place in moon sand.</p> | <p>Year of the Animal: Learn which animal represents the current year and discuss the qualities linked to it.</p> <p>Good luck traditions: Explore why red is used for decorations and envelopes.</p> <p>Dragon dance role play: Children work together to create a simple dragon costume and perform a parade.</p> <p>Lantern making: Craft paper lanterns and talk about their symbolism in guiding good fortune.</p> <p>Lucky envelopes: Make red envelopes with gold patterns. Discuss how they are given to share blessings.</p> <p>Chinese food tasting: Try simple foods (rice, noodles, fortune cookies) and talk about sharing meals in celebration.</p> <p>Comparing celebrations: Discuss similarities and differences between Chinese New Year and other festivals children know (Christmas, Eid, Diwali)</p> | <p>Bee-Bot space mission: Program Bee-Bots to travel across a space map to reach planets.</p> <p>Rocket path coding: Use arrow cards to plan a rocket’s journey before launching it.</p> <p>Alien selfies: Use a photo app with filters to turn children into aliens.</p> <p>Space station emails: Role-play sending a message to Earth using a pretend email template.</p> <p>Rocket launch video diary: Record children describing their journey into space.</p> | <p>Jackson Pollock</p> <p>Splatter stars: Flick paint onto black paper to create abstract galaxy skies.</p> <p>Rocket trails: Use dripping and splattering techniques to represent fiery rocket exhaust.</p> <p>Space explosions: Layer different colours of splatter to mimic cosmic bursts or supernovas.</p> <p>Peter Thorpe</p> <p>Bold rocket shapes: Paint simple geometric rockets (triangles, rectangles) with bright, contrasting colours.</p> <p>Planet abstracts: Use circles and bold brushstrokes to create colourful planets against dark backgrounds.</p> <p>Eric Carle</p> <p>Painted paper planets: Children paint textured papers with brushes, sponges, or combs, then cut circles to make planets.</p> <p>Alien characters: Use Eric Carle’s collage style to invent colourful aliens with textured bodies.</p> |
| | | | Music | |
| | | | <p>Planet Moods: Listen to Gustav Holst’s- The Planets. What can you hear? How do you feel?</p> <p>Space story soundtracks: Listen to different movements and imagine what might be happening on that planet.</p> <p>Movement match: Children move around the room in ways that match the music (stomping for <i>Mars</i>, floating for <i>Venus</i>).</p> <p>Compare planets: Discuss how Holst uses instruments to make each planet sound different.</p> | |



DISCOVER

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PIVATS MILESTONES P8 – FOUR

Ideas for learning intentions: Spring Term 2 – In the Garden

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|--|---|--|---|---|
| <p>Bug storybooks: Share bug stories in reading area using props and puppets</p> <p>Story bugs: Identify the bugs within familiar stories and describe their features</p> <p>Sentence Starters: I can see.... Image/scene on IWB what can you see as a group activity.</p> <p>Descriptive talk: Use adjectives to describe what they see, hear, and feel in the garden.</p> <p>Minibeast fact files: Create simple reports with headings, labels, and sentences about worms, bees, or butterflies.</p> <p>Poems about nature: Write acrostic or shape poems using words like FLOWER or TREE.</p> <p>Listening game: What am I – I am yellow, black and stripey, I have wings... use feely bag</p> <p>Invitations: Write invitations to the ugly bug ball</p> <p>Prediction: Pause at key points and ask children what they think will happen next in story</p> <p>Sequencing: Use picture cards to put the events of the story in order.</p> <p>Storymaps: Draw story maps and add key features</p> | <p>Garden geometry: Spot circles (flower heads), triangles (petals), rectangles (garden beds).</p> <p>Symmetry spotting: Fold leaves or butterfly pictures to explore symmetry.</p> <p>Plant height race: Measure plants with rulers and compare tallest/shortest e.g., sunflowers</p> <p>Water capacity: Use different containers to water plants and compare which holds more/less including metric measurements.</p> <p>Seasonal temperature: Record daily garden temperatures and compare across weeks.</p> <p>Sorting minibeasts: Group creatures by legs, wings, or colours and discuss patterns.</p> <p>Bug hunt tally: Create a tally and turn this into a group block graph or pictogram</p> <p>Mini beast addition: Use features of minibeasts to create number sentences eg legs + wings</p> <p>Garden shop role play: Buy flowers or seeds, practicing counting and coin recognition and addition.</p> | <p>Feelings flowers: Children add petals to a flower with different emotions written/drawn on them. They choose a petal to show how they feel today . Maybe link to ZOR.</p> <p>Kindness tree: Add leaves whenever someone notices an act of kindness in class.</p> <p>Exercise explorers: Try different movements (jumping, stretching, running) and talk about how bodies feel after.</p> <p>Sleep and rest: Discuss why bedtime routines are important for energy and mood.</p> <p>Water challenge: Track how many cups of water children drink in a day (or who finishes their bottle)</p> <p>Safety in the garden: Talk about being careful with tools, plants, and insects.</p> <p>Community helpers: Learn about people who help us (gardeners).</p> <p>Respect for nature: Discuss why we care for plants, animals, and the environment.</p> <p>Scarecrow: work collaboratively to make a class scarecrow</p> <p>Ugly Bug Ball: Plan a party</p> | <p>Zones of Regulation</p> <p>Breathing with flowers: Pretend to smell a flower (deep breath in) blow a dandelion (slow breath out).</p> <p>Calm corner: Create a “garden den” with soft mats and pictures of nature for quiet reflection.</p> <p>Busy bee vs resting flower: Alternate between buzzing energetically and sitting still like a flower — practicing energy control.</p> <p>Garden animal movements: Move like creatures — hop like frogs, flap like butterflies, crawl like worms.</p> <p>Flower stretch yoga: Stretch tall like a sunflower, curl small like a seed, open arms wide like petals.</p> <p>Obstacle course: Set up a “garden trail” with stepping stones, tunnels, balance beams to mimic exploring.</p> <p>Bug chase game: Run and dodge like bees buzzing around flowers, practicing agility and co-ordination.</p> <p>Planting seeds: Scoop soil, sprinkle seeds, and water carefully — strengthening hand muscles.</p> <p>Threading leaves: Punch holes in paper leaves and thread string through them.</p> <p>Garden weaving: Weave ribbons or yarn through a garden fence</p> | <p>Seed planting: Children plant seeds and observe what they need to grow (water, light, soil).</p> <p>Parts of a plant: Label roots, stems, leaves, and flowers using real plants or drawings.</p> <p>Flower dissection: Carefully take apart a flower to see petals, pollen, and stem.</p> <p>Bug hunt: Explore the school garden to find insects, worms, and snails. Make a tally chart.</p> <p>Microhabitats: Look under logs, stones, or leaves to see which creatures live there.</p> <p>Features: What do I look like? Describing – can you guess what I am?</p> <p>Sorting animals: Sort garden creatures into groups (insects, birds, mammals) using sorting hoops.</p> <p>Bug hotel: Create a bug hotel as a group</p> <p>BBC Bitesize – minibeasts</p> <p>Topmarks: Interact with these minibeasts</p> |
| History | Geography | RE | ICT | DT |
| | <p>Seasonal sorting: Match pictures of weather to the correct season.</p> <p>Temperature comparison: Use thermometers to measure daily temperature and compare across seasons.</p> <p>Rainfall jars: Collect rainwater in jars and compare amounts over time.</p> <p>Clothing sort: Sort clothes into matching to the weather and purpose.</p> <p>Garden watch: Compare how the school garden looks in winter vs spring vs summer</p> <p>Two garden environments: What can you see in a flowerbed v under a log in a shady spot?</p> <p>Compare: Use tally charts and venn diagrams what did you find? Why do some prefer under a log instead of a flower bed?</p> | <p>The Easter Story: Share a simplified version of the events of Holy Week and Easter Sunday. Use pictures or puppets to help children retell the story.</p> <p>Palm Sunday role play: Act out Jesus entering Jerusalem with palm leaves and cheering crowds.</p> <p>Good Friday reflection: Discuss why Christians remember Jesus’ death and how it made them sad.</p> <p>Easter Sunday celebration: Explore the joy of resurrection and new life.</p> <p>Easter gardens: Build small gardens with soil, stones, and flowers to symbolise the tomb and resurrection.</p> <p>Church visit: Look at Easter decorations in a church (flowers, banners, candles).</p> | <p>Garden typing practice: Use simple word processors to type names of garden plants and animals.</p> <p>Mouse control games: Children drag and drop flowers, insects, or garden tools in interactive activities.</p> <p>Digital painting: Use paint software to draw flowers, trees, or minibeasts.</p> <p>Photo sorting: Take photos of the garden and sort them into folders (plants, animals, objects).</p> <p>Colourful Semantics: Use My Words app</p> <p>CBeebies: Minibeast spotter</p> | <p>Garden creature sketches: Draw simple designs of insects, birds, or flowers as puppet characters.</p> <p>Pattern planning: Use paper templates to plan puppet shapes (butterfly wings, snail shells, flower petals).</p> <p>Colour choices: Discuss which colours represent garden creatures (green for frogs, bright for butterflies).</p> <p>Stick puppets: Cut and stick for story telling.</p> <p>Sock puppets: Transform old socks into worms, caterpillars, or bees with stitched or glued features.</p> <p>Fabric puppets: Use precut felt shapes and glue/sew them together. Pre hole the felt to support children at the lacing stage rather than sewing.</p> |
| | | | Music | |
| | | | <p>Garden music: Listen to Vivaldi’s Spring</p> <p>Movement response: Move like butterflies, worms, or bees to match the music’s tempo and dynamics.</p> <p>Drawing to music: While listening, children draw what they imagine happening in the garden.</p> | |



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PIVATS MILESTONES P8 – FOUR

Ideas for learning intentions: Summer Term 1 – Food Glorious Food

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|---|--|---|---|--|
| <p>Food Vocabulary Exploration: naming, describing, sentence building.</p> <p>Sensory Food Story: Use Food Adventure stories with real tasting/smelling props.</p> <p>Recipe Reading & Following: Mix up the sequence, can they reorder? Can they add in imperative verbs or time connectives?</p> <p>Explore food packaging: Look for logos, initial letters, colours, or key words. Sort by food group or identify healthy/unhealthy.</p> <p>Initial Sound Food Hunt: Find foods and write shopping lists, menus or labels for a shop</p> <p>Symbol Sentences: Sequencing recipes or stories using visuals</p> <p>Events: Arrange step-by-step cards, Retell sequence using photos, Write simple captions</p> <p>True or False Reading Cards: i.e “A pineapple is purple.” → False</p> <p>What am I?: I am brown on the outside. I have rough skin. I have spikes on top, like hair. I have yellow flesh. I am juicy.</p> <p>Menu Reading & Choosing: Create a simple café menu with pictures and prices. Children read to choose a snack.</p> <p>Café Role Play Scripts</p> <p>Sensory Mark Making in Food</p> <p>How to Make My Favourite Snack: Create step by step guides – use real life photos to support</p> <p>Create Your Own Food Character: Inspired by <i>Kitchen Disco</i> or <i>Supertato</i>.</p> <p>Senses Poem – “I Can Taste...”</p> <p>Non-Fiction: Farm to fork. Where do foods come from and how do they get into the shops/on to our plates.</p> | <p>Counting & Sorting Foods: use of real foods, pretend, images</p> <p>Roll & Fill a Taco (Dice Game): Roll one or two dice. Match the number to a topping (e.g., 6 = cheese). Add toppings until taco is “full”.</p> <p>Ordering Food Items by Quantity: Children arrange from most → least or least → most.</p> <p>Snack Shop Role Play: Create a class “shop” using pretend money.</p> <p>Build-a-Burger Number Game (like the taco game)</p> <p>Pizza Fraction & Topping Maths: Give children empty pizza bases. Invite them to add toppings based on instructions. Simple fractions.</p> <p>Snack Sharing: Use raisins, grapes, crackers.</p> <p>Cookie Grab Subtraction: Children take a handful of counters or toy cookies, count them, remove some.</p> <p>Food Shapes Sorting: Sort real foods by shape</p> <p>Shape Sandwiches (2D Shape Recognition)</p> <p>Pizza Fraction Play</p> <p>Shape Hunt in the Kitchen: Explore real items:</p> <p>Cylinders: cans, rolling pins, Cuboids: cereal boxes, Spheres: oranges</p> | <p>Sorting Healthy & Treat Foods :Children sort foods into - Good for my body (fruit, veg, water, bread, yoghurt) or Sometimes foods (biscuits, crisps, chocolate)</p> <p>Washing Hands Before Cooking: hygiene routines, sequencing</p> <p>Make a Healthy Plate: Use paper plates or Velcro pictures. Children create a balanced plate</p> <p>Trying New Foods (Sensory Tolerance)</p> <p>Using a gentle approach: Look, Touch, Smell, Taste</p> <p>Hungry or Full? Body Awareness Activity: recognising body signals</p> <p>Food Yoga & Breathing for Calm</p> <p>Simple, fun calming moves: Smell the hot chocolate (inhale) Blow on the soup (exhale)Stretch like spaghetti.</p> <p>Using Cutlery Step-by-step</p> <p>Make My Healthy Routine Board: Children build a visual board showing: Eat breakfast, Brush teeth, Drink water, Try a new food, Wash hands, Calm breathing</p> <p>Restaurant/café visit: Real life experience</p> | <p>Giant Food Movement Trail: Create stations where children move like different foods: Popcorn jumps (jumping on the spot), Spaghetti wiggles (whole-body wriggling), Rolling peas (log rolling on mats), Pizza spins (slow controlled spins)</p> <p>Chop, Slice & Mix (Fine Motor): Use: Playdough food, Child-safe knives, Scissors to “cut” herbs or paper veg, Scoops & spoons to transfer sensory foods (rice, lentils, cereal)</p> <p>Fruit & Veg Threading</p> <p>Use large pasta tubes, fruit-shaped beads, or pretend food with holes to thread onto: Pipe cleaners, Laces, Wooden skewers (blunt ends)</p> <p>Food Sorting with Tongs (Fine Motor)</p> <p>Children use: Tongs to pick up pasta, pom poms, beads, Sort into bowls/plates</p> <p>Sensory Food Tubs for Calming</p> <p>Use calm sensory fillers: Dry pasta, Rice, Lentils, Cereal, Ice or warm water (temperature regulation)</p> <p>Food Scent Calming Jars: Use cotton pads with safe scents: Vanilla, Lemon, Cinnamon, Mint. Children smell jars to soothe or alert depending on need.</p> | <p>Planting & Growing Food: Grow cress, herbs, or lettuce. Children observe: What plants need, Changes over time</p> <p>Grow Your Own Food (Cress / Lettuce / Herbs):</p> <p>Skills: prediction, observation, sequencing, recording.</p> <p>Root, Stem & Leaf Investigation: Sorting foods into plant part groups, Simple labelling, Tasting if appropriate</p> <p>Celery Food Dye Experiment: Place celery stalks in coloured water. Children observe how the colour travels through the stem.</p> <p>Seed Sorting & Structure: Use different seeds (beans, peas, sweetcorn). sort big/small, rough/smooth, match seeds to pictures of grown plants, dissect soaked beans and identify part.</p> |
| | | <p>Geography</p> <p>Cold Place vs Hot Place Food Exploration</p> <p>Identify features of two different environments through the foods they produce.</p> <p>Arctic tray – ice cubes, cold fruit (berries), fish pictures</p> <p>Rainforest tray – warm rice, tropical fruits (bananas, mango), cocoa beans</p> <p>Children touch, explore, sort foods into “cold place foods” or “hot place foods”.</p> <p>Local Foods vs Foods from Around the World</p> <p>Recognise that foods come from different countries/environments.</p> <p>Display foods with picture maps (very simple visuals): GB apples, carrots, IN rice, BR cocoa, JM bananas</p> <p>Children match food to the map on a Velcro board.</p> | <p>RE</p> <p>Short video introduction to Shavuot</p> <p>Story retelling: The Giving of the Torah at Mount Sinai (simplified narrative).</p> <p>Images carousel: synagogue decorations, cheesecake, reading Torah scrolls, staying up to learn (Tikkun Leil Shavuot).</p> <p>Sorting task: Which practices belong to Shavuot?</p> <p>Create a simple class display: flowers, Torah scroll outlines, Ten Commandments tablets</p> <p>Explore: What are <i>first fruits</i>? Why were they offered? Design a First Fruits of Our Class basket</p> <p>Create: A mini museum exhibit with labels.</p> <p>Compare: Shavuot and another festival (Harvest, Easter, Diwali etc.).</p> <p>Perform: Re-enact the receiving of the Torah or a Shavuot celebration scene.</p> | <p>ICT</p> <p>Digital Recipe Creation: Choose a favourite food and create a professionally styled recipe page.</p> <p>Design a Healthy Plate Digital Poster: Drag and drop food images into “healthy plate” sections. Add labels and short facts about food groups.</p> <p>Create a Food Glorious Food Advertisement:</p> <p>Students design a 15–30 second ad for a food product. Add images, record a voiceover, apply transitions & text animations.</p> <p>Music</p> <p>Kitchen Band: Exploring sounds using kitchen objects</p> <p>Adding Percussion to a Familiar Story: Oliver’s Vegetables, The Hungry Caterpillar, The Giant Jam Sandwich.</p> <p>Story Soundscape – The Very Hungry Caterpillar:</p> <p>Create sounds for story events</p> |

Useful reading and resources:



DISCOVER

Formal Curriculum

PIVATS MILESTONES P8 – FOUR

Ideas for learning intentions: Summer Term 2 – Going for Gold

| English | Maths | Independence and Preparation for Adulthood PSHE and Wellbeing | Physical Development and Regulation | Science |
|--|--|---|--|---|
| <p>Medal Ceremony Role-Play + Speaking & Listening</p> <p>Design a Mascot: Children draw an Olympic mascot, write words to describe the mascot. Discuss the mascot and what it stands for.</p> <p>Class Mascot: Create a profile for a class mascot. How does it foster unity, when might they need it to bring them luck?</p> <p>Olympic Sports Report: (Newspaper Style) linked to the books read or a sports report from recent games or a famous athlete</p> <p>Instruction writing for how to do a agreed sport.</p> <p>Sequence the steps (images) to follow to complete a sport.</p> <p>Sports commentary of a sports event. Listen to the commentary of the 100m. Give children headphones and microphones can they replicate.</p> <p>Olympic Sound Hunt: Phonics Awareness</p> <p>Character Description: An Ancient Greek Athlete</p> <p>List Poem: I can run, I can throw etc</p> <p>Fact File: All About Greece</p> <p>Greek Gods and the Olympics - Mythology Link: Research and find out about a given God and share with class</p> <p>The Tortoise and the Hare – role play, choral reading, sequencing, retelling.</p> | <p>Mini Sports Day Counting Challenge Set up stations: 5 beanbag throws, 10 jumps, 3 laps around a cone</p> <p>Who Came First? Ordering Task Use toy figures or photos of children “finishing a race.”</p> <p>Race Track Number Line: Create a floor-sized number line. Children move a mini athlete along to: Count on, count back, find 1 more/less, Jump in 2s, 5s, 10s (Y2)</p> <p>Olympic Skip Counting: Use skipping ropes and count in: 2s, 5s, 10s</p> <p>Finish Line Addition Race Roll two dice, add the numbers, and move your athlete that many spaces on a track board. Subtract dice, Roll three dice, Make a number bond to 10/20 before moving</p> <p>Beat Your Best Timed Number Facts In 1 minute, how many: Number bonds to 10 can you write? Doubles, Subtraction.</p> <p>Long Jump Measuring jump from a line and measure their distance using: Cubes Y1 Rulers/metre sticks Y2</p> <p>Olympic Torch Capacity Station: Fill and pour using: “How many cups fill the torch container?”, Measure and check, Compare capacities.</p> <p>Build an Olympic Stadium (2D & 3D Shapes)</p> | <p>My Amazing Growing Body: Sequence simple images: baby → toddler → child, Draw Me Now and Me Before, Class talk: things I can do now that I couldn’t do before. Challenge - What new skill do I want to get better at?</p> <p>Feelings About Change: explore feelings about change through books and reflection on own experiences. Collect words to describe these feelings. Practise what we can do at times of change/ times we are doing something that makes us nervous.</p> <p>My Strengths – What Makes Me Gold? Gold Medal Qualities Shield with peers identifying gold qualities</p> <p>Growth mindset introduced - “I can’t do it yet!</p> <p>Changes and Choices: making responsible and independent choices using scenarios such as choosing a healthy lunch, choosing to help a friend. Introduce model: Stop – Think – Choose</p> | <p>Obstacle Course: Train Like an Athlete! Set up: Hurdles, Tunnels, Balance beams</p> <p>Team Relay Game (Turn-Taking) Children pass a baton (or soft toy) to complete a lap. Emphasis on sharing, waiting turns, and encouraging teammates.</p> <p>Learn a new team sport – new rules explained in visuals such as Dodgeball or Benchball</p> <p>Ribbon Gymnastics (Fine & Gross Motor) Provide ribbons or scarves for children to create: Spirals, Waves, Circles, Jumps + arm movements</p> <p>Ready to Race Breathing Practice: Teach “athlete breaths”: Smell the flowers (inhale), Blow the torch (exhale)</p> <p>Yoga for Gold – Olympic animal poses such as Cheetah stretch (lunge) Flamingo balance (one-leg balance) Diver fold (forward fold) Gymnast star (wide star pose)</p> <p>Athlete Body Scan Mindfulness: Guide children through: Feet, Legs, Tummy, Hands, Shoulders, Face</p> <p>3 Games That Teach Kids to Use a Compass – Outdoors Tomorrow Foundation (OTF)</p> | <p>Athlete Body Parts Labelling Challenge: Create outline posters of different Olympic athletes (runner, swimmer, gymnast). Label body parts and discuss: Which senses athletes use, Which body parts help them run, jump, throw</p> <p>Animal Athletes! Sorting Game Identifying animals (carnivore/herbivore/omnivore) Give pictures of “animal athletes,” Sort by habitat, Sort by diet (carnivore/herbivore/omnivore), Match animals to the Olympic events they’d “win”</p> <p>Offspring → Adult: Who Will Win the Baby Games? Provide pictures of baby animals. Children match them to the adult animals. Which animal would win a strength event? Which baby grows into the best swimmer? Which adult changes the most as it grows?</p> <p>The Athlete Health Challenge: Exercise Investigation Effects of exercise on the body: Children complete mini-sports stations: Star jumps, Running on the spot, Throwing beanbags, Balancing</p> <p>Before & after each activity pupils observe: Heart rate, Breathing, Body temperature, Tiredness. Investigate whether regular practice improves performance. Hypothesise and test e.g. record how many star jumps in one minute, practice every day and test again after a week.</p> |
| History | Geography | Music | ICT | Art |
| <p>What Were the Ancient Olympics? Study: Look at pictures of ancient Greek Olympics</p> <p>Comparison: Compare Ancient Olympic Games vs Modern Olympic Games.</p> <p>Sort: What’s the same? (sports, medals, competition)/What is different? (only men, no team games, no modern equipment)</p> <p>Similarities and differences: Venn diagram</p> <p>Role Play: Choose a simple story like <i>The First Olympic Games</i>. Act it out with: a torch relay, announcing the athletes, awarding olive wreath crowns (non-fiction)</p> <p>Sequence: A number of events from the story – label, add captions, write sentences.</p> <p>Timeline: Create a simple timeline with images</p> | <p>Map work: Use globes to find Europe and Greece. Use an atlas to locate Greece and Athens</p> <p>Compare: The size of Greece to the UK.</p> <p>Fieldwork: Simple plan view of Ancient Olympia. Create a simple map that includes: Running track, Long jump pit, Temple of Zeus, Torch altar, Spectator seating – using school grounds. Add simple map symbols and create a key.</p> <p>Physical features: Show children aerial photos or satellite images of Greece: Coastlines, Islands, Harbours, Mountains</p> <p>Locational knowledge: Children match aerial photos to map locations.</p> <p>Simple compass direction challenge: Greek Athlete Treasure Hunt using N S E W movements</p> | <p>The Hare and the Tortoise: Tempo (fast/slow), dynamics. The Hare has quick, light percussion (triangles, tambourines). The Tortoise uses slow, deep sounds (drums, chime bars). Children compose a musical race soundtrack where tempo changes show who is winning.</p> <p>Olympig! by Victoria Jamieson (sports theme) Creating a class composition</p> <p>Children work in groups to create short pieces representing events: Running race – patting knees, drums, High jump – rising glockenspiel notes, Gymnastics – swirling ribbon movements with bells, Swimming – soft rainsticks or whooshing shakers</p> <p>Graphic notation: draw simple symbols</p> <p>Performance: Groups perform</p> | <p>Take a Photo of Your Proud Moment Children use a tablet to photograph:</p> <ul style="list-style-type: none"> • Something they built • A race they completed • Their medal <p>Use Google Maps to explore Europe, Greece, Athens. Look at aerial view compared to map view Play Follow the Direction (NSEW)</p> <p>Digimaps for Schools (KS1 friendly)</p> <p>Virtual tour of Ancient Olympia</p> <p>Use Book Creator or PowerPoint to present simple stories about the first Olympic Games.</p> | <p>Olympic Torch Construction Children build a torch using cardboard cones and tissue “flames.”</p> <p>Gold Medal Clay Reliefs: design it linked to something they are proud of, press objects into the clay to create texture, paint with gold paint</p> <p>Golden Laurel Wreath Sculptures: adding rubbed leaves to a headband building the sculpture</p> <p>“My Strength Statue” – Foil or Wire Figures: foil, pipe cleaners, card bases</p> <p>Pupils sculpt themselves doing a “strength skill” (jumping, dancing, helping)(linked Alberto Giacometti)</p> <p>Gold Spiral Hanging Sculptures (Inspired by Calder)</p> |