



EXPLORE

Semi-formal Curriculum

Intent

PIVATS MILESTONES P4 – P8

Learners who enjoy learning, make progress and achieve
 Learners who develop independence
 Learners who can communicate with others
 Learners who can live safe, healthy and happy lives
 Learners who are part of and make a positive contribution to their community

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

Implementation

English and communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	The World Around Me	PSHE and Wellbeing	Creativity	Physical Development and Regulation	ICT
Sensory stories Reading nook Role play Story-telling shelves Mark Marking SALT AAC/ICT PECs Communication Aids Eye gaze Makaton Attention Autism Communication Boards Making choices Early phonics	Precision teach approach Multi- sensory Numicon Problem Solving – cause and effect, reasoning (puzzles) Attention Autism Role Play Exploration and Investigation	Communicating choices Self-help skills Personal Care DT – Food and nutrition Supported independent Living Community Visits	Shared celebrations Learning areas in the classroom RE History Geography Science Role Play Outdoor provision Forest School Community visits Residential visits Community Inclusion	Circle time Assemblies Playtimes Thrive Zones of Regulation PSHE Attention Autism Free play/choice Health/nutrition Forest School Outdoor learning	Art DT Drama/role play Dance Music	PE Physiotherapy Occupational Therapy Bikes/scooters OPAL Sensory Circuits Sensory Room Zones of Regulation Resources in learning areas/outdoors Community visits Risk assessments After School Clubs	Digital Literacy Programming Coding E-Safety

Impact

<p>How do we assess: PIVATS progress Graduated Approaches (APDR) EHCP Annual Reviews Evidence for Learning against outcomes captured in Learning Journeys (including independent work) Phonics assessments Stages of Attention Autism Stages of Intensive Interaction Case studies</p>	<p>How are we achieving our goals: 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</p>
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Ideas for learning intentions: Autumn Term 1 – This is Me

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>Name Recognition Games: Use name cards for matching, tracing, and decorating.</p> <p>"Me" Books: Children create simple books with pages like "My name is...", "I like...", "My family...".</p> <p>Show and Tell: Bring a favourite item from home and talk about why it's special.</p> <p>Role Play: Pretend play with family roles (e.g., parent, sibling, pet).</p> <p>Feelings Vocabulary: Use mirrors and emotion cards to explore and name feelings.</p>	<p>Counting Body Parts: "How many fingers do you have?" "How many eyes?"</p> <p>Height and Footprint Measuring: Compare sizes with string or blocks.</p> <p>Sorting Activities: Sort photos or drawings by hair colour, eye colour, or clothing.</p> <p>Birthday Graphs: Create a simple bar chart of children's birth months.</p> <p>Pattern Making: Use beads or stickers to make patterns on "bracelets" or "shirts".</p>	<p>Memory Games: "What did we do yesterday?" or "What's missing?" with personal items.</p> <p>Guess Who?: Use clues to guess which child is being described.</p> <p>Self-Portrait Puzzle: Cut up a photo of the child and reassemble it.</p> <p>Matching Faces to Names: Use photos to match names and faces.</p> <p>Simple Timelines: Sequence events like waking up, eating breakfast, coming to school.</p> <p>Trips and experiences: Local walk, family session in school.</p>	<p>Body Movement Songs: "Head, Shoulders, Knees and Toes", "If You're Happy" etc</p> <p>Obstacle Courses: Include crawling, jumping, balancing.</p> <p>Yoga for Kids: Simple poses named after animals or emotions.</p> <p>Fine Motor Stations: Threading, cutting, drawing, and buttoning.</p> <p>Dancing with Scarves or Ribbons: Expressing self through movement.</p> <p>Feelings Thermometer: Help children identify and scale emotions.</p> <p>Calm Down Kits: Include sensory toys, breathing cards, and soft textures.</p> <p>Emotion Puppets: Act out scenarios and solutions.</p> <p>Routine Visuals: Help children anticipate transitions and reduce anxiety.</p> <p>Safe Words and Signals: Teach how to express when they need help or space.</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Getting Dressed Practice: Use dolls or dress-up clothes.</p> <p>Personal Hygiene Routines: Songs and visuals for brushing teeth, washing hands.</p> <p>Snack Time Choices: Encourage decision-making and serving themselves.</p> <p>Responsibility Roles: "Helper of the day" tasks like tidying or handing out materials.</p> <p>Packing My Bag: Practice organizing items for school or outings.</p> <p>Nature Walks: Talk about what they see and how it relates to their environment.</p> <p>Home Maps: Draw or build models of homes and neighbourhoods.</p> <p>Story Sack: The story of Ram and Sita with puppets</p> <p>Traditions: Exploring the traditions of Diwali with a sensory focus</p>	<p>Digital Self-Portraits: Use drawing apps or interactive whiteboards.</p> <p>Photo Stories: Take pictures of daily routines and narrate them.</p> <p>Interactive Games: Use apps that explore emotions, body parts, or family.</p> <p>Talking Books: Record children's voices describing themselves.</p> <p>Simple Coding: Use age-appropriate tools like Bee-Bots to navigate to "home" or "school".</p>	<p>Family Tree Collage: Simple drawings or photos of family members.</p> <p>Cultural Celebrations: Share traditions, foods, or clothing from different backgrounds.</p> <p>Community Helpers: Explore roles like doctors, firefighters, teachers.</p> <p>Emotion Check-ins: Use a feelings chart each morning.</p> <p>Mindfulness Moments: Breathing exercises or calming jars.</p> <p>Friendship Circle Time: Talk about kindness, sharing, and helping.</p> <p>Safe Spaces: Create a cozy corner for self-regulation.</p>	<p>Mirror Drawing: Children look in a mirror and draw themselves using crayons, pencils, or paint.</p> <p>Mixed Media Faces: Use yarn for hair, buttons for eyes, and fabric scraps for clothes.</p> <p>Paper Plate Faces: Decorate paper plates with facial features using collage materials</p> <p>Handprint Trees: Use handprints as leaves and write things they love on each finger.</p> <p>Footprint Path: Paint footprints leading to a drawing of their home or favourite place.</p> <p>Collage: Children draw or glue pictures of their family members on a large sheet, adding names and decorations.</p> <p>Favourite things: Decorate a small box and fill it with drawings or small items that represent their favourite things (e.g., toy, food, animal).</p> <p>Decorate names: using glitter, stickers, stamps, or natural materials like leaves and twigs.</p>



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

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>City Sounds Listening Game: Play recordings of traffic, sirens, people talking, and guess the sound.</p> <p>Story Time: Read books like “Busy Town” or “Maisy Goes to the City” and discuss what happens in cities.</p> <p>Role Play: Set up a pretend café, shop, post office or bus stop and encourage conversation and storytelling.</p> <p>City Vocabulary Wall: Introduce words like “skyscraper,” “traffic,” “street,” “lights,” and “building.”</p> <p>Categorising: Sorting transport by one or two given criteria. Naming transport and matching to who would use it/where it goes.</p> <p>Christmas letters/lists: compose lists and/or letters orally using symbols/images/words and post them</p>	<p>Building Block Counting: Use blocks to build towers and count how many were used.</p> <p>Shape Hunt: Look for shapes in buildings (e.g., rectangles in windows, circles in wheels).</p> <p>Traffic Light Patterns: Use red, yellow, and green to create repeating patterns.</p> <p>City Map Grid Games: Use simple grids to navigate from one place to another (e.g., from home to park).</p> <p>City vs. Countryside Sorting: Compare and sort images or objects from both settings.</p> <p>What Happens Here?: Match places (e.g., hospital, shop, school) with their purpose.</p> <p>Problem Solving: “How do we cross a busy road safely?” or “Where do we go if we’re lost?”</p> <p>Design a Town: Use blocks or cardboard to plan and build a mini town layout.</p> <p>Time: Christmas calendar countdown how many days until Christmas</p> <p>Measures: Ordering presents by size or weight</p>	<p>Shopping Role Play: Practice choosing items, paying with pretend money, and packing bags.</p> <p>Crossing the Road Safely: Use toy cars and zebra crossings to teach road safety and as a ‘real-life’ experience.</p> <p>Using Public Transport: Pretend to buy tickets, wait at a bus stop, and board a bus.</p> <p>Daily Routine in the City: Discuss what people do in cities (e.g., go to work, school, shops).</p> <p>Trips and experiences: Local walk, visit to the shop, crossing the road.</p>	<p>City Obstacle Course: Pretend to crossroads, climb stairs, and dodge traffic cones.</p> <p>Vehicle Movement Game: Move like cars, buses, bikes, and trains.</p> <p>Construction Play: Use large blocks or foam bricks to build city structures.</p> <p>Traffic Light Freeze Dance: Red = stop, green = go, yellow = slow.</p> <p>Calm Corner in the City: Create a quiet space with soft lights and city-themed books.</p> <p>Noise Level Awareness: Use visuals to show when it’s “city loud” or “library quiet.”</p> <p>Breathing with the Bus: Pretend to take deep breaths like a bus engine starting and stopping.</p> <p>Sensory City Box: Include textures like concrete, metal, and soft lights to explore.</p> <p>Christmas present wrapping: Wrapping presents of different shapes and sizes</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Local Walks: Explore your town or city and talk about what you see and create maps.</p> <p>Landmark Collage: Create collages of famous buildings or places in your area.</p> <p>Exploration: Look at photos of cities at night and talk about electricity and light.</p> <p>Jobs in the City: Learn about different roles like police officers, shopkeepers, and builders.</p> <p>Lights: Experimenting with lights/torches in a dark tent/area</p> <p>Story Sack: The Christmas Story with nativity characters/scene</p> <p>Traditions: Exploring the traditions of Christmas linked to real life experiences</p>	<p>Virtual City Tour: Use tablets or screens to explore famous cities around the world.</p> <p>Traffic Light Coding: Use simple coding toys like Bee-Bots to follow traffic light rules.</p> <p>Digital Drawing: Create cityscapes using drawing apps.</p> <p>Interactive Maps: Explore maps of your town or city and find landmarks.</p> <p>Photo Hunt: Take photos of buildings, vehicles, and signs during a walk and discuss them.</p> <p>Torches: Using switches to turn torches on/off.</p>	<p>Stranger Safety: Talk about who is safe to talk to in public places.</p> <p>Busy Places and Calm Spaces: Explore how cities can be noisy and how we find quiet.</p> <p>Feelings in Crowds: Use puppets or stories to explore how we feel in busy places.</p> <p>Kindness in the Community: Role play helping others in shops, parks, or buses.</p> <p>Road Safety: Talk about crossing the road safely using role play resources.</p>	<p>City Skyline Silhouettes: Use black paper and paint bright backgrounds.</p> <p>Traffic Light Craft: Create traffic lights with red, yellow, and green circles.</p> <p>Build a Skyscraper: Use recycled boxes and decorate with windows and doors.</p> <p>Bright Lights Collage: Use foil, glitter, and shiny paper to make city lights at night.</p> <p>Bus or Taxi Models: Make vehicles using cardboard and decorate them.</p> <p>Christmas crafts: wreaths, cards, calendars, tree decorations, cooking</p>



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PIVATS MILESTONES P4 – P8

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

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>Watch: a rocket launch (real and maybe animation eg Pepper Pig)</p> <p>Space role-play area: Create a space station with mission control or a rocket with chairs, controls, spacesuits, space food. Create a background to support vocabulary with planets, stars, the moon.</p> <p>Space sound listening: Can you guess when the rocket blasts off? What do they say in the space station? Practice blast off chant</p> <p>Small world, including puppets: Set up a small world area to practice vocabulary and a rocket launch, incorporate aliens too.</p> <p>Story Time: Read books like “What Happened Next” or “How to Catch a Star” and discuss new vocabulary.</p> <p>Sound hunt: s for star/sun, m for moon...</p> <p>Labelling: Label a rocket matching vocabulary to images.</p> <p>Barrier games: Make a rocket or colour a rocket by listening to adult instructions.</p> <p>Sequencing: Picture cards related to a chosen text or rocket launch. Echo/model key vocabulary.</p> <p>Greetings: Silly voices to say hello as aliens, change pitch too relating to size of alien.</p>	<p>Building Block Counting: Use blocks to build rockets and count how many. Which is the tallest?</p> <p>Shape Hunt: Look for shapes in rockets (e.g., rectangles in door, circles in windows).</p> <p>Chanting: Practice chanting backward 3,2,1 blast off and extend beyond 3. Use different voices to chant e.g. loud in mission control or a whisper.</p> <p>Counting: Scatter or hide stars or planets. How many can they collect. Can they sort by colour or size?</p> <p>Matching: Match numeral cards to groups of alien pictures or concrete objects and add in a numicon shape.</p> <p>Rocket shape hunt: Find circles, triangles, and rectangles to make a rocket picture.</p> <p>Alien patterns: Make repeating patterns with coloured blocks or beads (red-blue-red-blue).</p> <p>Astronaut directions: Place a toy astronaut “on the moon,” “under the rocket,” “next to the star.”</p> <p>Design a Rocket: Use blocks or stickle bricks to build a rocket. Can they build to a given image?</p> <p>Time: Link to the text “Man on the Moon” and his routines for the day.</p> <p>Measures: Ordering rockets, astronauts (including themselves) and planets by size and using appropriate vocabulary.</p>	<p>Astronaut suit practice: Children independently put on coats, boots, or “space helmets” (hats/colanders), building dressing skills.</p> <p>Space snack station: Provide simple healthy options (fruit, raisins, crackers) and let children choose and prepare their own snack and also share.</p> <p>Mission hygiene check: Role-play astronauts washing hands before launch, reinforcing hygiene routines.</p> <p>Alien puzzle: Provide a simple jigsaw or matching game with space pictures for children to solve alone.</p> <p>Countdown leadership: Children lead the group in the countdown chant, building confidence in speaking.</p> <p>Mission planning: Children plan what to pack for a space trip (toothbrush, food, clothes), linking to self-care and organisation.</p> <p>Team mission tasks: Small groups complete a “space station job” (sorting, tidying, organising), preparing for collaborative responsibility.</p>	<p>Space freeze game: Children move like rockets/aliens, freeze when the music stops.</p> <p>Rocket launch actions: Act out a launch sequence with movements (press buttons, put on helmet).</p> <p>Dance: Play music and practice alien moves or space movement linked to vocabulary e.g. rocket, spaceman, planets, star</p> <p>Planet hopscotch: Numbered “planets” on the floor; children jump and say the numbers.</p> <p>Moon craters: Use different tools to scoop “craters” in sand</p> <p>Moon sand play: Use flour and oil to make “moon sand” for tactile exploration.</p> <p>Galaxy jars: Layer glitter, paint, and water in jars to make swirling galaxies.</p> <p>Starry sky light play: Shine torches through cut-out star shapes.</p> <p>Alien slime: Play with safe slime, pretending its alien goo.</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Vocabulary: Using concrete and visual resources talk about day/night, light/dark, stars, moon...</p> <p>Day and night sorting: Show pictures of daytime and nighttime activities; children sort them and talk about why the sky changes.</p> <p>Shadow play: Link to the sun and moon.</p> <p>Floating and sinking space rocks: Test different objects in water to see which float like asteroids or sink like moon rocks.</p> <p>Rocket launch experiment: Use a balloon rocket or stomp rocket to explore push and pull forces.</p> <p>Size comparison: Use balls of different sizes to represent planets and compare big vs small.</p> <p>Star gazing role play: Pretend to look through telescopes and talk about what stars might be.</p> <p>Moon phases with biscuits: Use Oreo halves to show full moon, half-moon, crescent.</p> <p>Famous astronauts: Share simple facts about Neil Armstrong or Mae Jemison and talk about their journeys.</p>	<p>Rocket control panel: Use interactive whiteboard or tablet apps where children press buttons to “launch” rockets.</p> <p>Digital countdown: Children use a simple timer app to set a countdown before “blast off.”</p> <p>Space sound buttons: Record children’s voices saying “3,2,1 Blast off!” and play back with sound apps.</p> <p>Interactive storybooks: Read space-themed e-books together, letting children tap to reveal sounds or animations.</p> <p>Digital puzzles: Space-themed drag-and-drop games to match planets or rockets.</p> <p>Space art on tablets: Children draw rockets, stars, and planets using paint apps.</p>	<p>Emotion Check-ins: Use a feelings chart each morning and after transitions.</p> <p>Space emotions cards: Show alien faces with different expressions (happy, sad, surprised) and talk about feelings.</p> <p>Mindfulness Moments: Breathing exercises or calming jars.</p> <p>Blast off breathing: Practice calm breathing before ‘launch’ — breathe in as the rocket counts up, breathe out as it blasts off.</p> <p>Friendship Circle Time: Talk about kindness, sharing, and helping. Practice saying kind and doing kind things to a class mascot e.g. an astronaut like Buzz Lightyear (toy)</p> <p>Safe Spaces: Create a cosy corner for self-regulation.</p>	<p>Create planets with collage materials: Practice describing the planets – my planet is shiny and red, it is a circle (or sphere)</p> <p>Build a rocket: Use junk modelling materials and discuss shapes and features such a cone tip, windows, doors. Practice joining materials together with different media – which is best?</p> <p>Planet painting: Paint circles with sponges to create textured planets.</p> <p>Star stamping: Dip star-shaped sponges in paint and stamp onto black paper.</p> <p>Alien masks: Make simple masks with paper plates and decorate with googly eyes or foil.</p> <p>Playdough: Make playdough with different colours and smells and create aliens.</p> <p>Space sound orchestra: Use instruments or everyday objects to make rocket/alien sounds.</p> <p>Singing stars: Learn a simple space song (e.g. “Twinkle, Twinkle” with new words e.g. twinkle twinkle little star, my dad drives a rusty car.</p>



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PIVATS MILESTONES P4 – P8

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

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>Role play area: Create a garden centre/flower shop include mark making opportunities eg lists, labels</p> <p>Story telling shelves: Use props and story sequencing cues to retell familiar stories. Use talking tins to support re tell eg record key phrases/sentence starters.</p> <p>Small world play: Create a mini-garden tray with soil, toy plants, and bugs. Encourage children to narrate what’s happening.</p> <p>Descriptive language walks: Encourage children to describe what they see, hear, and smell outdoors.</p> <p>Word banks: Build a shared wall of new words with pictures and Makaton signs for ‘who’ and ‘what doing’ - use colours associated with colourful semantics.</p> <p>Listening games: Guess the garden sound.</p> <p>Sequencing: Life cycles alongside story cards.</p> <p>Treasure Hunt: Look for creatures/flowers in, on, under, above, next to</p>	<p>Counting petals: Count petals on flowers or leaves</p> <p>Watering can pours: Count how many pours to fill a bucket.</p> <p>Plant pot soil: Count how many scoops of soil it to fill a plant pot.</p> <p>Comparing size: Which is the biggest watering can, spade, flowerpot.</p> <p>Hopscotch with garden numbers: Draw numbers on paving stones for jumping games.</p> <p>Topmarks: Ladybird spots and Home time Ladybirds</p> <p>Topmarks: Caterpillar ordering and Buds Number Garden</p> <p>Leaf sorting: Sort by size, colour, shape using sorting hoops or trays</p> <p>Measuring sticks: Compare sticks of varying lengths</p> <p>Garden shop role play: Buy flowers or seeds, practicing counting and coin recognition</p> <p>2D flowers: Use 2D shaped to make flowers – can they copy a design</p> <p>Repeating flowers patterns: One criteria e.g., red-yellow-red-</p> <p>Colour by number: Colour simple flowers by number</p>	<p>Ready to garden: Practice putting on coats, boots, or sun hats and gloves independently.</p> <p>Gardeners hygiene check: Reinforcing hygiene routines such as handwashing after being outdoors.</p> <p>Gardening routines: Children learn to water plants, weed, and tidy up, building responsibility and routine.</p> <p>Tool use: Safely handling child-sized spades, watering cans, and brushes develops confidence with everyday equipment.</p> <p>Caring for living things: Foster empathy.</p> <p>Snack preparation in the garden centre cafe: Wash and prepare simple garden produce (like peas from a pod).</p> <p>Community contribution: Invite parents to see the garden/flower beds you have created or get them to help out.</p>	<p>Garden obstacle course: Use logs, hoops, and stepping stones to encourage balance, coordination, and spatial awareness.</p> <p>Digging and planting: Strengthens core and arm muscles while teaching purposeful movement.</p> <p>Running games: Play catch the butterfly (like tig) or buzz like a bee to develop stamina and agility.</p> <p>Climbing and crawling: Climb over low structures or crawl under arches, building strength and flexibility.</p> <p>Seed planting: Handling small seeds and tools develops precision and dexterity, this could be a sorting activity including tweezers.</p> <p>Watering cans and spray bottles: Strengthens grip and hand-eye coordination.</p> <p>Leaf threading: Punch holes in leaves and thread string through them to refine finger control.</p> <p>Garden games with rules: Simple turn-taking games like “hide the seed” build impulse control.</p> <p>Role play gardeners: Children give and follow instructions, learning to manage excitement and frustration.</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Weather watch: Record how the garden changes in sun, rain, or wind.</p> <p>Water collection: Collect rainwater.</p> <p>Sink or float with natural objects: Test leaves, twigs, stones in water trays.</p> <p>Plant life cycles: Watch seeds grow into plants; children can observe changes daily. Think about some fast growing e.g., cress.</p> <p>Butterfly/Chick life cycle: Have a real-life experience in school/class.</p> <p>Bug hunt: Explore the school garden to find insects, worms, and snails.</p> <p>Habitats: Look under rock, logs and leaves to explore.</p> <p>Sorting animals: Sort garden creatures into simple groups (bugs/birds) using sorting hoops.</p> <p>Come and see: Garden show and tell area</p> <p>Pollination role play: Pretend to be bees moving “pollen” (coloured pom-poms) between flowers.</p>	<p>Weather apps: Check the forecast and predict what the garden will look like tomorrow.</p> <p>Photo diaries: Use i-pads to take photos of plants, bugs, or weather changes, then share their findings.</p> <p>Growth tracking: Document plant growth over time with weekly photos, comparing changes.</p> <p>Magnification apps: Use digital magnifiers to look closely at leaves, petals, or insects.</p> <p>Digital drawing: Use simple art apps to draw flowers, minibeasts, or garden scenes. This could include IWB.</p>	<p>Emotion Check-ins: Use a feelings chart each morning and after transitions.</p> <p>Emotions cards: Show faces with different expressions (happy, sad, surprised) and talk about feelings.</p> <p>Breathing with nature: Pretend to blow dandelion seeds or smell flowers to practice deep breathing.</p> <p>Safe Spaces: Create a cosy corner for self-regulation.</p> <p>Friendship Circle Time: Talk about kindness, sharing, and helping.</p> <p>Garden helper roles: Assign tasks like watering plants, feeding birds, or tidying leaves to encourage teamwork.</p> <p>Come and see: Garden show and tell area to increase listening skills and confidence.</p>	<p>Leaf and flower printing: Dip leaves or petals in paint and press onto paper to explore textures.</p> <p>Texture rubbings: Place paper over bark, leaves, or stones and rub with crayons to reveal patterns.</p> <p>Natural collages: Use twigs, stones, petals, and grass to create pictures or patterns.</p> <p>Sunflower art: Paint sunflowers, experimenting with colour mixing for yellows and greens. Experiment with position e.g., tabletop and easel.</p> <p>Mud painting: Use mud mixed with water as natural paint.</p> <p>Herb sensory trays: Crush mint, lavender, or rosemary and use them in play.</p> <p>Garden soundscapes: Recreate sounds of buzzing bees, rustling leaves, or rain using instruments or body percussion.</p> <p>Nature-inspired dance: Move like growing plants, fluttering butterflies, or wriggling worms.</p> <p>Garden songs: Sing action rhymes like Incy Wincey Spider, There’s a worm...</p> <p>Puppet making: Sew or glue fabric scraps onto simple puppets (worms, ladybirds, bees, caterpillars) for storytelling.</p>



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PIVATS MILESTONES P4 – P8

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

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>Role play area: Create a home corner or café with food items labelled, silhouettes for utensils with recipes/instructions/notepads for shopping lists e.g. for making porridge like in Goldilocks or a Gingerbread Man</p> <p>Story telling shelves: Use props and story sequencing cues to retell familiar stories. Use a story map and talking tins to support retell e.g. record key phrases/sentence starters</p> <p>Small world play: Use a dolls house or small play cooker with ingredients and recipes e.g. silly soup linked to phonics. Encourage children to narrate</p> <p>Food stuff bingo: Bingo mats made with Widgit, using plastic, real or widgit cards to play – this could include matching to initial sounds or phonic phase</p> <p>Describe favourite foods: Encourage children to describe what they like and dislike to create a menu, picnic/lunchbox.</p> <p>Word banks: Build a shared wall of new words with pictures and Makaton signs for ‘who’ and ‘what doing’ - use colours associated with colourful semantics</p> <p>Listening games: Guess the food from the description e.g. I am a fruit, I am long, I am yellow. Play fruit salad.</p> <p>Sequencing: Retell stories such as The Hungry Caterpillar and Handa’s Surprise using props from a story basket to support the retell.</p> <p>Follow step by step instructions to make a smoothie</p>	<p>Counting fruit in a basket: Count the fruit by touching each one. Count as a total or count different fruit groups. Are there more strawberries or apples? Which has the least/fewest? Which basket has more?</p> <p>Matching: Place a number on the plate, using tweezers can they match to the amount of peas or beans. Or inside a numicon shape.</p> <p>Numicon biscuits: Make numicon biscuits, using numicon shapes as the cutters. Can they ice in the correct colour?</p> <p>Addition and subtraction: How many strawberries and raisins altogether? X (puppet) eats one, how many now?</p> <p>Comparing length: Which is the longest carrot? Which is the shortest? How many cubes long do you estimate the carrot is?</p> <p>Comparing weight: Which is the heaviest the carrot or the potato? How many cubes does the carrot weigh? Can you make the scales balance? What does this mean?</p> <p>Comparing capacity: Create a smoothie station how many cups does each jug fill (use different sized jugs and cups)</p> <p>Shape sandwiches: Use shape cutters and describe/name</p> <p>Fruit and veg sorting: Sort by category, size, colour, shape using sorting hoops or trays</p> <p>Cafe role play or real-life snack shop: Buy snacks and practice coin recognition</p> <p>Sequencing recipes: First, last, next, then</p>	<p>Snack-Time Independence: Choose and prepare their own snack, pour their own drink from a small jug, and tidy up</p> <p>Snack-Time Shop: Choose and buy snack items using coins</p> <p>Cutting safely: Using the correct tools and techniques to chop and slice soft foods</p> <p>Handwashing Before Cooking/Eating: Use glitter or paint on hands to illustrate germs</p> <p>Café Challenge: Work out how many plates, cups, etc. Encourages planning, counting, and teamwork</p> <p>Shopping Challenge: Visit a local shop/supermarket with a shopping list for a recipe. Also visit the café is available</p> <p>Role Play Recipes: Have familiar recipes (those modelled in cooking/snack) available in home corner</p> <p>Food Supply Chains: Explore how milk and bread are made and get to the shops</p> <p>Roles Linked to Food: Role play as farmer, chef, shop assistant, baker etc</p> <p>Healthy Plates: Food sorting – treats and healthy foods – which are which</p> <p>Senses: Exploring food using look, smell and taste</p>	<p>Food Feelings Plates: Create different feelings using sliced fruit during snack time and/or in CP</p> <p>Smoothie Breathing: Pretend to sip a smoothie through a straw (slow inhale) and blow bubbles into it (slow exhale)</p> <p>Food Prep Stations: Peel satsumas, pod peas, tear lettuce, mash potatoes, scoop melon, slice banana, grate cheese, stir mixtures, and use tongs to pick up food items.</p> <p>Pasta Threading: Make necklaces and bracelets – introduce coloured pasta</p> <p>Food Dance: Move like wiggly spaghetti, a wobbly jelly, popcorn jumping, tall straight fries</p> <p>Balance and co-ordination: Carry fruit on trays or in a basket (maybe above head like Handa). Set up obstacles for them to go over and under on their route.</p> <p>Outdoor Food Hunt: Have clues e.g. visuals and/or descriptions. Can they find these hidden foods outside – ensure this involves them running, stretching, reaching and problem solving.</p> <p>Indoor Food Hunt: Have clues to find ingredients to make a fruit salad. Give clues to targeted children. Whoever finds the fruit could then prepare it for the fruit salad eg scoop melon balls, wash and chop strawberries, peel an apple</p> <p>Fruit Salad: Circle game – assign each pupil a fruit eg apple, orange, banana. Pick a fruit from a feely bag. All banana swap seats etc. When you say fruit salad all swap.</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Healthy Foods: Sorting which foods are healthy?</p> <p>Handa’s Surprise: Fruit tasting using descriptive language and talking about where it grows with sentence stems</p> <p>Family Mealtime: Photos of family sharing a meal. Who is there, what are they eating, why it’s special</p> <p>Special Meal: Have a special meal celebration in school</p> <p>Growing: Grow cress, strawberries, tomatoes recalling what they learnt in spring.</p> <p>Using Tools: Practice cutting and spreading safely</p> <p>Life Cycles: Follow a life cycle linked to food e.g. milk</p>	<p>Sequencing: Follow a recipe sequence and film or photograph each step to review later</p> <p>PicCollage: Create a PicCollage of the process of growing cress or strawberries</p> <p>Drag and Drop Skills: Use ipad and a laptop to practice these skills via sorting games</p> <p>Drawing: Draw favourite foods</p> <p>Typing: Type labels for favourite foods or to create shopping lists using Word or notes</p> <p>Recording: Voice record shopping lists or recipe descriptions</p>	<p>Emotion Check-ins: Use a feelings chart each morning and after transitions.</p> <p>Emotions cards: Show faces with different expressions (happy, sad, surprised) and talk about feelings.</p> <p>Safe Spaces: Create a cosy corner for self-regulation.</p> <p>Friendship Circle Time: Talk about kindness, sharing, and helping.</p> <p>Turn Taking: Role play café/kitchen</p> <p>Taste Test & Talk: Try (or look at) different foods and vote for their favourites. Discuss: “It’s okay if we like different things.”</p> <p>Healthy Plate sorting: Sort pictures into healthy and unhealthy</p>	<p>Texture Collages: pasta, lentils, foil, tissue paper to create textured pictures of food e.g. pizza or fruit bowls</p> <p>Clay/salt dough Fruit Sculptures: shape and paint when dry</p> <p>Paint Mixing: Create colours and shades e.g. purple grapes</p> <p>Junk Modelling to Create Electrical Items: cooker, microwave, till independently deciding on materials and how to join them</p> <p>Kitchen Band: Use pots, pans, spoons, shakers (rice in sealed containers) to create rhythms and explore loud/quiet, fast/slow</p> <p>Food Dance: Call out a food and move like it – jelly wobble, popcorn jumping, carrot standing tall etc</p> <p>Printing: Using fruit and veg to create patterns</p> <p>Pattern: Creating pizzas using repeating patterns with toppings</p> <p>Playdough: Create healthy meal plates and describing them</p>



EXPLORE

Semi-formal Curriculum

PIVATS MILESTONES P4 – P8

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

English and Communication	Maths, Thinking and Learning	Independence and Preparation for Adulthood	Physical Development and Regulation
<p>Role play area: Create a role play area that represents a TV studio and or somewhere to interview an athlete with microphones, clipboards, lanyards, medals, cameras. Use question stems to support interviews.</p> <p>Writing: Within role play area have badges, medal designing, athlete registration forms</p> <p>Watch: Clips of Olympic events or use images and promote oracy using sentence stems – I can see..., The athlete is... Next they will....</p> <p>Watch: Cbeebies – use Sports Day Fun, Topsy and Tim, I can do it you can too</p> <p>Use props and story sequencing cues to retell familiar stories. Use a story map and talking tins to support retell e.g. record key phrases/sentence starters</p> <p>Story sacks: Texts could include - Giraffes Can't Dance, The Frog Olympics, or Ready, Steady, Mo!</p> <p>Sentence work: Share photos/images of athletes and themselves in action. Describe orally what they can see and orally compose caption/sentences to watch and then record</p> <p>Word banks: Build a shared wall of new words with pictures linked to sports with Makaton signs for 'who' and 'what doing' - use colours associated with colourful semantics</p> <p>Listening games: Instructions for an activity e.g. pick up a bean bag/shot put, lift it into position under your chin, ready, steady, throw or describing an obstacle course</p> <p>Speaking: My favourite sport is...I like it because...</p> <p>Choral Chants: Practice rhythmic cheering of team mates</p>	<p>Counting Challenges: Set up simple events (beanbag toss, hurdles, hoop jumps). How many jumps they can do/How many beanbags land in a hoop/How many cones they run past. Is this more or less than last time?</p> <p>Podium Numbers: Create podiums for medals to support ordinal numbers, and extend beyond 3 with race positions</p> <p>Build a Stadium for Supporters: How many chairs do we need? Match people/teddies to the chairs</p> <p>Long Jump Measuring: Jump on to mats or grass and measure with blocks or metre sticks. Whose is longest jump, furthest, shortest</p> <p>Race Timing: Use counting in seconds out load and timers</p> <p>Medal Problems: Use of counters as medals to complete addition and subtraction problem solving</p> <p>Pattern: create team wrist bands or medal strings using threading shapes</p> <p>Chalking Shapes: Draw shapes on floor such as triangles for hurdles, squares to throw from, circles as the targets</p> <p>Sorting by Size – including weight/height: Sort equipment such as balls, hoops, ropes, beanbags</p> <p>Target Games: Throwing and striking with points</p>	<p>Dressing and Self-Care: Putting on sports kits and taking water bottles whilst completing events</p> <p>Managing Athletes Belongings: Hanging up their coat, keeping track of their water bottle, returning equipment to the right place, looking after medals or race numbers</p> <p>Healthy Habits: Drinking water regularly, choosing healthy snacks, resting after activity, washing hands after outdoor play</p> <p>Choosing: Offer a range of Olympic-themed stations (throwing, balancing, running, building) and children make their own choices</p> <p>Recognising Risks: When equipment is wet and slippery, when space is clear, speed and direction, when there is no one nearby so it is safe</p> <p>Roles and Responsibilities: Race setter up, race starter, medal giver out, score keeper, torch carrier, cheer leader, team doctor</p> <p>Turn Taking and Fair Play: Following simple rules linked to activities with adult support</p> <p>Tidying: Setting up equipment and tidying it away</p> <p>Experiences/Visits: Mini Olympics/Sports Day with families, access to climbing equipment and trim trails in school, visit to a park or activity centre, visit to swimming pool with qualified instructors, visit to cycle track.</p>	<p>Obstacle Course Olympics: tunnels, hurdles, balance beams, stepping stones, and cones. Move like a gymnast, hop like a kangaroo, sprint like an athlete...</p> <p>Relay Races: Running in a straight line and passing something to someone</p> <p>Mini Field Events: Beanbag shot put, foam javelin throw, hoop discus, target throwing</p> <p>Move, Freeze and Pose: Incorporate gymnastic moves/poses. Think about using brain break action songs such as The Learning Station</p> <p>Medal Making: Cutting out shapes and threading on ribbon</p> <p>Flag Creation: Collage materials and coloured pens to create flags to wave and/or bunting</p> <p>Ready, Steady, Calm: Teach breathing techniques eg smelling the flowers from the bouquet, blowing the Olympic torch gently, slow breathing to a beat/pulse after a race</p> <p>Winning and Losing: Congratulating others, experiencing winning and losing and understanding it is ok not to win</p> <p>Athletes Rest Area: Create a cool down area, rest area with cushions, fans and water or sensory bottles, and resistance bands for stretching</p> <p>Teamwork Challenges: Activities to practice turn taking and collaboration eg building stadium, creating a track, paired games</p> <p>Cosmic Yoga: Use of programme and create cards with poses for a Yoga aea within the classroom</p> <p>Fine Motor Races: Winding up toys to race, using tweezers to put items in a pot, threading pasta to create medals</p>
The World Around Me	ICT	PSHE and Wellbeing	Creativity
<p>Small world: Mini sports day/Olympics in small world tray such as track and field with small world figures</p> <p>Flags: Match flags to countries of the world and name. Colour and make flags.</p> <p>Where in the world: Find countries on maps, including Greece.</p> <p>Class Mascot: Introduce a class mascot like the Olympics. Back him a case to visit and send postcards to the children.</p> <p>Foods from Around the World: Cook and taste</p> <p>Athlete for a Day: Learn about their daily routines</p> <p>Opening Ceremony: Watch and create own opening ceremony</p> <p>Sports Day: Hold own mini Olympics with the traditions</p> <p>Human Body: Body parts and exercise</p>	<p>Short Films: Videoing each other performing athletic moves e.g. racing and children describing what they can see themselves doing.</p> <p>Create an opening ceremony and share with parents</p> <p>Recording Technology: Use talking tins and ipads to record interviews</p> <p>Posters: Create posters for sports day using drawing apps on ipad/IWB</p> <p>Data Tools: Create data for favourite sports</p>	<p>Emotion Check-In Before and After Events: Choose from feeling cards (excited, nervous, proud, disappointed, calm) before and after a race or activity. Talk about - How their body feels, What changed, What helped them feel better</p> <p>Circletime: Turn taking and winning and not winning</p> <p>Scenarios: Clips where people lose a race and how they deal with this eg Peppa Pig's Sports day</p> <p>Emotional Literacy: Stories such as Giraffe's Can't Dance, The Koala Who Could</p> <p>Encouragement and Praise: Practicing phrases to encourage peers – come on you can do it; and congratulate – well done for being first</p> <p>Health: Importance of exercise, water, healthy diet</p>	<p>Olympic torches: Cardboard tubes, foil, tissue paper and glitter</p> <p>Athlete Sculpture: Pipe cleaner athletes linked to work of Calder</p> <p>Moving Athlete Sculpture: Use dough to create athletic poses like Giacometti</p> <p>Sculpture: Medals made from salt dough or clay and/individual trophies</p> <p>Printing: Making flags/bunting with sponges, stampers and rollers</p> <p>Sensory Tray: Glitter, buttons, sequins, ribbons, dough</p> <p>Body Awareness: Be a...swimmer, runner, javelin thrower, hurdler, diver, rower</p> <p>Listening: National anthems and theme tunes linked to sport</p> <p>Percussion: Adding music to story and events eg using a drum to symbolise jogging, sprinting, jumping</p> <p>Rhythmic Dance: Use ribbons and streamers and create routines like gymnasts or cheerleaders</p> <p>Drawing: Athletes in motion and describing their actions and feelings</p>