

ART: Pop Art Soup Cans

Students will develop **art and design skills** by applying Pop Art techniques and making informed creative choices. They will strengthen **critical thinking** through evaluating their own work and others', and improve **communication skills** by using art-specific vocabulary to discuss strengths and areas for development.

COMPUTING: Programming - Coding

Students will learn to organise a set of instructions in a logical order, create a simple code on Purple Mash, and problem-solve and debug a set of instructions.

COOKING: Developing Independence: Using the grill, oven and hob

Students will develop confidence in handling food and using a grill safely, become familiar with the safe use of the oven, build their overall confidence, and gain competence in preparing and handling a variety of ingredients and using the hob safely.

DESIGN & TECHNOLOGY: Pipe Cleaner Structures

Students will create a simple 3D pipe cleaner structure demonstrating stability, following safety rules, and learning hands-on. They will design and build complex structures, explaining how shapes and joints contribute to strength, and collaborate on ideas. Some will plan, construct, and refine stable, creative structures by combining shapes and testing designs independently, reflecting on real-life uses.

DRAMA: Exploring Character – Video Games

Students will explore different 'live action' video game worlds and complete physical tasks. They will mimic aspects of a video game character and mostly stay in character when engaging in various video game activities. They will refine their character and apply their understanding of character and improvisation to different video game tasks.

ENGLISH: Descriptive Writing and Poetry Skills

Students will utilise descriptive words to identify and describe features of nature and the seasons. They will incorporate adjectives, verbs, and sound words to craft brief descriptive sentences that convey meaning and detail and compose and share a short poem that employs descriptive language, rhyme and rhythm.

MATHS – Sport

Students will develop their understanding of calculations and the four operations through the number strand, their comprehension of time through the shape, space, and measure strand, and their knowledge of data collection via the data handling strand. They will also use and apply their maths skills—based on individual next steps from this strand—in real-life problems within the school and the local community.

MUSIC – The Ukulele: Part 2

Students will learn to play simple parts by ear or notation, follow rhythmic scores, recognise instruments, share feelings about music, play melodies, perform in ensembles, gather feedback, understand crotchets vs. quavers, improvise over a groove, rehearse and lead parts, identify time signatures, and justify opinions with musical elements.

PE – Cricket

Students are introduced to the skills needed to play a simple game of cricket. For students already familiar with techniques associated with the game, they are to consolidate and develop their knowledge and skills to enable them to make meaningful contributions as part of a team. With steady progression, students will build their confidence and self-esteem.

PSHE – Money

Students will learn how people earn, receive, and spend money. They will identify safe and unsafe places to keep money and understand different locations for spending. They will compare various ways people get money, explain why these methods differ, evaluate safe and unsafe options for keeping money secure, and make spending choices based on wants and needs.

SCIENCE – The Water Cycle

Students will follow schedules and instructions to set up experiments, identify rain and clouds in the water cycle, use relevant terms, and distinguish between ice and water. Some will describe states of matter, make predictions, and explain evaporation and condensation. Others will interpret experiments, detail evaporation, describe cloud formation, and explain the water cycle.

SOCIAL COMMUNICATION – Confidence in the Community

In this unit, students will practise community routines like waiting for a bus, seeking help, deciding when to speak, and ending conversations. They will build problem-solving skills for situations such as missing a bus and learn to manage mistakes, adapt behaviour, and use safe communication with guidance.

