

**English (Communication and Interaction):**

**Jurassic Park:**

Observe the range of occupations within the story.  
Comprehension activities  
Exploring opposites and similarities  
Using visual skills, e.g. recognising common letter strings  
Identifying key facts in text  
Characterisation  
Engaging with a variety of texts and media  
Rhyming words  
Language Through Colour (LTC) sentence building  
Story endings  
Spelling CVC, CVCC, CCVC words  
Story sequencing  
Exploring pronouns  
Building up spellings by syllabic parts; using known prefixes, suffixes  
Building words from other known words  
Clicker 8 sentence building  
Clicker 8 word matching

**Phonics (Cognition and Interaction):**

**Term 3:** /g/ /o/ /c/ /k/ /ck/ /m/

**Term 4:** /u/ /r/ /h/ /b/ /f/

**Maths (Cognition and Learning):**

**Number Terms 3 & 4:**

Reading, writing, counting and ordering numbers  
Can students count to 50?  
Can students count to 100?  
Making board games  
Find 1 more or 1 less than a given number  
Splat game  
To recognise and use number bonds to 10 and then 20.  
Doubling numbers  
To add and subtract number and recognise the symbols + - =  
Multiplication and division (where appropriate)  
Column addition and extension to carrying over  
Word problems – functional  
Maths games  
Understanding the functionality of estimating  
Count in multiples of 2, 5, 10, 50 and 100 from 0; give 10 more or less than a given number  
Solve word problems including missing number problems  
Recognise the place value of each digit in a 3-digit number  
Fractions: whole, half, quarter  
Number bonds to 10, 20, 50, 100

**Maths (Cognition and Learning):**

**Geometry - term 3**

Sorting sets of objects according to shape and size  
Identifying big and small objects on request  
Understand and compare quantities and sizes  
To classify objects by properties  
Appropriately use terminology: heavy, light, more, less.  
To identify shapes based on characteristics  
Explore and respond to directional language, 'forwards and backwards'  
Recognise, create and follow patterns  
Recognise mathematical language such as side, edge, vertex, face  
To recognise and name common 2D shapes and 3D shapes  
Sorting shapes based on properties  
Explore and calculate the perimeter of shapes  
Explore and calculate the area of shapes  
Lines of symmetry

**Individual Programmes:**

Wellbeing Sessions  
SALT  
Hydro  
Shine  
Active Education  
MOVE  
PE Enrichment  
Cookery Sessions  
OT & Physio



KS4  
Temple Class  
Topic: Respect  
Terms: 3&4



**Progress + monitoring:**

Tracking Progress  
Parents Eve  
Daily, session & individual observations  
Evaluations  
Moderation  
B Squared  
Evisense

**Maths (Cognition and Learning):**

**Measurement (Term 4):**

Organising objects longer to shorter and vice versa.  
Use non-standard measurements to measure the variety of objects (supporting above).  
Identify different units of measurement (UOM) and understand which is a bigger UOM / what UOM we would use to measure big or small objects.  
Reading units of measurement.  
Capacity – exploring different containers and matching language.  
Using cubes to fill shapes.  
Estimating quantities.  
Following recipes.  
Distance – how far objects can fly.  
Comparing distance.  
Comparing lengths / heights.  
Comparing weights.

**PSHE / RSE (S.E.M.H):**

What do safe and healthy relationships look like?  
Recognize feelings  
Communicate feelings  
Safe people in the community  
Learning to cope with change  
Community signs  
Safe places in the community

**Science (Cognition and Learning):**

These topics will be delivered through Attention Autism (Bucket) sessions.  
Palaeontology  
Rocks & Minerals  
Fossils  
Geology  
Dinosaurs  
Layers of the Earth  
Erosion and Weathering

**World Studies (Cognition and Learning):**

Australasia  
Mapping Skills  
Exploring the cultures of other countries  
Matching countries  
Europe  
Holidays: Lunar New Year, Valentine's Day, Diwali

**Computing- Basic functions:**

Log in to the computer systems independently and save work.  
Develop typing skills through a range of typing games and activities.  
Begin to understand the main functions of using computer and the internet e.g. looking up the weather and typing an email.

**Forest school**

'Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves'.

**Cookery (S.E.M.H and S&P):**

**Basic independent food preparation.**

Personal hygiene  
Food hygiene  
Equipment safety  
Following instructions  
Using bilateral hands movements  
Motor memory practise