

Can we live in a world without toys?



English/History

Recounts.
Looking at toys from the past and present.
Labelling.
Sentence work.
Exploring new vocabulary
Phonics -Single sounds and diagraphs.
Spellings, related to phonics and CEW.
Language for thinking.
Comprehension.
Colourful Semantics.

Science

Rocks and Fossils

Identify that soils are made from rocks and organic matter.
Describe in simple terms how fossils are formed.
Research and discuss different things linked to fossils.
Classify rocks.
Investigate and predict.

Maths

Identify and order numbers.
Writing and numerals and numbers in words.
Counting forwards and backwards from any given number.
Finding 10 more/less than any given number to 100.
Represent numbers in different ways.
Partition numbers and learn about place value.
Estimate different amounts.

Dreams and Goals

How does it feel to be proud of myself?
Set achievable goals.
Tackle new challenges.
Know how I feel when I face a challenge.
Know how I feel when I see obstacles and how I feel when I overcome them.
To work well with a partner.
With support from an adult be able to take learning breaks to get me back to feeling 'okay' and ready for learning.

Physical Education.

Weekly swimming lessons.

Religious Education

Explore Ramadan
Explore Eid
Explore Sukkot

The Arts

Drumming.
Drawing and designing toys.
Decorating a box with a variety of different craft materials.
Design and create a toy.



All children will attend their mainstream class for 50% of their timetable (afternoons). During this time children will be engaged in learning covering all curriculum areas. In addition, children in Forest class will have therapy interventions as per their EHCPs. The children next steps from their outcomes within their EHCPs will be a primary focus throughout their learning.