

### My Communication/English and Communication

**My Communication:** To be able to communicate with purpose to a wide range of people and begins to respond appropriately.

**Reading:** To begin to recognise and find meaning from a range of print, signs and symbols, processing key ideas from these with support. To re-read for fluency consolidating their ability to figure out unfamiliar words.

**Writing:** To begin to use letters, words and symbols to convey meaning. To begin to write sentences with a key focus on punctuation e.g. capital letters and full stops and to begin to use a range of conjunctions in our work.



### My Imagination/ Creative Thinking

**Art-** Focus on colour and pattern from around the world. For example, Damien Hirst and mosaic patterns. Using a range of media to create our own patterns.

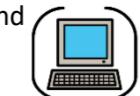
**Music-** Exploring and identifying different sounds and instruments by listening to new and familiar music. Find and keep a beat in a familiar song.



### My Computing/ Using Technology

**Computing** – Use a range of media to create patterns inspired from around the world.

**Online Safety** -Exploring the rules around photos and particularly online and with social media.



### Myself and Others/ Identity and Wellbeing

**PSHE-** Dreams and goals focussing on working well and celebrating achievements with a partner or as part of a group, tackling new challenges.

**SRE-** Changing Me- Puberty and feelings, reflections around change and looking at respect and consent.



**Learning about the body** - In SRE we are continuing to learn about how puberty changes our bodies as we grow older. In addition to the physical changes, we are also looking at emotional changes. Creating opportunities to talk about emotions, feeling happy, sad, excited and that it is normal to have a range of emotions.

**Maths** – Any opportunities for using money i.e. in a shop, or for looking at prices of objects and discussing cost. Looking for numbers in the environment i.e. on the front of busses, registration plates, train timetables, cost of items on receipts.

**Reading** – Promoting any reading skills i.e. identifying letters when out in the local area, discussing books that they enjoy and like to listen to/read.

**Independence** – promoting children to be independent by encouraging them to i.e. take their own things to the sink, make a simple meal, put things in the bin, put clothes in the wash basket.

### My Problem Solving / Maths and Problem Solving

This half term, we will continue to develop our counting, adding and subtracting skills, using real-life situations to help make learning meaningful. We will also begin to explore multiplication and division through practical activities, for example when pretending to go shopping.

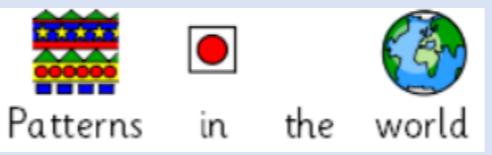
To understand Maths in everyday life including using money and exploring mass/capacity to solve practical problems in real life situations.

Developing a secure understanding of common shapes, measures, direction and time in everyday experiences and life skills lessons. Relating concepts and language to everyday life and experiences.



Curriculum Phase  
Topic Web – Spring 1– 2026

## Topic: Patterns in the World



### Key Texts:

A Bad case of stripes by David Shannon  
The Rainbow Bear by Michael Morpurgo  
Annas Amazing Multicoloured Glasses by Wendy Body (scanned story)  
Esther's Rainbow by Kim Kane & Sara Acton  
Pitter Pattern by Jocye Hesselberth



### My Health/Healthy Lifestyles

**PE-** Pupils will look at movement patterns through following simple step instructions. Creating a choreographed dance from a different culture.

**Food Tech** – Exploring a balanced diet and healthy food choices. Creating and following simple recipes to produce healthy snacks/meals



### P4C

Being a good friend.



Identifying our emotions.

### My World/Our World

**Science** - To discover amazing things about our planet through science e.g. how does ice form? Rainbows and other phenomena.

**Geography** - To explore the planet through patterns. Where are the world's earthquakes and volcanoes mainly found? Hurricanes? The highest and lowest points on the planet?

**History** - A study of the different fashions of clothes pupils have worn in their lives. Comparing old and modern school uniforms and fashions over time.



### My Independence/Careers and Independence

**Careers** - Exploring different workwear that would be used in different jobs. Looking at a range of careers such as; painter decorator, fashion design and gardener.

**Independence** - cooking – to make a healthy snack/drink, thinking about budgets and cost.



### Home Learning Opportunities

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