



Year 1	Autumn	Spring	Summer
Topic	All about me Key Enquiry Question: Who am I?	People who help us Key Enquiry Question: Who helps me and how?	Weather and natural disasters Key Enquiry Question: What is the weather like and how does it affect us?
Power of Reading	Lower Senior – Stanley's stick Upper Senior - Gorilla All - Traditional stories; Little red riding hood and other stories, 3 billy goats gruff	Lower Senior – Pet potato Upper Senior - The bee who spoke All - Poetry: The puffin book of first poems	Lower Senior – One day on our blue planet and What it's like to be a bird Upper Senior - Slug life and Hummingbird
English	Communication • My portrait - describing self, family, friends • Autobiography • Acrostic poems and I like poems. Fiction: John Burningham "Would You Rather..." • Dr Seuss - "Oh, the Places You'll Go!" • Sensory version of "Oliver Twist" • Sensory stories • Attention Autism • Non-fiction: "Myself" book for teacher reference • Poetry: Ahlberg - "Please Mrs Butler" • R.L. Stevenson – "The Land of Nod"	Communication: Role play scenarios with community helpers (e.g. doctor, firefighter, teacher) Use Colourful Semantics to describe roles, uniforms, and actions Explore helper-themed vocabulary using AAC and symbol-supported resources Literacy: Sensory stories about helpers (e.g. Charlie the Firefighter) Non-fiction texts about jobs and responsibilities Create thank-you cards and simple information posters Write short sentences or captions using Widgit symbols	Communication: Role play weather conditions (e.g. rain, sun, wind) Use sensory vocabulary to describe weather (e.g. wet, cold, bright) Use Colourful Semantics to describe weather scenes Literacy: Sensory stories about storms, sunshine, and snow Non-fiction texts about weather and seasons Create a weather diary with symbols, photos, and simple sentences Write weather poems using descriptive words and symbols
Personal, Social & Emotional Development	RSHE • My Body • Health and Being Safe: Appropriate touch • Friendships • Emotions – linked to ZOR • My rules and routines at home and my rules at school Work Related Learning: • Identify the difference between you and your friend with support	Explore feelings of safety, trust, and asking for help Zones of Regulation linked to helpers (e.g. feeling calm with a nurse) Role play asking for help and expressing needs Create a "My Support Network" poster with photos and symbols Discuss how helpers support our physical and emotional wellbeing	Explore how weather affects mood and routines Zones of Regulation linked to weather (e.g. feeling calm in sunshine) Discuss safety during extreme weather (e.g. staying indoors during storms) Create a "Weather and Me" feelings chart

PE	Panathlon Games – Multi-skill activities • Sensory circuits • Yoga • Dance	PE: Team games that involve helping others (e.g. passing, guiding) Sensory circuits themed around helper actions (e.g. lifting, running)	Movement games inspired by weather (e.g. blowing wind, jumping rain) Outdoor sensory circuits (e.g. walking on grass, jumping puddles)
Independent Living	Following a routine • How do I help at home • Helping around the classroom – taking responsibility • Hand washing / personal care	Practice routines like tidying up, helping a peer, setting the table Role play helping at home and school Create a “Helping Chart” for classroom responsibilities Learn how to ask for help in different settings (e.g. school, shop, home)	Dress for the weather (e.g. raincoat, sunhat) Pack a bag for different conditions (e.g. sunscreen, umbrella) Practice routines like applying sunscreen or wearing raincoats Create a visual checklist for weather readiness
Mathematics	Measure – heights, show size • Data collection – hair / eye colour • More than- less than – no of siblings, no in class • Routines • Looking at timetables • Creating a visual timetable	Count and compare helpers in stories and role play Sort tools and uniforms by job Create pictograms of favourite helpers Use tally charts to record how many people help us in different ways	Sort clothes and items by weather type Match weather symbols to conditions Count sunny vs rainy days Sequence weather-related routines (e.g. get dressed, go outside) Use bar charts to show class weather preferences
Understanding the World	R.E.: • My beliefs and values • Religious symbols • How I celebrate Diwali, Christmas and other Autumn celebrations Humanities: • My History and Geography • My Timeline • My home, class and school map • Map work	RE: Stories of religious figures who help others (e.g. Jesus, Guru Nanak) Explore symbols of care and kindness in different faiths Humanities: Map local services (e.g. hospital, fire station) Timeline of helping roles (e.g. nurses past and present)	RE: Weather in religious stories and festivals (e.g. rain in Noah’s Ark, sun in Holi) Explore how different cultures celebrate seasonal changes Humanities: Explore natural disasters around the world (e.g. volcanoes, floods) Map where different weather types occur
Science	• Identify, name, draw and label the basic parts of the human body • Which part of the body is associated with each sense	Explore materials used by helpers (e.g. rubber gloves, metal tools) Investigate how tools help us stay safe	Investigate the water cycle and seasons Sensory experiments (e.g. melting ice, blowing wind)
Computing	Taking photos of each other / selfies using ipad and create a simple comic strip • Contribute to a simple class animation about family and friends • Create a simple class ebook to share with other classes / staff • Create a pictogram of a characteristic e.g. hair colour, hair colour, shoe size, no of siblings in Purple Mash 2count • Create a digital art portrait, make a class poster of the portraits to display • Discuss: ask permission to use technology and age rating on	Create posters about helpers using iPads Take photos of role play and make a class ebook Discuss safe technology use when asking for help	Create a digital weather chart Use apps to track weather and create a class slideshow Record weather observations using photos and voice notes

	animation, take turns with peers, • Create a Christmas card to send, create a calendar with photograph		
Food and Nutrition	Favourite foods • Likes and dislikes • Senses • Hygiene and Safety -washing up / tidying / putting away • Making snacks for myself	Make snacks for helpers (e.g. fruit cups, sandwiches) Explore healthy meals helpers might eat (e.g. packed lunches, energy snacks) Discuss hygiene and safety in food preparation	Explore seasonal foods (e.g. summer fruits, winter soups) Make summer treats like fruit salads and smoothies Discuss hydration and sun safety
Expressive Art & Design	Art: • Taking photographs of your favourite objects. Creating drawings/tracing/prints of your favourite things • Paint a portrait, create a sculpture Music: • Listening to and responding to my cultural music • Using different parts of the body to make music in the style body percussion including use of voice • Make links to books being studied • Using syllabic call-and-response to introduce themselves – videos to be created	Art: Portraits of helpers using drawing and collage Design uniforms and badges Create a collaborative mural of community helpers Music: Songs about helping (e.g. “Thank You Song”) Create soundscapes for different jobs (e.g. sirens, tools) Use body percussion to represent actions (e.g. hammering, walking)	Art: Create weather-themed art (e.g. rain painting, sun collages) Use textures and colours to represent weather (e.g. cotton for clouds) Make 3D models of weather scenes (e.g. tornado in a bottle) Music: Soundscapes of storms, sunshine, wind Compose weather-themed songs using instruments and body percussion Use rhythm to represent weather patterns (e.g. thunder, drizzle)

