



# Around the World - Far Away Places

Bryan Class, Spring 1 2026

<u>English</u>	<u>Mathematics</u>	<u>SRE/PSHE</u>
<p>This half term in English, we will be exploring stories linked to our topic Far Away Places. Through engaging, repetitive, and sensory-rich activities, children will enjoy listening to stories, learning new vocabulary, and communicating their ideas in ways that suit them best. We will be reading Lost and Found, Handa's Surprise, and Commotion in the Ocean. Children will explore characters, settings, animals, and journeys through listening, looking at pictures, role play, movement, making activities, and supported reading and writing.</p> <p>All learning is carefully adapted to each child's needs. Some children will practise reading and writing words and simple sentences, while others will use visuals, Talking Mats, symbols, sounds, movement, or sensory exploration to communicate their understanding. The focus is on enjoyment, confidence,</p>	<p>In Maths, children will be developing their understanding of numbers through real-life, practical activities. Learning focuses on counting, comparing, grouping, measuring, and handling information in meaningful ways that relate to everyday experiences. Children will explore numbers using objects, pictures, and hands-on resources before moving towards using numerals and simple written methods where appropriate. Some children will practise reading, writing, and comparing numbers up to 20 or 100, while others will focus on early number skills such as matching, comparing, and classifying objects.</p> <p>Throughout the term, Maths learning will support confidence, communication, and independence, with a strong emphasis on using numbers to solve real-life problems in a supportive and engaging environment.</p>	<p>This half term in PSHE, children will be learning about themselves and how they are part of the classroom community. We will explore who we are, how we feel, how to be gentle with others, and how we can help look after our classroom. Learning will take place through play, sensory activities, routines, and real-life experiences. Children will be supported to recognise feelings, follow simple routines, play alongside others, and practise kindness and care in ways that are meaningful and appropriate for their individual needs.</p> <p>The focus is on building confidence, emotional wellbeing, and positive relationships in a calm and supportive environment.</p>



and meaningful communication.		
<b><u>Physical Well-being</u></b>  The children will be exploring movement and body awareness through our topic; the children will practise travelling movements, carrying objects, exploring spaces, and moving like animals. Sessions will focus on developing confidence, coordination, regulation and enjoyment of physical activity. Activities are adapted so every child can take part at their own level, with lots of repetition, sensory support and encouragement.	<b><u>Art</u></b>  During this half-term, students will be supported to practise and progressively increase their fine-motor skills through a range of hands-on activities.  Students will develop these skills by learning how to design and create mini models linked to the Spring season.  The model-making activities will also connect to the termly theme, " <b>Around the World</b> ," encouraging creativity and exploration of different ideas and cultures.  Students will focus on communicating their ideas visually by creating images and models based on their favourite things.  Children will be encouraged to choose their own learning pathways, allowing them to engage in <b>learn-through-play</b> experiences that suit their interests and abilities.  A variety of materials, including different types of cardboard and paper, will be explored and used to construct models and bring their ideas to life.	<b><u>DT</u></b>  This half-term, students will be practicing and progressively increasing their ability to use their fine-motor skills, by learning how to make mini-models for the Spring season and their termly theme of 'Around the world'. Students will be focusing on communicating to create images of their favourite things, choosing their own route into learn-through-play and using different types of cardboard and paper to make models.
<b><u>Wider World</u></b>	<b><u>Play and Leisure</u></b>	<b><u>Music</u></b>



<p>This half term in Wider World, children will be learning about living things and how they grow and survive. Through hands-on, sensory, and visual activities, pupils will explore the differences between plants and animals, what they need to stay alive, and how plants change over time.</p> <p>Children will investigate animals' needs such as food, water, and shelter, and learn how to care for plants by providing water, light, and soil. They will observe the plant life cycle, noticing how plants grow and change from seeds into mature plants.</p> <p>The unit finishes with a gentle and inclusive focus on Valentine's Day, where children explore ideas of kindness, care, and appreciation for others through creative and sensory activities.</p>	<p>This half term, our learning will be based around the topic Far Away Places. Through stories, play, movement and sensory activities, children will explore the idea of travelling, different places, and how we can use our bodies to move and play. Children will take part in hands-on activities that support communication, physical development, independence, and enjoyment of learning. Sessions are carefully adapted to meet individual needs and focus on engagement, confidence and wellbeing.</p>	<p>During the Spring term, pupils will immerse themselves in musical interaction. They will learn to sing and move to a variety of songs. Students will play a range of rhythm games, continue exploring different instruments alongside a range of background music and explore composition using the Orba for looping. Colour and number combinations will be used to select notes whilst continuing to develop their ability to follow instructions, including the use of bespoke notation.</p>
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<b>PE</b>	<b>Animal Care</b>	<b>Horticulture</b>
<p>This term will be working on fundamental ball skills. They will be learning to throw and catch a variety of different equipment such as balls and beanbags. They will also be developing their ability to interact with an adult and peer during a simple throwing and catching</p>	<p>Winter really starts to take hold we will be ensuring our animals have everything they need to survive. We will be discussing how some animals hibernate, how nature survives the winter. We will look at the weather and what we all need to survive the elements and how those changes look and</p>	<p>As winter truly has nature in its grip, we shall look more closely at what is happening to the plants around us, the mechanisms they use to survive the dark, cold and wet weather.</p> <p>Continuing with our theme of how plants reproduce or can be reproduced by us, we shall be looking at the</p>



<p>activity. These skills will be developed on an individual basis alongside the continuation of developing other fundamental movement skills.</p>	<p>feel. We will spend more time in the classroom exercising, grooming and generally getting to know our smaller animals better. As always Animal Care we will be working on teamwork, sharing, being kind and having kind/safe hands. Personal qualities of being calm, professional, growing confidences and a work ethic are also themes that we plan to help with during our sessions. Transitions to and from animal care are an excellent opportunity to practice safe use of the roads and listening skills. We will continue to feed, water, muck out, entertain, groom and exercise our range of animals. We will continue looking at animal families, different animal group types and comparing them and their care needs.</p>	<p>wonders of heterozygosity and in particular the intriguing case of apple seeds! We shall continue to sow seeds and propagate existing plants from hardwood cuttings and explain how cloning works. Once we have understood how heterozygosity works, we will look at how we can overcome this diversity within certain plants by cloning and grafting new trees. All groups will be helping to plant the next wave of plants in the sensory garden. Work will also begin on the creation of a new garden for Arnold building pupils, with all classes helping to bring this project to fruition from design to planting.</p>
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### **Home Learning ideas.**

- Spot Living Things - Go for a short walk or look out of the window. Spot plants or animals (tree, bird, dog, flower). Children can: point / look / reach, match a picture symbol, say or sign a word, take a photo
- Care for Something - Help care for a plant, pet, or toy (watering, feeding, brushing). Talk about kindness and care. Children can: help with one step, choose what the plant/animal needs, copy words like water or care.
- Count in Real Life - Count everyday items: fruit, toys, steps, buttons. Children can: touch or move objects, count to 5, 10, 20, or higher, compare more / less. Adults can model counting aloud.

### **Outdoor Education**

In January and February, we will explore the bare woods, noticing the life we find during the darkest part of the year. We will swing, climb, walk and build using ropes, branches and tree stumps. We will make art, using sticks, twine, chalk and clay, making rubbings and imprints.



- Plant Life Fun - Plant seeds (or draw a plant growing). Notice changes over time. Children can: touch soil, water the plant, match pictures of seed → plant → flower, draw or stick pictures.
- Kindness at Home - Practise one kind action: Sharing, helping tidy, giving a hug or smile. Talk about how it feels to be kind. Children can: choose a kind picture, copy a word like kind or help, respond with gesture or sound.
- Move Like an Animal- Move like animals: hop like a frog, stretch like a cat, flap like a bird. Children can: copy one movement, explore freely, enjoy music and movement.