

DRAFT

Pensans ARB Curriculum Overview



Our Aims

At Pensans Community Primary School, we are determined to provide every child with a curriculum that recognises them as unique, understood, unlimited individuals. The Pensans vision is for all children to be recognised and valued as individuals with unlimited potential. We work closely with parents and the community to achieve the best outcomes and help children become confident ambassadors and positive members of the community.

In our ARB, we strive to:

- Support children in overcoming barriers to learning and developing skills for independence.
- Place communication, interaction, and independence at the heart of all learning.
- Create an inspiring, nurturing environment where children feel Safe, Happy, and ready to Learn.
- Embed the Pensans CARES motto in everything we do: Aspirational, Relationships, Experiences, Success.
- Provide an education that changes lives through increased aspiration, access, and opportunity.

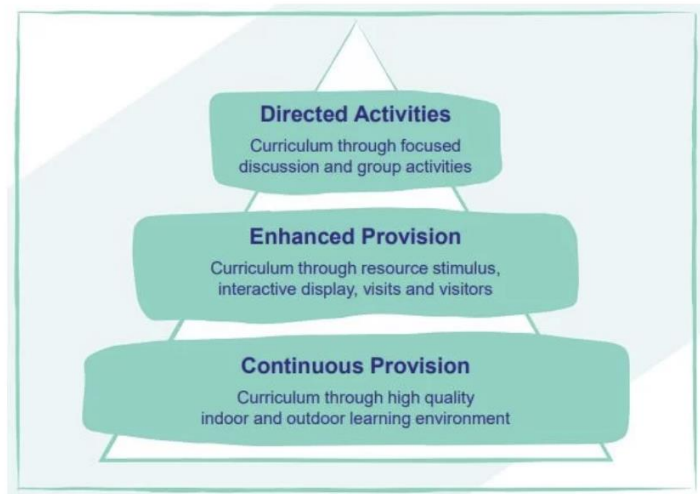
Unit Organisation

The Pensans ARB provides specialist provision for primary aged children with Education, Health and Care Plan (EHCP). All pupils are neurodivergent and have communication and interaction challenges, and require a personalised, highly-structured curriculum.

Children in the ARB are supported through:

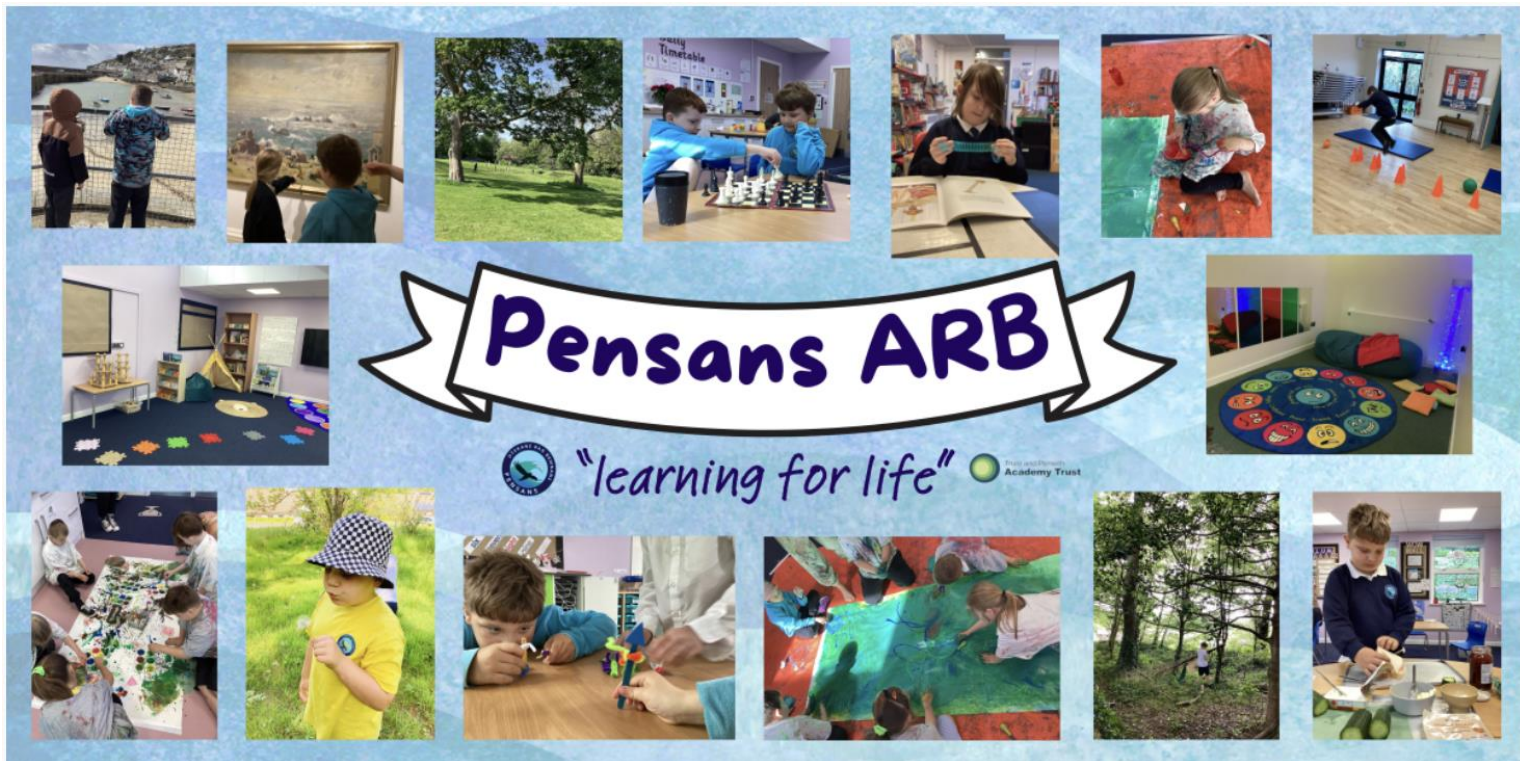
- Small group and 1:1 teaching using visuals, Makaton, and structured routines.
- Sensory-friendly environments including calm zones and movement breaks.
- A balance of formal learning, play-based learning, and life skills experiences.
- Consistent timetables with neurodivergent friendly visuals and pupil-friendly icons.
- Integrated mainstream opportunities such as PE, assemblies, and topic-based learning where appropriate.

Each child's timetable is adapted to meet EHCP outcomes, learning style, and sensory profile.



Approaches to Teaching

- Total Communication approach: speech, Makaton, visuals, communication aids.
- Social Thinking and Social Communication strategies woven into daily routines.
- Sensory diets embedded into the school day.
- Consistent expectations based on the three Pensans rules:
 1. Follow instructions with thought and care.
 2. Respect everyone and everything.
 3. Show good manners at all times.
- Life Skills afternoons (Mindful Monday, Chooseday Tuesday, Wonder Wednesday, Thoughtful Thursday, Fizzy Friday).
- Visits and experiences: Forest Schools, local gymnasium, farm and garden visits, and community learning.



Our Curriculum

The Pensans ARB curriculum blends:

- National Curriculum subjects (adapted and personalised).
- Real PE framework for physical development.
- Continuous provision for exploration and independence.
- Life skills: cooking, shopping, travelling safely, and caring for ourselves and others.



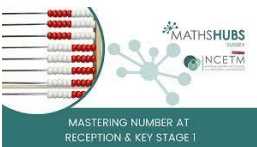
Little Artists



WILD WEST WORKS

Cornwall
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LifeWise
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Together We Wonder: Who Am I, Who Are You?





Porthmeor Autumn Term Medium Term Planning

Overview	First hand experiences	Environment and Community
<p>In the first few weeks, EYFS children will focus on becoming familiar with their new school setting, including their classroom, outdoor areas, and wider school environment. They will begin to build relationships with peers and adults through supported play, routines, and shared experiences.</p> <p>Daily activities will help them learn key transitions such as snack time, toileting, and group sessions, using visual supports and gentle adult guidance. These experiences will lay the foundation for confidence, independence, and a sense of belonging in their new learning community.</p>	<p>Children will take part in engaging first-hand experiences such as Bucket Time (Attention Autism), forest school, and outdoor learning, designed to spark curiosity and build attention skills.</p> <p>They will explore sensory-rich environments through activities like parachute games, nature walks, and collaborative play. These experiences will help them become familiar with daily routines, peers, and the wider school setting, including having lunch in the hall and transitioning between spaces.</p> <p>Each invitation of play will support communication, emotional regulation, and confidence in navigating their new learning environment.</p>	<p>As a new group of peers, Porthmeor Class will begin to build a sense of community through shared routines, play, and exploration. They will become familiar with their classroom, outdoor spaces, and the wider school environment, including the ARB, fostering confidence and belonging.</p> <p>Daily experiences will support respectful interactions, turn-taking, and awareness of others in shared spaces. These foundations will help children feel safe, connected, and ready to engage with their learning journey as part of the school and ARB community.</p>
Our circle time stories will be...		
		
		
Our sensory stories will be...		
		
		

Personal, Social, Emotional Development

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring and understanding the new environment through sensory-rich, child-led discovery. Beginning to follow simple routines and sequences using visual prompts and natural materials. 	<ul style="list-style-type: none"> Using gestures, signs, symbols, or speech to express needs and preferences during transitions and play. Listening and responding to greetings, instructions, and peer interactions with adult modelling and visual support. 	<ul style="list-style-type: none"> Feeling safe and settled in a new space through consistent routines, calm adult presence, and access to regulation tools. Beginning to form relationships with peers and adults through shared outdoor experiences and gentle social rituals. 	<ul style="list-style-type: none"> Regulating through movement and sensory play in nature-based activities such as barefoot trails, water play, and climbing. Developing independence in self-care routines like dressing, toileting, and snack preparation with visual and physical support.

Self regulation					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to understand and manage their emotions and impulses in nature through calm, reflective experiences.	Create a calming outdoor nook using natural textures (logs, leaves, pinecones) where children can retreat and self-soothe. Offer emotion stones and nature mirrors to encourage reflection and emotional awareness.	A quiet, thoughtfully arranged outdoor space with open-ended sensory materials and visual emotion prompts made from natural resources.	Model emotional language and co-regulation through gentle interactions. Observe and respond to children's cues, allowing space for self-regulation to develop naturally.	Children begin to show awareness of their feelings and begin to regulate their behaviour with adult support.	<ul style="list-style-type: none"> Observation notes of children using sensory tools or calming strategies during outdoor transitions. Photographs of children engaging with emotion stones or quiet spaces in nature. Logs tracking use of regulation tools like Bear Cards or safe spaces.





Managing self					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Developing independence and confidence through outdoor routines using natural, open-ended resources.	"All About Me" nature baskets – children collect and curate items from the environment that represent their interests, feelings, or identity.	Outdoor stations with visual prompts made from natural materials (e.g., wooden discs, stones) to guide routines such as hand washing, snack preparation, and dressing.	Support children in making choices, using visual schedules, and engaging in real-life tasks with gentle encouragement and minimal intervention.	Children begin to understand their own needs and follow simple routines with guidance.	<ul style="list-style-type: none"> Photographs of children independently completing outdoor routines (e.g., putting on wellies, washing hands). Annotated visual schedules showing steps completed with or without support. Observation notes on children making choices or showing persistence in nature-based tasks.

Building relationships					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Forming positive attachments and learning to interact with others through shared, meaningful experiences in nature.	Facilitate small group experiences such as collaborative pebble painting, shared fruit gathering, and storytelling circles under trees to encourage gentle conversation and turn-taking.	Outdoor spaces arranged to invite connection—natural seating circles, shared baskets of open-ended materials, and quiet zones for peer interaction.	Observe and sensitively support peer interactions, modelling respectful communication and allowing space for children to navigate social moments independently.	Children begin to show interest in others, respond to familiar adults, and engage in parallel or cooperative play.	<ul style="list-style-type: none"> Photographs of children interacting with peers during shared activities like pebble painting or fruit picking. Observation notes capturing moments of turn-taking, helping, or initiating social interaction. Peer interaction logs noting who children choose to play or work with.

Communication and Language

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration **Week 1: Who am I and exploring our environment**

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Engage in sensory-rich exploration of the outdoor setting, discovering where things are, what materials are available, and how to use them. Children begin to follow visual schedules and step-by-step prompts for daily routines like snack time, hand washing, and tidying up. 	<ul style="list-style-type: none"> Use gestures, signs, symbols, or speech to communicate with adults and peers during transitions and play. Begin to respond to greetings, instructions, and peer interactions, supported by visual cues and adult modelling. 	<ul style="list-style-type: none"> Children are supported to find comfort in familiar routines, calm spaces, and consistent adult presence as they adjust to the new setting. Through shared experiences like nature walks or group songs, children start to build trust and connection with peers and adults. 	<ul style="list-style-type: none"> Children access sensory-rich outdoor activities (e.g., barefoot trails, water play, climbing logs) to support regulation and engagement. Children begin to participate in dressing, toileting, and snack routines with visual and physical support, using natural materials where possible.





Listening, attention and understanding					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Developing listening and attention skills through shared storytelling and nature-based exploration.	Read You Choose outdoors in a storytelling circle. Pause to invite children to choose from the book and then find or create their own version using natural materials (e.g., "You choose a home—let's build it with sticks!").	A calm, curiosity-rich outdoor space with natural seating, open-ended materials, and visual prompts to support listening and turn-taking.	Model active listening and extend children's ideas with open-ended questions. Use visual supports and gestures to reinforce understanding.	Children listen attentively and respond to what they hear with relevant comments or actions during group interactions.	<ul style="list-style-type: none"> Photographs of children engaging in shared storytelling and responding to prompts. Observation notes on children's attention, turn-taking, and responses to questions. Child voice or scribed responses showing understanding and engagement with the story.

Speaking					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Encouraging expressive language and vocabulary development through imaginative, nature-based play.	Children explore the home corner outdoors, enriched with natural and open-ended materials (e.g., wooden bowls, fabric scraps, pinecones). After reading You Choose, they recreate scenes from the book—choosing who they live with, what they eat, and where they go—using props and storytelling.	A nature-inspired home corner set up in the classroom and/or forest area, with baskets of real-life and natural items to spark conversation and imaginative play.	Model rich vocabulary and sentence structures. Encourage children to narrate their play, ask questions, and share ideas with peers. Use prompts from the book to extend language (e.g., "You chose to live in a freehouse—what's it like inside?").	Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, and making use of conjunctions, with modelling and support from adults.	<ul style="list-style-type: none"> Photographs of children engaging in role play, showing gestures, facial expressions, or use of communication aids (e.g., communication boards, Makaton). Observation notes on nonverbal communication such as pointing, signing, or symbolic play to express ideas or choices. Adult-scribed speech bubbles or captions capturing children's intentions, choices, or imaginative contributions during play.

Literacy

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration **Week 1: Who am I and exploring our environment**

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring early mark-making and symbolic representation using natural materials (e.g., sticks, stones, mud) in outdoor spaces. Beginning to recognise and respond to environmental print and labels in the setting (e.g., name stones, snack signs, trail markers). 	<ul style="list-style-type: none"> Using signs, symbols, or speech to describe pictures, objects, or actions during shared literacy experiences. Engaging in storytelling and book-sharing with adults and peers, using gestures, pointing, or vocalisations to participate. 	<ul style="list-style-type: none"> Building confidence to share ideas, preferences, or stories through drawing, mark-making, or choosing books. Using literacy-based activities (e.g., name recognition, story stones) to support emotional expression and identity-building. 	<ul style="list-style-type: none"> Engaging in tactile literacy experiences such as tracing letters in sand, painting with mud, or using textured materials. Developing fine motor skills through outdoor writing tools (e.g., chalk, sticks, brushes) and adapted mark-making stations.

Comprehension					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to understand story structure and meaning through sensory storytelling in nature.	Read <i>The Gruffalo</i> in a forest setting. Children retell the story using natural props (e.g., log pile house, pinecones for prickles, leaves for the forest). Encourage sequencing and recall.	Outdoor Gruffalo trail with numbered story stations and tactile materials to represent key scenes.	Model expressive reading and guide children in retelling using props. Ask open-ended questions to deepen understanding.	Children demonstrate understanding of stories by retelling and sequencing events.	<ul style="list-style-type: none"> Photos of children engaging with story stations. Observations of sequencing and recall. Story maps made with natural materials.





Word Reading					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to recognise and engage with environmental print and initial sounds through nature-based exploration.	Use <i>You Choose</i> outdoors. Create labels for natural items (e.g., "apple," "leaf," "log") and encourage children to match or sound out words. Introduce initial sounds through playful phonics games in nature.	Outdoor reading area with labelled baskets of natural items and phonics prompts (e.g., sound stones, letter leaves).	Model sound blending and segmenting. Support children in identifying initial sounds and matching words to objects.	Children begin to recognise familiar words and initial sounds in their environment.	<ul style="list-style-type: none"> Photos of children matching words to items. Notes on phonics engagement and sound recognition. Sound hunts or initial sound sorting activities.

Writing					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to develop early writing skills through movement, sensory exploration, and book-inspired mark-making.	Squiggle While You Wiggle sessions outdoors. Using ribbons and large movements to build gross motor control and pre-writing shapes. Interactive nature-based writing station, where children create using sticks, mud, chalk, or fruit stamps.	An engaging outdoor writing area with natural tools (sticks, stones, leaf paper, mud trays), visual prompts from <i>You Choose</i> and <i>The Gruffalo</i> , and space for Squiggle While You Wiggle movement.	Lead Squiggle sessions with enthusiasm, modelling movements and linking them to writing shapes. Encourage purposeful mark-making and scribe children's ideas to show how spoken words become written ones.	Children begin to use marks and letters to communicate meaning, showing increasing control and intention in their writing.	<ul style="list-style-type: none"> Photos of children participating in Squiggle While You Wiggle. Examples of nature-based writing or mark-making. Transcripts of adult-scribed stories and children's verbal contributions.

Phonological awareness

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring environmental sounds through nature walks and sound-matching games using natural materials (e.g., rustling leaves, snapping twigs, bird calls). Beginning to distinguish between different sounds in words through playful, rhythm-based activities like clapping syllables or tapping out names with sticks. 	<ul style="list-style-type: none"> Using gestures, signs, or vocalisations to join in with sound games, rhymes, and call-and-response activities in outdoor spaces. Listening and responding to familiar songs and rhymes, supported by visual cues and repetition, to build awareness of rhyme and rhythm. 	<ul style="list-style-type: none"> Building confidence to participate in group sound games and rhymes, with opportunities to lead or echo sounds in a safe, supportive environment. Using sound-based activities (e.g., drumming, echo games) to support emotional expression and connection with others. 	<ul style="list-style-type: none"> Engaging in multisensory phonological activities using natural materials (e.g., tapping rhythms on logs, shaking seed pods, stomping syllables). Supporting fine and gross motor development through movement-based sound games (e.g., jumping for syllables, dancing to rhymes).

Stage 1 : phonological awareness

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to tune into environmental sounds and rhythms through sensory exploration and movement.	Go on a "sound walk" in the forest or garden. Encourage children to listen for birds, rustling leaves, crunching footsteps, and echoing voices. Use natural objects to create sound patterns and rhythms.	Outdoor sound-rich space with natural instruments (e.g. stick shakers, leaf rattles, log drums) and quiet zones for focused listening.	Model active listening and sound imitation. Encourage children to describe and replicate sounds using voice and body percussion.	Children listen and respond to sounds in the environment and in spoken language.	<ul style="list-style-type: none"> Photos/videos of children exploring and creating sounds. Observations 1:1 phonics interventions/tutoring Sound journals or adult notes on children's responses.

Book: The Gruffalo

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to explore rhyme, rhythm, and syllables through storytelling and movement.	Read The Gruffalo outdoors. Tap out syllables in character names Use natural materials to act out rhyming phrases and create sound effects for each character.	Gruffalo-themed outdoor trail with rhythm stations, character masks, and natural props for sound play.	Emphasise rhyme and syllables during storytelling. Encourage children to repeat phrases, clap syllables, and act out rhyming lines.	Children begin to distinguish between different sounds and rhythms in spoken language.	<ul style="list-style-type: none"> Photos of children clapping syllables and acting out rhymes. Observations of rhyme recognition and sound play. Adult notes on children's engagement with story sounds.





Rhyme: I have a little drum and If you're happy and you know it

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to develop rhythm, body percussion, and sound awareness through interactive song and movement.	Sing "I Have a Little Drum" using natural percussion (e.g. logs, sticks). Follow with "If You're Happy and You Know It" Using Makaton (singing hands)	Outdoor music and movement zone with natural instruments, rhythm cards, and emotion-based action prompts.	Lead songs with clear rhythm and expressive actions. Encourage children to copy, adapt, and create their own sound patterns.	Children join in with songs and rhymes, showing awareness of rhythm and sound patterns.	<ul style="list-style-type: none"> Videos/photos of children participating in action songs. Observations of rhythm copying and sound discrimination. Notes on children's emotional expression and musical engagement.

Understanding the world

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring the natural environment through sensory observation and discovery (e.g., noticing textures, colours, sounds outdoors). Beginning to make connections between personal experiences and the world around them (e.g., recognising familiar plants, animals, or seasonal changes). 	<ul style="list-style-type: none"> Using signs, symbols, or speech to describe what they see, hear, and feel in the outdoor environment. Engaging in back-and-forth exchanges with adults and peers about their discoveries and experiences in nature. 	<ul style="list-style-type: none"> Building a sense of belonging and identity by exploring their place in the group and the wider world (e.g., "Who am I in this space?"). Developing emotional connections to the environment through calm, reflective experiences (e.g., sitting quietly under a tree, caring for plants). 	<ul style="list-style-type: none"> Engaging with the natural world through tactile, auditory, and visual sensory experiences (e.g., water play, leaf rubbing, sound walks). Developing physical awareness and coordination through movement in varied outdoor terrain (e.g., climbing, balancing, navigating trails).

Past and present					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to explore diversity and shared histories through nature-based storytelling and reflective play.	Create a "memory tree". Children hang leaves or natural tokens representing something from their past (e.g., "I went fruit picking with my grandma"). Use photo prompts and family stories to spark discussion.	A quiet, reflective outdoor space with a tree or branch display, natural materials, and photo cards showing past events and seasonal changes.	Model storytelling and reflective language. Encourage children to share experiences and compare "then" and "now" using visual and sensory prompts.	Children begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none"> Photographs of memory tree contributions. Adult notes on children's storytelling and comparisons. Transcripts of shared family stories or child-led reflections.





People, cultures and communities					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to explore diversity and belonging through nature-based cultural experiences and shared traditions.	Explore fruit and plants (cultural element) Link to You Choose by asking "Where would you like to live?" and create nature collages representing different places and traditions.	Outdoor cultural exploration station with baskets of fruits, herbs, fabrics, and storybooks from different cultures.	Introduce cultural stories and songs. Encourage respectful curiosity and discussion about similarities and differences in traditions and environments.	Children begin to understand that there are different countries and ways of life.	<ul style="list-style-type: none"> Photos of children engaging with cultural materials. Nature collages representing different places. Adult notes on children's questions and reflections.

The natural world					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to observe, explore, and care for the natural world through sensory experiences and seasonal learning.	Go fruit picking or on a forest walk. Encourage children to observe changes in nature, collect items, and sort them by type, colour, or size. Link to The Gruffalo by exploring the forest habitat and animal homes.	Outdoor nature trail with baskets, magnifying glasses, sorting trays, and Gruffalo-themed prompts (e.g., "Can you find the log pile house?").	Model curiosity and care for living things. Support children in making observations, asking questions, and using descriptive language.	Children explore the natural world around them and begin to understand seasonal change and habitats.	<ul style="list-style-type: none"> Nature journals or sorting trays with collected items. Photos of children exploring and observing. Adult notes on children's questions and discoveries.

Mathematics

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Use natural objects (leaves, stones, fruit) to introduce and reinforce key vocabulary (e.g. "bigger," "smaller," "more," "less," "round," "smooth"). Encourage children to describe what they see, feel, and count during forest walks or fruit picking. Use number songs and rhymes in outdoor settings (e.g. "5 Little Apples") to support listening and interaction. Incorporate simple number-based games using natural materials (e.g. "Can you find 3 pinecones?") to promote back-and-forth communication. 	<ul style="list-style-type: none"> Use conkers, acorns, or pebbles for subitising, counting, and number composition (aligned with Mastering Number Weeks 1–4). Create number lines or ten frames using sticks and stones to explore early number sense. Set up simple challenges like "Can you collect 5 different leaves?" or "How many apples fit in this basket?" to encourage reasoning and comparison. Use open-ended questions to support mathematical thinking: "What happens if we add one more?" 	<ul style="list-style-type: none"> Encourage independence and self-esteem by giving children responsibility (e.g. "You are the fruit counter today!"). Celebrate small achievements in group settings (e.g. "You found 4 apples – well done!"). Use forest school time for mindfulness and sensory regulation (e.g. lying under trees, listening to birds). Introduce calming number-based activities like stacking stones or counting breaths with leaves. 	<ul style="list-style-type: none"> Use tweezers to pick up small fruits or seeds, or thread leaves onto string to support pincer grip. Encourage number formation in mud, sand, or with sticks on the ground. Create number trails or obstacle courses with numbered stations (e.g. "Jump to number 3!"). Use fruit-picking or tree-climbing (where safe) to support coordination and proprioception.

Counting song: One, two, three, look at me					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to develop early number sense and phonological awareness through rhythm, repetition, and sensory engagement with numbers 1–3.	Sing the rhyme outdoors using natural props: <i>One little leaf fell from the tree, Two little stones sat by my knee, Three little birds sang just for me — Count them now: one, two, three!</i> Encourage clapping or tapping for each number to reinforce rhythm and counting.	A nature-rich outdoor area with baskets of leaves, stones, and bird visuals or sound buttons. Include a soft mat or log circle for group singing and movement.	Model the rhyme with expressive voice and clear rhythm. Support children in counting objects, clapping syllables, and identifying numbers. Encourage repetition and variation (e.g. changing the items or numbers).	Children begin to develop awareness of number through songs and rhymes. They listen attentively and respond to rhythm and sound patterns in spoken language.	<ul style="list-style-type: none"> Photos of children engaging with natural props during the rhyme. Observations of counting accuracy and rhythmic participation. Notes on children's use of number language and sound discrimination.





Numbers					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to develop early number sense through sensory counting experiences using numbers 1–3.	Sing the rhyme using real natural objects Children count each set aloud, match quantities to fingers, and act out the rhyme with movement	Outdoor number-rich space with baskets of leaves, stones, and bird visuals. Include number cards (1–3), finger frames, and natural ten frames made from sticks and bark.	Model counting slowly and clearly. Emphasise one-to-one correspondence and subitising. Encourage children to use fingers, objects, and voice to represent numbers. Repeat the rhyme with variations to reinforce understanding.	Children begin to recognise numbers 1–3, show awareness of quantity, and match numerals to amounts.	<ul style="list-style-type: none"> Photos of children counting with natural objects. Observations of one-to-one correspondence/subitising. Notes on children's verbal counting and use of fingers or props.

Numerical patterns					
Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Supporting children to begin recognising and creating simple numerical patterns using natural materials and rhythmic repetition.	Use the rhyme to introduce a simple growing pattern. Children recreate the pattern using natural objects and extend it with their own ideas. Encourage clapping or stepping to match the rhythm and quantity.	Outdoor pattern station with baskets of natural items (leaves, stones, twigs, petals). Include visual number cards (1–3) and rhythm prompts to support sequencing.	Model the pattern using voice, movement, and objects. Encourage children to notice the increase in quantity and predict what comes next. Support children in creating their own nature-based patterns.	Children begin to recognise and create simple patterns and understand that quantities can increase or decrease.	<ul style="list-style-type: none"> Photos of children creating and extending patterns. Observations of children identifying and predicting sequences. Notes on children's use of number language and pattern recognition.

Expressive arts and design

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Children use sensory and mathematical vocabulary to describe their creations (e.g. "I used 4 round stones," "This leaf is soft"). Children engage in imaginative forest-themed role play, using language to narrate and interact (e.g. "I'm picking apples for my shop"). 	<ul style="list-style-type: none"> Children create patterns and count natural items (e.g. ABA sequences with leaves and stones), supporting subitising and number composition. Children act out simple number stories (e.g. "3 apples fell from the tree"), reinforcing sequencing and problem-solving. 	<ul style="list-style-type: none"> Children express identity and preferences through nature-based art (e.g. "This is my forest picture"), building self-esteem. Calm, nature-rich environments (e.g. fruit sorting, leaf threading) support emotional regulation and peer interaction. 	<ul style="list-style-type: none"> Children manipulate small items (e.g. threading leaves, arranging stones), supporting hand strength and coordination. Children move through outdoor role play (e.g. "Jump to the apple tree!"), enhancing spatial awareness and body control.

Creating with materials

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Exploring textures, colours, and forms using natural and open-ended materials to express ideas, emotions, and identity.	"Nature Collage Portraits" – Children use leaves, twigs, petals, bark, and other found materials to create self-portraits or representations of people important to them.	Outdoor art stations with baskets of sorted natural materials (e.g., soft, rough, colourful, large, small). Include mirrors, frames, and trays to support composition and reflection.	Model exploration of materials and talk aloud about choices. Use visual supports and simplified language to scaffold expressive vocabulary.	Children explore colour, texture, and shape through sensory-rich materials. They begin to express ideas and feelings through art and design.	<ul style="list-style-type: none"> Photographs of children engaged in creating with natural materials. Annotated artwork showing children's choices and comments.





Being imaginative and expressive

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Encouraging imaginative play and storytelling through nature-based experiences and sensory-rich environments.	Forest School Story Trails – Children follow a trail of natural objects that tell a story (e.g., pinecones as characters, leaves as settings). In the classroom storytelling area, children use puppets, props, and natural materials to retell familiar stories or create their own.	Outdoor forest school area with storytelling circles made from logs, baskets of natural props, and visual story prompts. Indoor storytelling area with soft lighting, sensory cushions, and open-ended materials like fabric, wooden figures, and nature baskets.	Model storytelling using natural objects and props. Encourage children to contribute ideas and act out parts of the story. Use visual supports and simplified language to scaffold narrative structure. Celebrate imaginative contributions and provide gentle prompts when needed.	Children develop pretend play and storytelling skills. They use props and materials to represent characters and settings, and begin to sequence ideas in play.	<ul style="list-style-type: none"> Photographs of children engaging in imaginative play outdoors and indoors. Annotated story maps or trails created by children. Observations of children using props to retell or invent stories. Notes on expressive language and narrative development.

Physical development

Porthmeor

Focus: Identity, Belonging, and Outdoor Exploration Week 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Children follow simple physical instructions during outdoor number games (e.g. "Jump to number 4," "Pick 3 apples"), supporting receptive language and understanding. Children use language to describe their movements and tools (e.g. "I'm using the tongs to pick up 5 berries"), promoting expressive vocabulary and turn-taking. 	<ul style="list-style-type: none"> Children engage in physical activities that reinforce number concepts (e.g. hopping 5 times, placing 3 stones in a basket), supporting subitising and counting. Children solve movement-based tasks (e.g. "How many steps to reach the apple tree?"), encouraging spatial reasoning and mathematical thinking. 	<ul style="list-style-type: none"> Children build self-esteem by completing physical tasks independently (e.g. climbing, balancing, fruit picking), celebrating effort and achievement. Outdoor physical play (e.g. swinging, walking, stretching) provides sensory input and supports emotional regulation in a calming, natural environment. 	<ul style="list-style-type: none"> Children use tweezers, tongs, and fingers to pick up small fruits, thread leaves, or sort natural items, supporting hand strength and coordination. Children climb, balance, jump, and run in forest school settings, enhancing core strength, coordination, and spatial awareness through nature-based movement.

Gross motor skills

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Building strength, coordination, and confidence through nature-based movement and outdoor play, aligned with REAL PE's Personal Cog (independence, perseverance, following instructions).	Nature movement trails – Children follow paths marked with natural objects to jump, balance, crawl, and stretch.	Forest school area with logs, stepping stones, slopes, and tunnels. Visual prompts for movement challenges (e.g. "hop to the leaf," "crawl under the branch").	Model safe movement and encourage exploration. Use simple language and visual cues to support understanding. Celebrate effort and persistence.	Children demonstrate strength, balance, and coordination when playing. They move energetically—running, jumping, hopping, skipping, and climbing.	<ul style="list-style-type: none"> Photos of children engaging in movement tasks. Observations of physical skills and persistence. Notes on coordination and confidence.

Fine motor skills

Focus	Activity	Environment	Adult Role	EYFS Link	Evidence of learning
Enhancing dexterity and control through sensory and nature-based tasks, supporting REAL PE's emphasis on tool use, grip development, and precision.	Mini nature toolkits: Children use tweezers, scoops, and brushes to explore and manipulate small natural items in loose parts area.	Tables with baskets of pinecones, seeds, pebbles, and tools. Quiet zones for focused exploration and threading activities.	Model tool use and encourage exploration. Provide hand-under-hand support when needed. Scaffold grip and control development.	Children begin to understand their own needs and follow simple routines with guidance.	<ul style="list-style-type: none"> Annotated photos of children using tools. Notes on grip, control, and engagement. Samples of threading, cutting, or mark-making.



Together We Wonder: Who Am I, Who Are You?





Porthminster Autumn Term Medium Term Planning

Overview	First hand experiences	Environment and Community
<p>The first part of this term will focus on developing pupils' communication, social interaction, and life skills through nature-based and collaborative learning.</p> <p>Children will engage in forest school activities such as den building to explore teamwork, problem-solving, and expressive language, while becoming familiar with classroom routines and shared spaces. Structured tasks will support turn-taking, using AAC or visuals to express needs, and building independence in daily transitions.</p> <p>These experiences will be linked to KS2 curriculum goals in Design & Technology, spoken language, and personal development, with a strong emphasis on emotional regulation and sensory awareness.</p>	<p>This half term, Porthminster will take part in immersive outdoor learning experiences, including visits to Trewidden Garden and regular forest school sessions, to deepen their connection with nature and each other. These environments will provide rich opportunities for sensory exploration, communication, and collaborative play.</p> <p>Through activities like den building, nature trails, and storytelling in natural spaces, children will develop practical skills and confidence in expressing themselves. These experiences will also support familiarity with routines, transitions, and shared spaces, laying the foundation for personal, social, and academic growth.</p>	<p>Porthminster Class will explore their local environment through regular visits to Trewidden Garden and forest school, fostering a sense of place and belonging.</p> <p>These experiences will help children build respectful relationships with nature, learning to care for living things and shared spaces. Through hands-on activities like den building and nature-based storytelling, they will develop an understanding of sustainability and teamwork.</p> <p>Engaging with the wider community and natural surroundings will support their social development, independence, and connection to the world around them.</p>
Our curiosity stories will be...	Our social thinking stories will be...	Our non-fiction texts will be:

Personal, Social, Emotional Development

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
Using visual supports to complete learning tasks independently Children use "Now and Next" boards, timers, or checklists to stay on task and complete short adult-led activities with minimal prompting. Applying calming strategies to persist with challenging tasks Children identify when a task feels tricky and use tools like fidget aids, movement breaks, or adult reassurance to keep going.	Expressing emotions and needs using preferred communication methods Children use words, signs, symbols, or AAC devices to tell adults when they feel worried, frustrated, or need help. Engaging in supported peer interactions Children take turns in conversation or play, using scripts, help cards, or adult facilitation to build confidence in social exchanges.	Recognising and naming emotions using visual tools Children use emotion charts, Bear Cards, or number scales to identify how they feel and communicate this to a trusted adult. Using personalised calming strategies to self-regulate Children access quiet spaces, sensory tools, or movement breaks when they feel overwhelmed, supported by adult modelling and gentle prompts.	Identifying sensory needs and choosing appropriate regulation tools Children notice when they need a sensory break and choose from a toolkit (e.g., ear defenders, weighted cushion, tactile objects) to feel ready to learn. Increasing independence in self-care routines using visual steps Children follow picture sequences or checklists to complete tasks like dressing, toileting, or hand-washing with reduced adult support.

Self regulation					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Supporting children to recognise and manage their emotions and impulses through reflective, nature-based experiences.	Children co-create a "calm space" in the forest using natural materials. They use emotion stones, breathing prompts, or sensory tools to regulate during or after group activities.	A quiet, co-constructed outdoor area with calming textures, emotion visuals, and open-ended sensory resources (e.g., bark, feathers, lavender pouches).	Model emotional vocabulary and regulation strategies. Encourage children to identify their feelings and choose a strategy that works for them.	<ul style="list-style-type: none"> Recognise, name and deal with feelings in a positive way Develop strategies for managing emotions and impulses 	<ul style="list-style-type: none"> Photographs of children engaged in collaborative tasks. Observation notes on turn-taking, problem-solving, or peer support. Peer interaction logs or child reflections on working with others.





Managing self					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Encouraging independence and self-awareness through real-life tasks and sensory regulation.	Children follow visual steps to complete self-care routines (e.g., snack prep, dressing for outdoors) and choose sensory tools to help them feel ready to learn.	Accessible indoor and outdoor stations with visual prompts, natural textures, and calming tools (e.g., weighted cushions, scent jars).	Support children in making choices and completing routines with minimal intervention. Reinforce effort and persistence.	<ul style="list-style-type: none"> Learn how to make simple choices that improve wellbeing Understand how behaviour affects others 	<ul style="list-style-type: none"> Photos of children completing routines independently Annotated visual schedules showing steps completed Notes on persistence and self-awareness

Building relationships					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Fostering connection and collaboration through shared nature-based experiences and supported peer interaction.	Children work together to build small shelters or nature art, taking turns and sharing ideas. They use scripts or visuals to support communication.	Outdoor and indoor areas with open-ended materials for collaborative play and visual supports for turn-taking and sharing.	Model respectful interactions and scaffold peer communication. Celebrate teamwork and problem-solving.	<ul style="list-style-type: none"> Understand how behaviour affects others Recognise and respond to the feelings of others 	<ul style="list-style-type: none"> Photographs of children engaged in collaborative tasks Observation notes on turn-taking, problem-solving, or peer support Peer interaction logs or child reflections on working with others

Communication and Language

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Using visual prompts and structured routines to support listening and attention; children follow 'Now and Next' boards or visual instructions to stay engaged in adult-led communication tasks. Building vocabulary through sensory-rich, real-life experiences; explore new words during nature-based activities 	<ul style="list-style-type: none"> Expressing needs, ideas, and choices using preferred communication methods: use speech, signs, symbols, or AAC to communicate during play, routines, or group activities. Taking turns in conversation and responding to others; engage in short exchanges with peers or adults, supported by scripts, visuals, or adult facilitation. 	<ul style="list-style-type: none"> Using emotion words and visuals to express feelings; use emotion charts, Bear Cards, or simple phrases to share how they feel and what they need. Participating in supported discussions about experiences and choices; reflect on activities or decisions using sentence starters, visuals, or adult prompts. 	<ul style="list-style-type: none"> Using communication tools to request sensory regulation strategies; ask for movement breaks, sensory items, or quiet spaces using their preferred method of communication. Describing sensory preferences through structured language activities; explore and name textures, sounds, or movements they enjoy using descriptive words and visuals.

Listening, attention and understanding					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Supporting children to engage with stories, instructions and peer interactions through nature-based and curiosity-led experiences.	Children follow story trails outdoors using 'You Choose' prompts and visual cues to listen, respond and make choices.	Outdoor storytelling stations with natural seating, visual prompts, and sensory props linked to EPIC texts.	Model active listening and use simplified language and visuals to support understanding.	<ul style="list-style-type: none"> Listen and respond appropriately Follow instructions Engage in conversations 	<ul style="list-style-type: none"> Photos of storytelling Transcripts of child speech or AAC use Adult observations





Speaking					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Encouraging children to express ideas, choices and feelings through supported storytelling/real-life tasks.	To use props and visuals to retell stories or describe choices during forest school and classroom activities.	Storytelling areas with open-ended materials, mirrors, and visual sentence starters.	Model expressive language and use simplified language and visuals to support understanding.	<ul style="list-style-type: none"> Use spoken language to express ideas Develop vocabulary Participate in discussions 	<ul style="list-style-type: none"> Photos of children completing routines independently Annotated visual schedules showing steps completed Notes on persistence and self-awareness

Social Thinking					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Supporting children to communicate effectively and share space with peers during structured and unstructured activities.	Use collaborative games, partner tasks, and shared storytelling to encourage turn-taking, joint attention, and expressive communication.	Designated communication zones or hot spots with visual supports, sensory-friendly shared spaces, and flexible seating arrangements to promote interaction.	Model appropriate social language, scaffold peer interactions using AAC or scripts, and facilitate group engagement through gentle prompting. Share social thinking texts	<ul style="list-style-type: none"> Develop spoken language skills through structured conversation and collaborative tasks Participate in group discussions, taking turns and listening to others Use communication strategies (e.g. AAC, visuals, sentence starters) to express ideas and needs 	<ul style="list-style-type: none"> Photos of children engaging in shared activities Annotated visual schedules showing steps completed with peers Observational notes on communication attempts and social engagement

Literacy

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Using visual supports and multisensory cues to engage with early reading and writing tasks. Building confidence in mark-making and phonics through structured, repetitive routines. 	<ul style="list-style-type: none"> Expressing ideas through shared reading and storytelling using words, signs, or symbols. Responding to stories or texts by pointing, commenting, or using sentence starters. 	<ul style="list-style-type: none"> Choosing books or writing tools that reflect personal interests or emotions. Using stories to explore feelings and build empathy through discussion or role-play 	<ul style="list-style-type: none"> Accessing literacy through tactile books, large mark-making tools, or movement-based phonics. Using adapted materials (e.g., sloped boards, sensory pens) to support writing and engagement..

Comprehension					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Supporting children to understand and respond to texts through sensory and contextual experiences.	Children explore 'You Choose' books and EPIC texts using props, role-play and nature-based settings.	Outdoor word hunts, labelled stations, and visual word banks.	Model comprehension strategies and link texts to real-life experiences.	<ul style="list-style-type: none"> Demonstrate understanding of texts Respond to questions Retell stories 	<ul style="list-style-type: none"> Photos of reading engagement Notes on responses Child reflections in individual learning journal





Word reading					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Building confidence in recognising and reading words through multisensory and contextual approaches.	Children match words to objects in nature, use labels in forest school and explore Accelerated Reader texts.	Accessible indoor and outdoor stations with visual prompts, natural textures, and calming tools (e.g., weighted cushions, scent jars).	Support decoding and recognition using phonics visuals and repetition.	<ul style="list-style-type: none"> Recognise and read common words Apply phonics knowledge Accelerated Reading programme Read Write Inc where applicable EPIC reading system 	<ul style="list-style-type: none"> Photos of word reading tasks Annotated word banks Adult observations STAR reading tests

Writing					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Encouraging mark-making and writing through real-life and sensory experiences.	Children write labels, lists or captions linked to forest school tasks or 'You Choose' choices.	Writing stations with natural tools, clipboards, and sensory writing prompts. Writing tool kits ready available indoor/outdoor writing opportunities	Model writing and support fine motor skills with adapted tools.	<ul style="list-style-type: none"> Use writing to communicate ideas Form letters Write for purpose Letter join resources where applicable 	<ul style="list-style-type: none"> Samples of writing Photos of writing in action Adult notes on progress Learning journals Scratch

Understanding the world

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring seasonal changes and plant life cycles during a visit to Trewidden Gardens, supported by visual prompts and hands-on investigation. Comparing past and present gardening tools and traditions through sensory exploration and storytelling. 	<ul style="list-style-type: none"> Asking and answering questions about plants, habitats, and history using words, signs, or symbols during the garden visit. Sharing observations and ideas with peers and adults using sentence starters, visuals, or AAC tools. 	<ul style="list-style-type: none"> Building curiosity and confidence through outdoor exploration and supported group activities of Trewidden Gardens. Reflecting on the visit and expressing preferences or feelings using emotion charts, drawings, or simple sentences. 	<ul style="list-style-type: none"> Engaging with natural textures, smells, and sounds in the garden through guided sensory walks and tactile activities. Using adapted tools and movement-based tasks to explore the environment in a way that supports regulation and access.

Past and present

Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Exploring changes over time through storytelling and sensory artefacts.	Children compare old and new tools or traditions during forest school and storytelling sessions.	Nature-based history stations with artefacts, photos and tactile props.	Model historical vocabulary linked to past/present with context and link past to present through stories.	<ul style="list-style-type: none"> Understand changes over time Compare past and present 	<ul style="list-style-type: none"> Photos of exploration Child comments Adult observations

People, cultures and communities

Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Building awareness of community and diversity through local visits and shared experiences.	Children visit Trewidden Gardens and explore traditions through sensory play and storytelling. Take part in nature trails whilst on the trip.	Outdoor and indoor areas with cultural props, maps and nature-based prompts.	Facilitate discussions and model respectful interactions.	<ul style="list-style-type: none"> Learn about local and global communities Explore similarities and differences 	<ul style="list-style-type: none"> Photos of visits Child reflections Adult notes on engagement Communication with parents /carers





The natural world

Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Encouraging curiosity and observation through nature-based exploration.	Children investigate plants, habitats and weather during forest school and garden visits. Children forage for apples, pears from school grounds.	Sensory-rich outdoor areas with magnifiers, sorting trays and nature Journals. Explore the school environment and witness how it is changing over time.	Model observation and questioning Scaffold descriptive language	<ul style="list-style-type: none"> Explore the natural world Make observations Describe changes 	<ul style="list-style-type: none"> Photos of investigations Nature journals Adult observations

Mathematics

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring number relationships and patterns through real-life tasks like sorting natural objects or counting steps on a trail. Using concrete manipulatives and visual models to build fluency in subitising, comparing, and composing numbers. 	<ul style="list-style-type: none"> Expressing mathematical thinking using words, signs, or symbols during collaborative problem-solving and number talks. Asking and answering questions about quantity, shape, and pattern using sentence starters and visual supports. 	<ul style="list-style-type: none"> Building confidence and persistence through low-pressure, exploratory maths tasks using natural materials and real-world contexts. Reflecting on learning and celebrating small successes using visual feedback tools and peer encouragement. 	<ul style="list-style-type: none"> Engaging with maths through tactile resources, movement-based counting, and adapted tools for sorting and measuring. Using sensory-friendly environments and flexible seating to support regulation and access during maths activities.

Number

Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Building number fluency through real-life and sensory tasks.	Children count natural objects, compare quantities and explore number patterns outdoors.	Outdoor maths stations with manipulatives, number lines and visual prompts Link to foraging fruit (child-led)	Model counting strategies and support subitising and comparison.	<ul style="list-style-type: none"> Count, compare and compose numbers Understand number relationships 	<ul style="list-style-type: none"> Photos of counting tasks Annotated number lines Adult notes





Contextual maths

Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Applying maths in meaningful contexts through nature-based exploration.	Children measure, sort and sequence during forest school and real-life tasks.	Outdoor areas with measuring tools, sorting trays and visual instructions.	Support problem-solving and model mathematical language.	<ul style="list-style-type: none"> Apply maths in context Solve problems Describe patterns White rose 1 minute maths app (fluency) 	<ul style="list-style-type: none"> Photos of contextual tasks Child reflections Adult observations

Expressive art and design

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Exploring colour, texture, and form through open-ended art tasks using natural materials and sensory prompts. Building creative confidence by revisiting familiar techniques and experimenting with new tools in a low-pressure environment. 	<ul style="list-style-type: none"> Expressing ideas and emotions through art using words, signs, or symbols alongside visual supports. Collaborating on shared creative projects and using scripts or prompts to describe choices and processes. 	<ul style="list-style-type: none"> Using art as a tool for emotional regulation and self-expression, supported by calming materials and reflective spaces. Building self-esteem through celebrating effort, uniqueness, and personal meaning in creative work. 	<ul style="list-style-type: none"> Engaging with tactile, visual, and movement-based art activities using adapted tools and sensory-friendly materials. Accessing expressive tasks through flexible seating, varied surfaces, and choice-led exploration.

Creating with materials					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Exploring texture, colour and form through open-ended, nature-based art.	Children create collages, sculptures or portraits using natural materials.	Art stations with sorted materials, mirrors and sensory prompts.	Model exploration and celebrate uniqueness in creative choices.	<ul style="list-style-type: none"> Explore materials Express ideas Make independent choices Access Art 	<ul style="list-style-type: none"> Photos of artwork Child comments Adult annotations Sketch book learning





Being imaginative and expressive					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Encouraging storytelling and role-play through sensory and nature-based experiences.	Children act out stories using props, puppets and natural objects in forest school and classroom.	Storytelling areas with open-ended materials, visual prompts and calming spaces. Small world play opportunities.	Model narrative language and scaffold imaginative play.	<ul style="list-style-type: none"> Use props and materials to tell stories Express emotions and ideas 	<ul style="list-style-type: none"> Photos of role-play Transcripts of storytelling Adult observations Video recording/ talking tins

Design Technology					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Exploring collaborative design and construction through den building in a forest school setting.	Children work in small groups to plan, gather materials, and build a den using natural resources and simple tools.	Outdoor forest school area with access to sticks, logs, tarpaulins, ropes, pegs, and natural loose parts.	Facilitate safe tool use, scaffold teamwork and problem-solving, model planning and evaluation language.	<ul style="list-style-type: none"> Apply practical skills to design and build structures using natural materials. Evaluate ideas and outcomes collaboratively, adapting designs as needed. Use tools and materials safely and with increasing independence. 	<ul style="list-style-type: none"> Photos of completed dens and group collaboration. Pupil voice notes or symbols showing planning and reflection. Observations of tool use, teamwork, and problem-solving.

Physical Development

Porthminster

Focus: Identity, Belonging, and Outdoor Exploration Phase 1: Who am I and exploring our environment

 Cognition and Learning	 Communication and Interaction	 Social, Emotional and Mental Health	 Sensory and/or physical needs
<ul style="list-style-type: none"> Developing coordination and balance through structured movement sequences using visual prompts and repetition. Building movement fluency and body awareness by practising footwork patterns and static poses with adult modelling. 	<ul style="list-style-type: none"> Following multi-step movement instructions using visual cues, gesture, or simplified language. Engaging in paired or group movement games that encourage turn-taking and expressive physical communication. 	<ul style="list-style-type: none"> Building confidence and perseverance through low-pressure physical challenges and movement-based play. Using physical activity as a regulation tool, supported by calming routines and peer encouragement. 	<ul style="list-style-type: none"> Accessing movement tasks through adapted equipment, varied surfaces, and sensory-friendly environments. Exploring balance and coordination through tactile, rhythmic, and movement-based activities that support regulation and engagement.

Gross motor skills					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Developing coordination and balance through movement-based exploration.	Children follow movement trails, balance on logs and practise footwork patterns outdoors.	Forest school areas with varied surfaces, visual prompts and movement stations.	Model safe movement and encourage persistence	<ul style="list-style-type: none"> Real PE personal core Demonstrate coordination and balance Move confidently 	<ul style="list-style-type: none"> Photos of movement tasks Adult notes on progress Child reflections

Fine motor skills					
Focus	Activity	Environment	Adult Role	Curriculum links	Evidence of learning
Building dexterity and control through sensory and real-life tasks.	Children use tweezers, brushes and adapted tools to explore and create.	Indoor and outdoor stations with tactile materials and fine motor challenges. Tuff tray explorations Potion table	Model tool use and scaffold grip development.	<ul style="list-style-type: none"> Use tools with control Develop hand strength and precision 	<ul style="list-style-type: none"> Photos of fine motor tasks Samples of work Adult observations

Schematic Play

Opportunities for schematic play (e.g. rotation, up and down, transporting) are embedded for children who learn through repeated patterns. This supports cognitive development, motor skills, and emerging literacy.



Assessment

- Formative assessment: daily observations, Tapestry journals, EHCP targets.
- Summative assessment: SEN tracker and Engagement Model for pupils working at pre-key stage standards.
- Progress is tracked termly as emerging, developing, secure across:
 - Core subjects
 - Life skills
 - Communication and interaction
- Parents are kept informed through regular reports, meetings, and shared learning journals.

Integration

All of our children are valued members of the wider school community and have regular opportunities to access the school, its grounds and the local area. The level of integration that each child experiences is based on their age and level of need.

Mainstream inclusion	Inclusion walks		
	In the unit	Around the wider grounds	Around the local area
Some children in our ARB join their mainstream peers for playtimes and formal learning e.g. daily phonics or PE sessions. The subjects that they join in with will be chosen according to their interests and academic ability. Older children can often join these lessons independently and some do so with the support of an adult.	Children are supported to access different parts at the unit at different times of the day e.g. the playground, kitchen and sensory room. During these times we teach children key skills that they will need in order to go further afield. These include holding hands with an adult, using key symbols and transitioning calmly to the next location or activity.	Once children are able to access different areas around the unit, we ensure that they regularly have experiences in the wider school grounds. This may involve walking with a peer and an adult around the school buildings, to the forest school area or to play with their peers on the playground.	We explore the local area with children, following their interests and the topics that they are covering in class. Regular walks to the train station, post box and into town support children's life skills. Children are taught how to safely board the minibus and take short trips around the local area before venturing further afield.

Integration

Children are valued members of Pensans Community Primary School. Their inclusion is planned carefully to balance challenge and support.

- Mainstream Inclusion: phonics, PE, assemblies, and topic learning where appropriate.
- In the ARB: playground, kitchen, sensory spaces, and structured routines.
- Around the School: Outdoor Learning, joint playtimes, and shared events.
- In the Community: local visits (shops, post office, library, train station) to develop real-life independence skills.