



Sapling - Early learners

Our Saplings learners at Baston House School access their learning through the 'Exposure' approach. Participation in a variety of highly motivating activities fosters the development of meaningful relationships with others. These activities encompass making choices, intentional communication, and accepting support.

Through 'Exposure', Saplings learners are offered rich experiences that prioritise building trusting relationships and shared moments. These experiences include:

- Developing and maintaining joint attention – creating opportunities for shared focus and mutual interest.
 - Turn-taking activities – fostering reciprocity and understanding in interactions.
- Engaging with stories and shared narratives – using storytelling to connect and communicate meaning.
 - Using keywords and objects of reference – supporting communication and shared understanding.
- Developing non-verbal communication skills – encouraging gestures, facial expressions, and other relational cues.

The emphasis is on creating a safe, responsive environment where learners feel valued and understood, enabling relationships to flourish as the foundation for all learning.

	Autumn	Spring	Summer
Theme	Homes	Mini Beasts	Planes, Trains and Automobiles
	Where I live – my house, rooms in my house, people in my house Types of homes – old and new, Different places to live, Animals – Animal homes and Dens	Types of mini beasts and creepy crawlies Where they live How they move Life Cycles	Modes of transport My journey to school/favourite place Travelling by land, air, water Travelling into space
Literacy books used	Fiction: A House for Hermit Crab by Eric Carle Spot at Home by Eric Hill Maisy's House by Lucy Cousins Non-Fiction: Homes Around the World by Max Moore. My First Book of Homes by DK Where Do People Live? by Katie Daynes	Fiction The Very Hungry Caterpillar — Eric Carle Twist and Hop, Minibeast Bop! — Tony Mitton Elmer and Butterfly — David McKee Non-Fiction The Big Book of Bugs — Yuval Zommer A First Book of Bugs — Simon Mole Bugs! Bugs! Bugs! — Susan Martineau	Fiction The Little Engine That Could — Watty Piper Mr. Gumpy's Motor Car — John Burningham The Hundred Decker Bus — Mike Smith Non-Fiction Planes — Byron Barton Cars and Trucks and Things That Go — Richard Scarry Amazing Airplanes — Tony Mitton & Ant Parker

Baston House School Long Term Plan



Literacy	Sensory Stories: Experience stories through sounds, textures, lights, and movement. Comprehension: Respond to sensory cues. Sentence Building: Adults model simple phrases. Pre-Reading: Engage with songs and rhymes. Pre-Writing: Mark-making with hands or tools. Movement and Music: clapping, tapping, or whole-body movement. Sensory Rhyme: Experience rhymes with props, gesture or sound.	Sensory Stories: Anticipate repeated actions or sounds in stories. Comprehension: Match an object or picture characters. Sentence Building: Select a symbol to represent an idea. Pre-Reading: Turn pages independently, engage in rhyme. Pre-Writing: Begin to make purposeful marks Movement and Music: Join in with simple actions to songs; respond to rhythm and beat. Sensory Rhyme Time: Anticipate rhymes and join in with familiar actions;	Sensory Stories: Begin to choose a story from two options. Comprehension: Sequence two events using props. Sentence Building: Combine two symbols or pictures. Pre-Reading: Point to pictures when named; anticipate. Pre-Writing: Attempt to copy simple shapes or letters. Movement and Music: Perform actions independently; begin to create own movements for familiar songs. Sensory Rhyme Time: Attempt to vocalise parts of rhymes; suggest actions or props for rhymes.
Numeracy	Number Comparison & Place Value: Big and Small; match objects 1:1. Patterns: Notice and copy simple patterns. Measurement: Explore size and weight Shape & Space: Handle and explore basic shapes	Number & Arithmetic Recognise numerals to 3; count small sets. Patterns: Continue with and create own pattern. Position & Direction: Explore positional language Data: Sort objects by colour or size; use “more/less”	Number– Fractions: Explore “whole” and “half”. Shapes: Name common shapes Money: Explore coins recognise coins as “money.” Time: Experience routines linked to time “now” “next.”
Science	Homes (Testing Materials) Explore materials through touch (soft/hard/smooth) Sort objects by texture or weight using sensory trays. Simple experiments: Which material makes the best sound? Which floats or sinks?	Minibeasts (Habitats & Life Cycles) Sensory exploration of soil, leaves for habitats Match real minibeasts or models to their homes Observe caterpillar/butterfly life cycle using pictures and props.	Things That Go (– Friction & Speed) Explore movement on different surfaces Sort vehicles by type (land, air, water). Record simple observations using pictures (fast/slow).

Baston House School Long Term Plan



My World and 'Me'	Explore familiar objects from home Match pictures of homes (house, flat) to real objects. Listen to sensory stories about home routines.	Sensory exploration of soil, leaves, and water for Match minibeast pictures to real objects or models.	Explore toy vehicles through sensory play (push, pull). Sort vehicles by land, air, water.
My Creativity	Sensory collage with textured materials. Explore textures in home objects . Music: Respond to fast/slow tempo. Dance: Simple step patterns (walk, stop, turn). Christmas: Sensory lights, decorate a “home corner”	Sensory bug trays (soil, leaves, toy insects). Simple bug sculptures with clay (press shapes). Music: Tap rhythms to mimic bug movements. Dance: Crawl, wiggle, flap in sequence. Easter: Decorate bug-themed eggs.	Transport collage with bright pictures. Simple modelling (rolling clay into wheels). Music: Fast/slow tempo for “speedy car” “slow boat”. Dance: Move like different vehicles. Summer: Water play with floating boats.
SMSC	Key Dates: Diwali – 13th Oct , Halloween, Remembrance Day, Christmas Black History month Anti Bullying Week Bonfire Night	Key Dates: Chinese New year, Holi Festival, Ramadan , Eid al-Fitr, Easter Safer Internet Day Children’s Mental Health week World Book Day Neurodiversity Week	Key Dates: Sports Day (June/July), Summer Celebration (July) Eid Pride Autism Awareness Week World Ocean and Environmental days
My Jobs	September: Builder – Explore building and tools. October: Architect – Design homes . November: Electrician (linked to Bonfire Night). December: Interior Designer – Christmas decorating	January: Gardener – Plant seeds, care for plants February: Entomologist (Bug Scientist) – Explore bugs, March: Beekeeper – Learn about bees and honey (linked to spring and pollination).	May: Mechanic – Explore fixing, talk about tools June: Pilot – Learn about planes, journeys, and safety (linked to summer travel). July: Train Driver – Explore trains, sequencing journeys,

Baston House School Long Term Plan





Tree - Exploratory learners

Our Tree learners at Baston House School access their learning through the ‘Exploration’ approach, which is designed to develop curiosity, understanding, discovery and communication. This approach supports learners in building key skills such as attention and listening, play with adults and peers, understanding of key concepts, and developing their own use of language. Through ‘Exploration’, Tree learners engage in experiences that help them comprehend and retain what they have learned, while using communication to share ideas and build connections. These experiences include:

- Developing attention and listening skills – supporting focus and engagement in shared activities.
 - Play with adults and peers – encouraging social interaction and cooperative learning.
- Understanding key concepts – building foundational knowledge through practical and meaningful experiences.
- Using communication to comment and describe – developing expressive language and confidence in sharing ideas.
 - Sequencing events and ideas – supporting logical thinking and understanding of order.
- Expanding vocabulary and language use – enabling learners to communicate more effectively and with greater detail.

The emphasis is on creating a supportive, interactive environment where learners can explore, connect, and grow in confidence, laying strong foundations for future learning.

	Autumn	Spring	Summer
Theme	Homes	Mini Beasts	Planes, Trains and Automobiles
	Where I live – my house, rooms in my house, people in my house Types of homes – old and new, Different places to live, Animals – Animal homes and Dens	Types of mini beasts and creepy crawlies Where they live How they move Life Cycles	Modes of transport My journey to school/favourite place Travelling by land, air, water Travelling into space
Literacy books used	Fiction: The Three Little Pigs – Various A Squash and a Squeeze by Julia Donaldson Peace at Last by Jill Murphy Non-Fiction: Homes Around the World by DK Building a House by Byron Barton My House by Rebecca Rissman	Fiction: Diary of a Worm — Doreen Cronin Miss Spider’s Tea Party — David Kirk Diary of a Fly — Doreen Cronin Non-Fiction: Bugs Are Insects — Anne Rockwell The Honeybee — Kirsten Hall Monarch Butterfly — Gail Gibbons	Fiction: The Hundred Decker Bus — Mike Smith Duck in the Truck — Jez Alborough Mr. Gumpy’s Motor Car — John Burningham Non-Fiction: Cars and Trucks and Things That Go — Richard Scarry Amazing Airplanes — Tony Mitton & Ant Parker Terrific Trains — Tony Mitton & Ant Parker

Baston House School Long Term Plan



Literacy	Sensory Stories: Listen to short stories with props, join in.	Sensory Stories: Recall key parts of a story;	Sensory Stories: Retell a simple story in sequence.
	Comprehension: Match pictures to story events answer “what”.	Comprehension: Sequence two events; answer “what” and “where” .	Comprehension: Sequence three or more events; identify characters.
	Sentence Building: Single words or short phrases to label.	Sentence Building: Combine 2–3 keywords.	Sentence Building: Use short sentences verbally.
	Reading: Explore books independently; recognise name.	Reading: Recognise familiar words.	Reading: Recognise letters and sounds.
	Writing: Free mark-making; begin to copy letters .	Writing: Trace letters and write short words.	Writing: Form letters independently; write own name.
	Story Exploration: Act out parts of a story .	Story Exploration: Retell parts of a story using props.	Story Exploration: Act out stories with peers.
Numeracy	Number Comparison & Place Value: Compare groups (more/less); recognise numbers to 5; begin ordering.	Number & Arithmetic – Place Value: Count to 10; begin simple addition using objects.	Number & Arithmetic – Fractions: Understand halves and quarters using food or shapes.
	Patterns: Extend patterns; explore patterns in nature	Patterns: Create own repeating patterns;.	Shapes: Explore 3D shapes
	Measurement: Use language (long/short, heavy/light);	Position & Direction: Use language (up/down, left/right).	Money: Recognise coins; use coins in role-play shops
	Shape & Space: Recognise and name basic 2D shapes;	Data: Collect simple data	Time: Sequence daily events;
Science	Homes (Testing Materials)	Minibeasts (Habitats & Life Cycles)	Things That Go (– Friction & Speed)
	Test materials for strength and waterproofing.	Identify minibeasts in the school environment.	Test toy cars on different surfaces
	Sort materials by properties (hard/soft, bendy/stiff).	Create simple habitat models (soil, leaves, water).	Sort vehicles by how they move (roll, float, fly).
	Predict which material will work best for a roof and test it.	Sequence life cycle (egg, caterpillar, chrysalis, butterfly).	Make simple charts to show results (fast/slow).
My World and ‘Me’	Describe features of own home using simple words.	Identify native and non-native bugs in the UK.	Talk about own transport choices (walk, car, bus).
	Compare homes around the world using pictures.	Explore simple life cycles (caterpillar to butterfly).	Compare transport in other countries using pictures.
	Explore homes in History	Create a bug hotel and talk about habitats.	Explore simple history of transport (old vs new cars).

Baston House School Long Term Plan



My Creativity	Collage: Create a picture of a home. Modelling: Build homes with blocks ICT: Using bedroom design tools. Music: Identify fast/slow tempo in songs. Dance: Create a short “morning routine” dance. Christmas: Make cards, decorate a home role-play area.	Collage: Make bug hotels with sticks and leaves. Sculpt bugs with detail (legs, wings). ICT: Draw bugs on tablets. Music: Create rhythmic patterns for insect sounds. Dance: Perform a “life cycle” dance. Easter: Easter egg hunt with bug clues.	Collage: Design transport posters. Modelling: Build vehicles and describe parts. ICT: Use apps to create transport designs. Music: Create rhythmic patterns for “train wheels”. Dance: Perform a “journey dance” with stops/starts Summer: Outdoor races and creative obstacle courses.
SMSC	Key Dates: Diwali – 13th Oct , Halloween, Remembrance Day, Christmas Black History month Anti Bullying week Bonfire Night – Fireworks	Key Dates: Chinese New year, Holi Festival ,Ramadan, Eid al-Fitr, Easter Safer internet day Children’s Mental Health week World Book Day Neurodiversity week	Key Dates: Sports Day (June/July), Summer Celebration (July) Eid Pride Autism awareness week World Ocean and environmental days
My Jobs	September: Builder – Explore building blocks/tools October: Architect – Design homes November: Electrician – Talk about lights and safety (linked to Bonfire Night). December: Interior Designer – Decorate spaces for Christmas	January: Gardener – Plant seeds, care for plants, talk about garden tools. February: Entomologist (Bug Scientist) – Explore bugs, sort insects, research habitats. March: Beekeeper – Learn about bees and honey (linked to spring and pollination).	May: Mechanic – Explore fixing cars, talk about tools and vehicle parts. June: Pilot – Learn about planes, journeys, and safety (linked to summer travel). July: Train Driver – Explore trains, sequencing journeys, role-play tickets.

Baston House School Long Term Plan



Forest Enquiring learners

Our Forest learners at Baston House School access their learning through the 'Enquire' approach, which is designed to foster independence, confidence, and self-directed learning. Active involvement in learning across various subjects helps students apply their skills and knowledge to problem-solving. They develop an understanding of different relationships and self-awareness while being given opportunities to engage in and plan community-based activities. Emphasis is placed on fostering spontaneous and creative communication for diverse purposes. Through 'Enquire', Forest learners are supported to develop and refine skills that prepare them for life beyond the classroom. These experiences include:

- Social thinking and problem-solving – encouraging learners to navigate social situations and find solutions independently.
 - Self-regulation – building strategies to manage emotions and behaviours effectively.
 - Independent living skills – developing practical abilities for everyday life.
- Community awareness and presence – fostering understanding of roles, responsibilities, and participation in the wider community.
- Expanding social and leisure interests – supporting learners to discover and enjoy activities that promote well-being and connection.
- Self-directed learning and organisational skills – enabling learners to take ownership of their learning and manage tasks confidently

The emphasis is on creating opportunities for independence and meaningful engagement, equipping learners with the skills and confidence to thrive in school and beyond.

Term	Autumn	Spring	Summer
Theme	Homes	Mini Beasts	Planes, Trains and Automobiles
	Where I live – my house, rooms in my house, people in my house Types of homes – old and new, Different places to live, Animals – Animal homes and Dens	Types of mini beasts and creepy crawlies Where they live How they move Life Cycles	Modes of transport My journey to school/favourite place Travelling by land, air, water Travelling into space
Literacy books used	Fiction:	Fiction	Fiction
	The House That Jack Built –various. A House Is a House for Me by Mary Ann Hoberman. If I Built a House by Chris Van Dusen Non-Fiction: Homes Around the World by DK Readers Level 2 – How a House Is Built by Gail Gibbons Inside Homes by Katie Woolley	Superworm — Julia Donaldson What the Ladybird Heard — Julia Donaldson The Very Busy Spider — Eric Carle Non-Fiction The Big Book of Bugs — Yuval Zommer The Book of Brilliant Bugs — Jess French Some Bugs — Angela DiTerlizzi	The Hundred Decker Bus — Mike Smith The Train Ride — June Crebbin The Hundred-Mile-An-Hour Dog — Jeremy Strong Non-Fiction National Geo Kids: Things That Go — Karen de Seve Cars and Trucks and Things That Go — Richard Scarry Usborne Beginners: Planes/Trains/Trucks — Emily Bone

Baston House School Long Term Plan



Literacy	Sensory Stories: Listen to longer stories/identify key events	Sensory Stories: Retell stories in sequence using own words; answer “who,” “where,” and “what happened”	Sensory Stories: Summarise stories in own words; answer “why” and “how” questions
	Comprehension: Identify main characters and settings; begin to explain what happened	Comprehension: Identify beginning, middle, and end; recall key details	Comprehension: Make predictions about what might happen next;
	Sentence Building: Write short sentences using keywords	Sentence Building: Write short sentences independently	Sentence Building: Write extended sentences
	Reading: Read simple sentences independently;	Reading: Read short texts fluently; use phonics to decode	Reading: Read short paragraphs fluently;
	Writing: Copy sentences accurately	Writing: Write simple sentences with punctuation	Writing: Write short narratives- varied vocabulary.
	Story Exploration: Act out stories with peers; discuss what characters did and why with adult prompts.	Story Exploration: Suggest alternative endings; create short role-play scenes based on the story.	Story Exploration: Create own stories based on familiar structures.
Numeracy	Number Comparison & Place Value: Compare numbers to 100; understand tens and ones.	Number & Arithmetic – Place Value: Add and subtract two-digit numbers; understand place value to 100.	Number & Arithmetic – Fractions: Recognise and use halves, quarters, and thirds
	Patterns: Identify and create more complex patterns	Patterns: Recognise patterns in number sequences	Shapes: Identify symmetry; sort shapes by properties.
	Measurement: Measure using standard units (cm, g);	Position & Direction: Use directional language	Money: Add amounts using coins
	Shape & Space: Identify 2D and 3D shapes; describe properties	Data: Collect and represent data using charts or pictograms	Time: Read o’clock and half past;
Science	Homes (Testing Materials)	Minibeasts (Habitats & Life Cycles)	Things That Go (– Friction & Speed)
	Investigate properties (waterproof, strong, flexible)	Research different habitats and why animals live there.	Plan and carry out an investigation on friction
	Record results in a simple table	Compare life cycles of different minibeasts	Measure Distance cars move on different surfaces.
	Explain why certain materials are used for houses.	Record findings using diagrams and labels.	Classify vehicles by features (wheels, wings, floats)
My world and ‘Me’	Discuss materials used in homes and why.	Compare habitats and explain why animals live there.	Investigate how transport has changed over time.
	Compare homes in different countries and climates.	Discuss why insects are so important to the ecosystem.	Discuss environmental impact of transport choices.
	Explore historical changes in homes .	Explore deforestation and its impact on minibeasts.	Compare transport systems in different countries.

Baston House School Long Term Plan



My Creativity	Collage: Create a “dream home” collage Modelling: Build homes with blocks or clay; label rooms. ICT Models: Use simple drawing apps to design a home. Music – Tempo: Explore fast/slow music and link to “busy home” vs. “quiet home”. Dance: Create a short dance showing daily routines. Christmas: Make decorations, write/draw Christmas cards, plan a simple party menu with support.	Collage: Build a bug hotel using sticks and leaves Modelling: Create clay insects and label body parts. ICT Models: Draw bugs on tablets or use simple apps. Music – Rhythm: Clap or tap rhythms to represent bug movements. Dance –: Perform a “life cycle” dance Easter: Organise a simple Easter egg hunt with clues (supported).	Collage: Create transport posters with labels. Modelling: Build vehicles using recycled materials. ICT Models: Use apps to design a simple vehicle. Music – Tempo & Rhythm: Compose sound patterns for “train wheels” or “car engines”. Dance : Create a “journey dance” with stops/starts. Summer: Plan and help organise a summer picnic or sports day (with guidance).
SMSC	Key Dates: Diwali – 13th Oct , Halloween, Remembrance Day, Christmas Black History month , Anti Bullying week Bonfire Night – Fireworks	Key Dates: Chinese New year, Holi Festival ,Ramadan, Eid al-Fitr, Easter ,Safer Internet Day Children’s Mental Health week,World Book Day Neurodiversity week	Key Dates: Sports Day (June/July), Summer Celebration (July),Eid Pride ,Autism awareness week World Ocean and environmental days
My Jobs	September: Builder – Explore tools, and construction. October: Architect – Design homes (Forest: floor plans). November: Electrician safety (linked to Bonfire Night). December: Interior Designer – Decorate spaces for Christmas (collage, ICT design)	January: Gardener – Plant seeds, care for plants, talk about garden tools. February: Entomologist (Bug Scientist) – Explore bugs,. March: Beekeeper – Learn about bees and honey (linked to spring and pollination).	May: Mechanic – Explore fixing cars, talk about tools and vehicle parts. June: Pilot – Learn about planes, journeys, and safety (July: Train Driver – Explore trains, sequencing journeys, role-play tickets.