



# Garden and Growing 4 Season ARP Medium term planning for Summer 3b 2026

## Pathway:


## Pre-formal Engagement

Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> <li>Pushing buttons/squeezing to cause sounds.</li> <li>Anticipating/beginning to join in actions at certain</li> <li>Make choices with regards to the fruit/veg you would like at snack time.</li> <li>Observe plants growing and ideally help with fruit or veg harvesting</li> <li>Number songs with props relating to the topic.</li> <li>Sort fruit counters into pots of the same colour.</li> </ul>	<ul style="list-style-type: none"> <li>Requesting using a symbol or photo with support.</li> <li>Following a one-part instruction</li> <li>Use Makaton/symbols or simple words to make requests using a simple AAC board</li> <li>I want</li> <li>Following simple transitions with greater independence - going to the garden/classroom</li> <li>Communicate through reactions or social expressions if you like or do not like the smell or taste of fruits and vegetables.</li> <li>Try and find the requested fruit or veg from two or more options using replica foods.</li> </ul>	<ul style="list-style-type: none"> <li>Choosing a small world figure from two or more options.</li> <li>Listening to/joining in singing songs.</li> <li>TacPac</li> <li>Spend time together in outdoor areas with trees, flowers and grass.</li> <li>Explore and taste new fruits and vegetables.</li> <li>Help out in the school garden and behave appropriately amongst the crops i.e., do not pull out the plants.</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>Sensory/messy play</li> <li>Feeling and smelling fragrant plants such as lavender, peppermint, tomato, rosemary (be aware of sensory sensitivities and allergies).</li> <li>Grow fast growing seeds (e.g. cress, beans, sunflowers, marigolds) in the classroom or outdoor planters. Involve children with sewing and watering.</li> </ul>		<ul style="list-style-type: none"> <li>Following actions during songs e.g., using Makaton.</li> <li>Messy play mark making</li> <li>Practising a pincer grip</li> <li>Puzzles</li> <li>Picking up leaves and flowers to smell.</li> <li>Running on the grass and around trees or shrubs.</li> <li>Watering the plants with a watering can or hose.</li> <li>Digging in the soil with a trowel.</li> </ul>
My Independence Self-Help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> <li>Make fruit salad or fruit kebabs together.</li> <li>Make smoothies with fresh fruit. Make a variety of different combinations to see which are most popular.</li> <li>Wash fruit and vegetables together.</li> </ul>	<ul style="list-style-type: none"> <li>Printing with fruits and vegetables in paint.</li> <li>Blu Tac leaves and flowers to paper and have children sponge paint over the top. Remove the items to reveal the shapes left behind.</li> </ul>	<ul style="list-style-type: none"> <li>Cooking and buddy time</li> <li>Community Visit</li> </ul>
Title	Link/Author	Notes
Mad about Mini Beasts	Giles Andreae	As a sensory story
Tilly Grows a Tree	William Petty	As a sensory story
Jasper's Beanstalk	N. Butterworth & M. Inkpen	As a sensory story

## Pathway: Semi-Formal Explorer

Cognition and Learning Early Development	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> <li>● Pushing buttons/squeezing to cause sounds.</li> <li>● Anticipating/beginning to join in actions at certain</li> <li>● Make choices with regards to the fruit/veg you would like at snack time.</li> <li>● Observe plants growing and ideally help with fruit or veg harvesting</li> <li>● Number songs with props relating to the topic.</li> <li>● Sort fruit counters into pots of the same colour. Begin</li> <li>● Drawing/adding/colouring stated small amounts, e.g., three apples on the tree.</li> <li>● Subject-verb colourful semantics to include the fruit/veg and the colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Requesting using a symbol or photo with support.</li> <li>● Following a one-part instruction</li> <li>● Use Makaton/symbols or simple words to make requests using a simple AAC board</li> <li>● Communicate which fruits and vegetables you like and do not like.</li> <li>● Use 'yes' and 'no' correctly (or gesture/sign) when asked 'Is this a... fruit/veg' with pictures or items.</li> <li>● Picks up correct fruit or veg upon hearing the name, i.e., know names of some fruit and veg.</li> <li>● Following simple transitions with greater independence - going to the garden/classroom</li> <li>● Communicate through reactions or social expressions if you like or do not like the smell or taste of fruits and vegetables.</li> <li>● Try and find the requested fruit or veg from two or more options using replica foods.</li> </ul>	<ul style="list-style-type: none"> <li>● Choosing a small world figure from two or more options.</li> <li>● Listening to/joining in singing songs.</li> <li>● TacPac</li> <li>● Spend time together in outdoor areas with trees, flowers and grass.</li> <li>● Explore and taste new fruits and vegetables.</li> <li>● Help out in the school garden and behave appropriately amongst the crops i.e., do not pull out the plants.</li> <li>● Experience smelling a range of essential oils (be aware of allergies/sensitivities). Indicate if you 'like' or 'don't like' the smell. Make playdough together then divide out before adding a few drops of favourite fragrance.</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>● Sensory/messy play</li> <li>● Feeling and smelling fragrant plants such as lavender, peppermint, tomato, rosemary (be aware of sensory sensitivities and allergies).</li> <li>● Grow fast growing seeds (e.g., cress, beans, sunflowers, marigolds) in the classroom or outdoor planters. Involve children with sewing and watering.</li> <li>● Look at different parts pulled out with roots attached, can you find the leaves, stem, roots, flower? Use symbols to support understanding of key vocabulary.</li> <li>● Plant seeds in the correct order with help after a demonstration.</li> </ul>		<ul style="list-style-type: none"> <li>● Following actions during songs e.g., using Makaton.</li> <li>● Messy play mark making</li> <li>● Practising a pincer grip</li> <li>● Puzzles</li> <li>● Picking up leaves and flowers to smell.</li> <li>● Running on the grass and around trees or shrubs.</li> <li>● Watering the plants with a watering can or hose.</li> <li>● Digging in the soil with a trowel.</li> <li>● Trace the outlines of collected leaves and flowers as closely as you can.</li> <li>● Finish the drawing e.g., petals on the flower, apples on the tree, beans on the beanstalk.</li> </ul>
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> <li>● Make fruit salad or fruit kebabs together.</li> <li>● Make smoothies with fresh fruit. Make a variety of different combinations to see which are most popular.</li> <li>● Wash fruit and vegetables together.</li> <li>● Put on gardening gloves before helping in the garden. Wash your hands afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>● Printing with fruits and vegetables in paint. Blu Tac leaves and flowers to paper and have children sponge paint over the top. Remove the items to reveal the shapes left behind.</li> </ul>	<ul style="list-style-type: none"> <li>● Cooking and buddy time</li> <li>● Community Visit</li> </ul>
Title	Link/Author	Notes
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**Pathway: Semi-Formal Challenger/Formal**

English	Maths	Personal, Social & Emotional Development
<ul style="list-style-type: none"> <li>• Spell some common exception words.</li> <li>• Phase 3 phonics.</li> <li>• Enjoying a range of fiction and non-fiction texts.</li> <li>• Orally rehearse sentences, using visuals.</li> <li>• Relating what has been read with own experiences.</li> <li>• Recalling information and answering questions based upon key texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity and volume</li> <li>• Multiplication 2's, 3's 5's and 10</li> <li>• Solve simple problems</li> <li>• Numbers to 100</li> <li>• Recognising coins</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Zones of Regulation check ins</li> <li>• Turn taking activities</li> <li>• Attending assemblies and lessons with mainstream classes</li> <li>• Choosing regulatory items</li> <li>• Consider how different parts of our body feel.</li> <li>• Consider when we may feel fearful.</li> </ul>
<p><b>My World Around Me Science and Humanities</b></p>		<p><b>My Physical World Gross and Fine Motor</b></p>
<ul style="list-style-type: none"> <li>• Learning important stories from different religions</li> <li>• Wonderful weather</li> <li>• Data and Information</li> </ul>		<ul style="list-style-type: none"> <li>• Daily movement breaks</li> <li>• Fine motor skills sessions</li> <li>• PE with mainstream classes</li> <li>• Trim Trail</li> </ul>
<p><b>My Independence Life Skills</b></p>	<p><b>My Creativity Music/Art/Drama</b></p>	<p><b>Enhanced Curriculum Trips/Visits/Experiences</b></p>
<ul style="list-style-type: none"> <li>• Greeting adults and children</li> <li>• Class jobs</li> <li>• Cooking weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Changra music</li> <li>• Experimenting with instruments</li> <li>• Exploring different media</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking and buddy time</li> <li>• Community visit</li> </ul>
<p>Tilly Grows a Tree</p>	<p>William Petty</p>	
<p>My First Book of Mini Beasts</p>	<p>Zoe Ingram</p>	
<p>TJ's Sunflower Race</p>	<p>Rosie Impey</p>	