



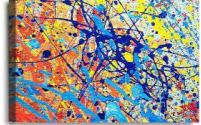
KS1 Long Term Plan


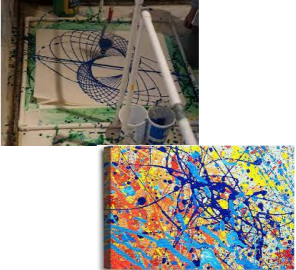
Communication & Literacy	Entertainment		Transport		Water	
<p>All Curriculum Pathways will study the same key text</p> <p>Year 2</p>	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p><b>READING</b></p> <p><b>Fiction</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>A Good Place – Nicola Cousins</li> </ul> <p><b>Focus:</b></p> <p>Comprehension – Vocab. Writing – Creative Writing, Letter Formation and Word Production Sp&amp;L – Vocabulary – Communicating about the text</p> <p>Ongoing Phonics</p>	<p><b>READING</b></p> <p><b>Non-Fiction</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Animal Surprises – Nicola Davies</li> </ul> <p><b>Focus:</b></p> <p>Comprehension – Vocab. Writing – Creative Writing Sp&amp;L – Responding to and creating poetry</p> <p>Ongoing Phonics</p>	<p><b>READING</b></p> <p><b>Drama - Recount</b></p> <ul style="list-style-type: none"> <li>Rumpelstiltskin</li> <li>Rumpelstiltskin</li> </ul> <p><b>WRITING</b></p> <p><b>Writing skills:</b></p> <p>AAC Mark Making Letter Formation CVC words</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Sound discrimination/phonological awareness S&amp;L AAC</p>	<p><b>READING</b></p> <p><b>Non-Fiction – Sequence/ Summarise</b></p> <ul style="list-style-type: none"> <li>Blow a Kiss, Catch a Kiss – Joseph Coelho</li> <li>Caterpillar Cake – Matt Goodfellow</li> </ul> <p><b>WRITING</b></p> <p><b>Writing skills:</b></p> <p>AAC Mark Making Letter Formation CVC words</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Sound discrimination/phonological awareness S&amp;L AAC</p>	<p><b>READING</b></p> <p><b>Fiction – Vocabulary</b></p> <ul style="list-style-type: none"> <li>A Mid-Summer Nights Dream</li> <li>The Tempest</li> <li>Henry V</li> </ul> <p><b>Formal</b></p> <p>Phonics/ Guided Reading Daily Book Share Linked props and visuals Following instructions</p> <p><b>WRITING</b></p> <p><b>Writing skills:</b></p> <p>Rumpelstiltskin</p> <p><b>Formal</b></p> <p>AAC Letter Formation Caption/Sentences Making instructions: How to turn ... into ... Using objects and visuals Spellings</p> <p><b>Room on the Broom</b></p> <p><b>Formal</b></p> <p>AAC Spellings Letter Formation Caption/Sentences Design a broom – using labels and captions</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Rumpelstiltskin</p> <p><b>Formal</b></p> <p>Retell elements of the story S&amp;L AAC</p>	<p><b>READING</b></p> <p><b>Poetry – Inference</b></p> <ul style="list-style-type: none"> <li>I can Do It – A book of 5 Fastenings – Patricia Hegarty</li> <li>Rosa’s Big Sun Flower Experiment</li> </ul> <p><b>WRITING</b></p> <p><b>Writing skills:</b></p> <p>The Big Book of Blue</p> <p><b>Formal</b></p> <p>AAC Letter Formation Caption/Sentences Making instructions: Writing to inform using sentence strips/ sentence building/ colourful semantics Spellings</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>The Big Book of Blue</p> <p><b>Formal</b></p> <p>S&amp;L AAC Recall learnt facts</p>


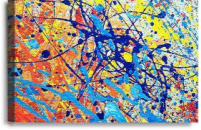
					<p><b>Room on the Broom</b>  <b>Formal</b>          Communicate about features of broom          AAC          S&amp;L</p>	
SEMI FORMAL	<p><b>READING</b></p> <p><b>Fiction</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>A Good Place – Nicola Cousins</li> </ul> <p><b>Focus:</b>          Comprehension – Vocab.          Writing – Creative Writing, Mark Making and Linking Symbols and Words          Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p>	<p><b>READING</b></p> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>I Like the Rain – Sarah Nelson</li> <li>Animal Surprises – Nicola Davies</li> </ul>	<p><b>READING</b></p> <p><b>Drama - Recount</b></p> <ul style="list-style-type: none"> <li>Rumpelstiltskin</li> <li>Rumpelstiltskin</li> </ul>	<p><b>READING</b></p> <p><b>Non-Fiction – Sequence/ Summarise</b></p> <ul style="list-style-type: none"> <li>Blow a Kiss, Catch a Kiss – Joseph Coelho</li> <li>Caterpillar Cake – Matt Goodfellow</li> </ul>	<p><b>READING</b></p> <p><b>Fiction – Vocabulary</b></p> <ul style="list-style-type: none"> <li>A Mid-Summer Nights Dream</li> <li>The Tempest</li> <li>Henry V</li> </ul> <p><b>Semi-Formal</b>          Phonics          Daily Book Share          Linked props and visuals          Following instructions</p> <p><b>WRITING</b>  <b>Writing skills:</b>  <b>Rumpelstiltskin</b>  <b>Semi-Formal</b>          AAC          Mark Making          Ordering symbols          Letter Formation          Caption/Sentences using visuals          Making instructions with visuals e.g. How to turn ... into ... Using objects and visuals</p> <p><b>Room on the Broom</b>  <b>Semi-Formal</b>          AAC          Mark Making          Ordering symbols          Letter Formation          Making spells</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b>  <b>Rumpelstiltskin</b>  <b>Semi-Formal</b>          Sound          discrimination/phonological awareness          S&amp;L</p>	<p><b>READING</b></p> <p><b>Poetry – Inference</b></p> <ul style="list-style-type: none"> <li>I can Do It – A book of 5 Fastenings – Patricia Hegarty</li> <li>Rosa’s Big Sun Flower Experiment</li> </ul> <p><b>WRITING</b>  <b>Writing skills:</b>  <b>The Big Book of Blue</b>  <b>Semi-Formal</b>          AAC          Mark Making          Ordering symbols          Letter Formation          Caption/Sentences using visuals          Adjectives – using visuals including symbols/ colourful semantics</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b>  <b>The Big Book of Blue</b>  <b>Semi-Formal</b>          Sound          discrimination/phonological awareness          S&amp;L</p>

					<p>AAC S&amp;L Sound discrimination/phonological awareness</p> <p><b>Room on the Broom</b> <b>Semi-Formal</b> Sound discrimination/phonological awareness S&amp;L AAC Sound discrimination/phonological awareness S&amp;L Sound discrimination/phonological awareness S&amp;L</p> <p><b>COMPUTING:</b> <u>Communication and information</u> Communication &amp; information Expressive communication – making choices using ICT</p>	AAC
	<p><b>COMPUTING</b> <u>Introduction to ICT</u> Introduction to ICT Cause &amp; effect – toys (mechanical &amp; electronic)</p>	<p><b>COMPUTING</b> <u>Technology safety</u> Safety in the classroom Using electronic devices safely (electricity awareness).</p>	<p><b>COMPUTING</b> <u>Coding</u> Turning on and off. E.g. switch toys. Introduction to B-bots and exploring the button functions.</p>	<p><b>COMPUTING</b> <u>Technology for life skills</u> Environmental controls. Turn taking with electronic resources/devices.</p>		<p><b>COMPUTING</b> <u>ICT in the community</u> ICT in community Signage at the pool, supermarket, library - Photographic &amp; real-life examples</p>
PRE FORMAL	<p><b>READING</b> <u>Fiction</u>  <b>Text:</b> • A Good Place – Nicola Cousins  <b>Focus:</b> Comprehension – Vocab. Writing – Creative Writing and Mark Making Sp&amp;L – Communicating choices  Ongoing Phonics</p>	<p><b>READING</b> <u>Non-Fiction:</u>  • I Like the Rain – Sarah Nelson • Animal Surprises – Nicola Davies</p>	<p><b>READING</b> <u>Drama - Recount</u>  • Rumpelstiltskin • Rumpelstiltskin</p>	<p><b>READING</b> <u>Non-Fiction – Sequence/ Summarise</u>  • Blow a Kiss, Catch a Kiss – Joseph Coelho • Caterpillar Cake – Matt Goodfellow</p>	<p><b>READING</b> <u>Fiction – Vocabulary</u>  • A Mid-Summer Nights Dream • The Tempest • Henry V  <b>Pre-Formal</b> Phonics Daily Book Share Linked objects of reference and visuals Sensory exploration Sensory Stories Story Massage  <b>Room on the Broom</b> <b>Pre-Formal</b></p>	<p><b>READING</b> <u>Poetry – Inference</u>  • I can Do It – A book of 5 Fastenings – Patricia Hegarty • Rosa’s Big Sun Flower Experiment  <b>Pre-Formal</b> Phonics Daily Book Share Linked objects of reference and visuals Sensory exploration Exploring texts through sensory means Story Massage</p>

	<p><b>COMPUTING:</b> Introduction to ICT Cause and effect - switch toys, interactive cause and effect toys, eye gaze animation games. Sensory studio</p>	<p><b>COMPUTING:</b> <u>Technology safety</u> Awareness of what should and should not be expected when using technology Talking to others online e.g. class link up with other campus</p>	<p><b>COMPUTING:</b> <u>Coding</u> Turning on and off. E.g. switch toys, Powerlink switch boxes</p>	<p><b>COMPUTING:</b> <u>Technology for life skills</u> Switching equipment on and off Use of eye gaze environmental control or Powerlink switch box</p>	<p>Phonics Daily Book Share Linked objects of reference and visuals Sensory stories Story massage Following instructions</p> <p><b>WRITING</b> <b>Writing skills:</b> <u>Rumpelstiltskin</u> <b>Pre-Formal</b> AAC Mark Making</p> <p><u>Room on the Broom</u> <b>Pre-Formal</b> AAC Mark Making Making spells</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b> <u>Rumpelstiltskin</u> <b>Pre-Formal</b> Sound discrimination/phonological awareness S&amp;L AAC</p> <p><u>Room on the Broom</u> <b>Pre-Formal</b> Sound discrimination/phonological awareness S&amp;L AAC</p> <p><b>COMPUTING:</b> <u>Communication and information</u> Making choices using ICT e.g. Supertalkers Big Mack switches Grid 3 Eye gaze</p>	<p><b>WRITING</b> <b>Writing skills:</b> <u>The Big Book of Blue</u> <b>Pre-Formal</b> AAC Mark Making Sensory exploration Nouns</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b> <u>The Big Book of Blue</u> <b>Pre-Formal</b> Sound discrimination/phonological awareness S&amp;L AAC</p> <p><b>COMPUTING:</b> <u>ICT in the community</u> Interaction with a peer using AAC – eye gaze, switches, communication aid/board Watching videos and identifying people</p>
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Creative and Expressive Arts	Entertainment		Transport		Water	
<p><b>Music:</b> COMPOSING, LISTENING, PERFORMANCE, RECORDING/ INSTRUMENTAL SKILLS DEVELOPMENT</p> <p><b>Drama:</b> SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING &amp; LISTENING. GAMES CAN BE ADAPTED FOR ALL AGES &amp; ABILITIES TO DEVELOP SELF ESTEEM, SENSE OF SELF, COURAGE, CO-OPERATION</p>						
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p><b>ART:</b>  <b>Portraits</b> :Artist focus e.g. Picasso, Van Gogh, Banksy and Warhol.</p> <p>Create a portrait of a favourite story/ film/ TV character in the style of the focus artist.</p> <p><b>DRAMA:</b> Cross Curricular to engage &amp; encourage exploration            Stories e.g. Colour Monster, simple emotions            Use of puppets            Role play – teacher led, costume, dressing up            Assembly - Harvest</p>	<p><b>ART:</b>  <b>Clothing/Textiles</b>            Design for a purpose e.g. designing for a famous person or character</p> <p><b>DRAMA:</b> Cross Curricular to engage &amp; encourage exploration            Trying new things – use drama to explore new ideas            Assembly – Remembrance, Diwali, Nativity, Harvest Festival - this links to the Wider World)</p>	<p><b>ART:</b>  <b>3D art and combining materials:</b>  <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates rigid and malleable materials</p> <p>Has a sensory experience, manipulates materials</p> <p>Plays with materials and tools</p> <p><i>Develops an awareness of natural and manmade forms in their environment</i></p> <p><b>DRAMA:</b> Teacher playing 'What am I? game            Can pupils spot false statements/actions/</p>	<p><b>ART:</b>  <b>3D art and combining materials</b>  <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates rigid and malleable materials</p> <p>Recreates 2D images in a 3D piece, e.g. the house of the 3 little pigs</p> <p>Construction reflects personal ideas</p> <p>Explores ways of representing what is observed, remembered or imagined</p> <p><b>DRAMA:</b> Role play – travel, people who help us            Environments – roles play being in different environments</p>	<p><b>ART – Artist Focus</b></p> <p>Develop understanding about the artist Georgia O’Keefe looking at techniques and styles.</p> <p>Explore focus on using stencils either on a background or creating their own piece.</p> <p>Explore concept of reflections within art.</p>  <p><b>DRAMA:</b> Drama related activity: interactive drama games, interactive movement games, interactive sound games</p> <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</p> <p>Exploring props and costumes            Role Play</p>	<p><b>ART – Colour and Techniques</b></p> <p>Focus artist: Jackson Pollock</p> <p>Explore the artistic style of Jackson Pollock through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> <li>- Shaving foam + paint</li> <li>- Water colours</li> <li>- Spray painting</li> <li>- Drip painting</li> </ul>   <p><b>DRAMA:</b> Drama related activity: interactive drama games, interactive movement games, interactive sound games</p> <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</p> <p>Exploring props and costumes            Role Play</p>

					Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac	Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac
<b>SEMI FORMAL</b>	<p><b>ART:</b> <b>Portraits</b> <i>Self portraits</i> What makes my face? Collaborative portraits Exploring facial expressions</p> <p><i>Portraits of others</i> Exploring portraits of favourite story/ film/ TV characters</p> <p><b>MUSIC:</b> <b>Musical experience</b> – musicals with people rather than cartoons (e.g. - Mary Poppins, Matilda, Little Mermaid) Can the children show preferences – like or dislike and explain why. SMILE PAC</p> <p><b>Singing &amp; Musical instruments</b> – exploring percussion instruments and their voice/actions (singing hands)</p>	<p><b>ART:</b> <b>Clothing/ Textiles</b> Exploring materials creating something for a character Focus: weaving</p> <p>Link with favourite story/ film/ TV characters.</p> <p><b>MUSIC:</b> <b>Singing &amp; Musical instruments</b> – rehearsing songs and accompanying instruments for Christmas performances</p> <p><b>Creation</b> – Christmas performance for parents</p> <p>SMILE PAC</p>	<p><b>ART:</b> <b>3D art and combining materials</b> <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates rigid and malleable materials</p> <p>Has a sensory experience, manipulates materials</p> <p>Plays with materials and tools</p> <p><b>MUSIC:</b> <b>Musical experience</b> – Music from around the world – String instruments – Guitar, Violin, Harp etc (recreate with elastic bands over a box) Listening to environmental sounds of transport (possible community visits to train station, cars, air ambulance)</p> <p><b>Singing &amp; Musical instruments</b> – to recreate environmental sounds with body percussion and percussion instruments.</p> <p>SMILE PAC</p>	<p><b>ART:</b> <b>3D art and combining materials</b> <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates rigid and malleable materials</p> <p>Recreates 2D images in a 3D piece, e.g. the house of the 3 little pigs</p> <p>Explores ways of representing what is observed, remembered or imagined</p> <p><b>MUSIC:</b> <b>Singing &amp; Musical instruments</b> – Develop the environmental sounds from last term to incorporate high and low notes</p> <p><b>Creation</b> – create a piece of Environmental music using the sounds and percussion developed last term</p> <p>SMILE PAC</p>	<p><b>ART:</b> Georgia O’Keefe with a focus on using stencils either on a background or creating their own piece.</p> <p>Explore use of contrasting and complementary colours.</p>  <p><b>MUSIC:</b> <b>Musical experience</b> – Linked to ‘The Rhythm of the rain’ book explore Beats &amp; Pulse (rain drops falling)</p> <p><b>Singing &amp; Musical instruments</b> – discriminate high and low notes</p> <p>SMILE PAC</p>	<p><b>ART:</b> <b>Colour and Techniques</b> Focus artist: Jackson Pollock</p> <p>Explore the artistic style of Jackson Pollock through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> <li>- Shaving foam + paint</li> <li>- Water colours</li> <li>- Spray painting</li> <li>- Drip painting</li> </ul>  <p><b>MUSIC:</b> <b>Creation</b> – using beats, pulse to create a piece of music. (body percussion, percussion instruments and water droplets)</p> <p>SMILE PAC</p>

<p><b>PRE FORMAL</b></p>	<p><b>ART:</b>  <b>Portraits</b>  <i>Self portraits</i>                      What makes my face?                      Collaborative portraits                      Exploring facial expressions</p> <p><i>Portraits of others</i>                      Exploring portraits of favourite story/ film/ TV characters</p> <p><b>MUSIC:</b>                      Choose a musical to share with the children, most appropriate for their ability                      Musicals with cartoons (Frozen, Lion King, Pocahontas etc) Can the children show preferences – like or dislike.</p> <p>SMILE PAC</p>	<p><b>ART:</b>  <b>Clothing/ Textiles</b>                      Exploring materials through Attention Autism, SMILE pack, Sensology with a focus on weaving linked to favourite story/ TV/ film characters.</p> <p><b>MUSIC:</b>                      Exploring percussion instruments and their voice/actions (singing hands)</p> <p>Creation – Christmas performance for parents (singing or signing)</p> <p>SMILE PAC</p>	<p><b>ART:</b>  <b>3D art and combining materials</b>  <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates materials</p> <p>Becomes aware of form, feel, weight, pattern and texture</p> <p><b>MUSIC:</b>                      Selecting corresponding images to sounds – train, plane, car, motorbike etc</p> <p>Music from around the world – African drums, body percussion</p> <p>SMILE PAC</p>	<p><b>ART:</b>  <b>3D art and combining materials</b>  <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Has a sensory experience, manipulates materials</p> <p>Handles different materials from a class 'bit' box (collection of materials)</p> <p><b>MUSIC:</b>                      Creation – Perform a body percussion/drum sequence to another class</p> <p>SMILE PAC</p>	<p><b>ART:</b>  <b>Artist Focus</b></p> <p>Exploring use of stencils to create art through Attention Autism and sensory exploration.</p> <p><b>MUSIC:</b>                      Explore beats and pulses linked to the book 'Tap tap boom boom' (rain drops)</p> <p>SMILE PAC</p>	<p><b>ART:</b>  <b>Colour and Techniques</b>                      Focus artist: Jackson Pollock</p> <p>Explore the artistic style of Jackson Pollock through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> <li>- Shaving foam + paint</li> <li>- Water colours</li> <li>- Spray painting</li> <li>- Drip painting</li> </ul>   <p><b>MUSIC:</b>                      Follow a leader with body percussion</p> <p>SMILE PAC</p>
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The Wider World	Entertainment		Transport		Water	
FORMAL	Term 1 (Cooperation) UN International day of Peace International day of sign language	Term 2 (Courage) Anti-bullying Abolition of Slavery International immigrants' day Remembrance Christmas	Term 3 (Honesty) Jan 15 <sup>th</sup> World Religion day	Term 4 (Perseverance) March 8 <sup>th</sup> International Women's day March 13 <sup>th</sup> Nero-diversity week of celebration	Term 5 (Respect) April 22 <sup>nd</sup> World Earth day 2 <sup>nd</sup> April World Autism day	Term 6 (Kindness) World Oceans day World Environment day International justice day
	<b>History focus</b> History of Games (sports & toys) <b>Beliefs &amp; Values</b> New Beginnings & Festivals	<b>Geography focus</b> Festivals Around the World (Diwali & Christmas) <b>Beliefs &amp; Values</b> Light and Dark	<b>History focus</b> Same & Different (Local area) <b>Beliefs &amp; Values</b> Carnivals & Processions	<b>Geography focus</b> Travel (Local area) <b>Beliefs &amp; Values</b> Pilgrimages	<b>Geography focus</b> The Weather <b>Beliefs and Values</b> Water in Ceremonies	<b>History focus</b> The Seaside <b>Beliefs and Values</b> Stories
SEMI FORMAL	<b>History focus</b> History of Games (sports & toys) <b>Beliefs &amp; Values</b> New Beginnings & Festivals Christianity - Harvest  Assembly Cross-curricular link (CCL	<b>Geography focus</b> Festivals Around the World (Diwali & Christmas) <b>Beliefs &amp; Values</b> Light and Dark Rama & Sita, Diwali, WaYang  Assembly CCL Art: Red poppies	<b>History focus</b> Same & Different (Local area) <b>Beliefs &amp; Values</b> Carnivals & Processions Epiphany Carnival of Venice  Assembly CCL: Chinese New Year	<b>Geography focus</b> Travel (Local area) <b>Beliefs &amp; Values</b> Jewish Pilgrimages and Special Journeys	<b>Geography focus</b> The Weather <b>Beliefs and Values</b> Water in Hinduism And Water in Christianity	<b>History focus</b> The Seaside <b>Beliefs and Values</b> Judaism – Noah's Ark, Parting of the Red Sea. Rabbi Akiba: A drop f Water
PRE-FORMAL	<b>History focus</b> History of Games (sports & toys) <b>Beliefs &amp; Values</b> New Beginnings Harvest	<b>Geography focus</b> Festivals Around the World (Diwali & Christmas) <b>Beliefs &amp; Values</b> Diwali	<b>History focus</b> Same & Different (Local area) <b>Beliefs &amp; Values</b> Carnivals	<b>Geography focus</b> Travel (Local area) <b>Beliefs &amp; Values</b> Special Journeys	<b>Geography focus</b> The Weather <b>Beliefs and Values</b> Water in Religion	<b>History focus</b> The Seaside <b>Beliefs and Values</b> Water Stories, Noah's Ark

Physical and Personal Development	Entertainment		Transport		Water	
YEAR 1	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<b>Life Skills</b> <b>Self-Awareness</b> <b>Formal:</b> SA1: Things we are good at. SA2: Kind and unkind behaviours. <b>Semi-Formal:</b> Diet (healthy and unhealthy foods)	<b>Life Skills</b> <b>Taking Care of Ourselves</b> <b>Formal:</b> SSS1: Taking care of ourselves <b>Semi-Formal:</b> Emotional Understanding and Self-awareness <b>Pre-Formal:</b>	<b>Life Skills</b> <b>The World I live in</b> <b>Formal:</b> WILI1: Respecting the differences between people. WILI3: Rules and laws <b>Semi-Formal:</b> Independence and community participation	<b>Life Skills</b> <b>The World I live in</b> <b>Formal:</b> WILI4: Taking care of the environment <b>Semi-Formal:</b> Personal Safety Personal care Hygiene	<b>Life Skills</b> <b>Sex &amp; Relationships Education</b> <b>Formal:</b> Changing and Growing CG1: Baby to adult CG3: Dealing with touch <b>Semi-Formal:</b> Healthy Living	<b>Life Skills</b> <b>Taking Care of our Bodies</b> <b>Healthy Lifestyle</b> <b>Formal:</b> HL1: Healthy eating HL2: Taking care of our physical health <b>Semi-Formal:</b> Transitions



	<p>Preparing food Gardening Getting dressed and undressed <b>Pre-Formal:</b> Class Routines Communication skills Listening skills Social skills</p>	<p>Making requests Listening and Understanding Being with others</p>	<p>Road safety Leisure <b>Pre-Formal:</b> Greetings Positive relationships Friendships</p>	<p><b>Pre-Formal:</b> Families, friendships and relationships Physical well-being</p>	<p>Keeping Healthy <b>Pre-Formal:</b> Understanding others' emotions/intentions Self-Awareness</p>	<p><b>Pre-Formal:</b> Developing confidence and self-esteem Mental well-being</p>
	<p><b>PE - Outside Activities Formal</b> Playground Team Games Swimming <b>Semi-Formal</b> Playground Team Games Swimming (as appropriate) <b>Pre-Formal</b> Playground Team Games Hydro (as applicable)</p>	<p><b>PE – Multiskills Formal</b> Exploring equipment Ball skills - rolling, kicking dribbling, bouncing Swimming <b>Semi-Formal</b> Exploring equipment Ball skills - rolling, kicking dribbling, bouncing Swimming (as appropriate) <b>Pre-Formal</b> Exploring equipment Ball skills - rolling, grasping and releasing (Use of adaptive equipment) Hydro (as applicable)</p>	<p><b>PE - Dance Formal</b> Dance video. Joining in with own movements. Imitating and performance Swimming <b>Semi-Formal</b> Dance video. Joining in with own movements and imitating directed movements. Swimming (as appropriate) <b>Pre-Formal</b> Moving to music Sherborne Hydro (as applicable)</p>	<p><b>PE - Movement Formal</b> Running, stopping, making floor patterns, whole body shapes Swimming <b>Semi-Formal</b> Running, stopping, making floor patterns, whole body shapes Swimming (as appropriate) <b>Pre-Formal</b> Motor Activity Challenges Hydro (as applicable)</p>	<p><b>PE – Multi Skills Formal</b> Exploring equipment. Running, jumping, throwing Swimming <b>Semi-Formal</b> Exploring equipment. Running, jumping, throwing Swimming (as appropriate) <b>Pre-Formal</b> Exploring equipment Ball skills - rolling, grasping and releasing (Use of adaptive equipment) Hydro (as applicable)</p>	<p><b>PE – Outside Activities Formal</b> Cooperative games. Follow my leader. Going on a journey Swimming <b>Semi-Formal</b> Cooperative games. Follow my leader. Sensory journeys Swimming (as appropriate) <b>Pre-Formal</b> Cooperative games. Follow my leader. Sensory journeys Hydro (as applicable)</p>
	<p><b>Cooking and Nutrition Food – Harvest</b> Mashing, tasting &amp; sorting fresh vegetables</p>	<p><b>Cooking and Nutrition Food – Seasonal</b> Cutting out shapes Exploring with icing and decorating Christmas cooking</p>	<p><b>Cooking and Nutrition Snacks</b> Exploring dried fruit transferring from one container to another</p>	<p><b>Cooking and Nutrition Baking</b> Measuring with spoons Shape food with hands or roll</p>	<p><b>Cooking and Nutrition</b> Hydration Peeling and mashing Making fruit crush</p>	<p><b>Cooking and Nutrition</b> Hydration Spreading onto sandwiches for a picnic</p>
	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>	<p><b>LOtC -Outdoor Learning grids</b> -Theme and values based.</p>
	<p><b>PSHRSE</b> Belonging to a Community</p>	<p><b>PSHRSE</b> Keeping Safe Families and Friendships</p>	<p><b>PSHRSE</b> Media Literacy and Digital Resilience</p>	<p><b>PSHRSE</b> Growing and Changing Safe Relationships</p>	<p><b>PSHRSE</b> Respecting Ourselves and Others</p>	<p><b>PSHRSE</b> Money and Work Physical Health and Mental Wellbeing</p>
YEAR 2	<p><b>Life Skills Self-Awareness Formal:</b> SA1: Things we are good at. SA2: Kind and unkind behaviours. <b>Semi-Formal:</b> Diet (healthy and unhealthy foods) Preparing food Gardening</p>	<p><b>Life Skills Taking Care of Ourselves Formal:</b> SSS1: Taking care of ourselves <b>Semi-Formal:</b> Emotional Understanding and Self-awareness <b>Pre-Formal:</b> Making requests Listening and Understanding</p>	<p><b>Life Skills The World I live in Formal:</b> WILI1: Respecting the differences between people. WILI3: Rules and laws <b>Semi-Formal:</b> Independence and community participation Road safety Leisure <b>Pre-Formal:</b></p>	<p><b>Life Skills The World I live in Formal:</b> WILI4: Taking care of the environment <b>Semi-Formal:</b> Personal Safety Personal care Hygiene <b>Pre-Formal:</b> Families, friendships and relationships</p>	<p><b>Life Skills Sex &amp; Relationships Education Formal:</b> <b>Changing and Growing</b> CG1: Baby to adult CG3: Dealing with touch <b>Semi-Formal:</b> Healthy Living Keeping Healthy <b>Pre-Formal:</b></p>	<p><b>Life Skills Taking Care of our Bodies Healthy Lifestyle Formal:</b> HL1: Healthy eating HL2: Taking care of our physical health <b>Semi-Formal:</b> Transitions <b>Pre-Formal:</b> Developing confidence and self-esteem</p>

	Getting dressed and undressed <b>Pre-Formal:</b> Class Routines Communication skills Listening skills Social skills	Being with others	Greetings Positive relationships Friendships	Physical well-being	Understanding others' emotions/intentions Self-Awareness	Mental well-being
	<b>PE - Outside Activities Formal</b> Playground Team Games Swimming <b>Semi-Formal</b> Playground Team Games Swimming (as appropriate) <b>Pre-Formal</b> Playground Team Games Hydro (as applicable)	<b>PE – Multiskills Formal</b> Exploring equipment Ball skills - rolling, kicking dribbling, bouncing Swimming <b>Semi-Formal</b> Exploring equipment Ball skills - rolling, kicking dribbling, bouncing Swimming (as appropriate) <b>Pre-Formal</b> Exploring equipment Ball skills - rolling, grasping and releasing (Use of adaptive equipment) Hydro (as applicable)	<b>PE - Dance Formal</b> Dance video. Joining in with own movements. Imitating and performance Swimming <b>Semi-Formal</b> Dance video. Joining in with own movements and imitating directed movements. Swimming (as appropriate) <b>Pre-Formal</b> Moving to music Sherborne Hydro (as applicable)	<b>PE - Movement Formal</b> Running, stopping, making floor patterns, whole body shapes Swimming <b>Semi-Formal</b> Running, stopping, making floor patterns, whole body shapes Swimming (as appropriate) <b>Pre-Formal</b> Motor Activity Challenges Hydro (as applicable)	<b>PE – Multi Skills Formal</b> Exploring equipment. Running, jumping, throwing Swimming <b>Semi-Formal</b> Exploring equipment. Running, jumping, throwing Swimming (as appropriate) <b>Pre-Formal</b> Exploring equipment Ball skills - rolling, grasping and releasing (Use of adaptive equipment) Hydro (as applicable)	<b>PE – Outside Activities Formal</b> Cooperative games. Follow my leader. Going on a journey Swimming <b>Semi-Formal</b> Cooperative games. Follow my leader. Sensory journeys Swimming (as appropriate) <b>Pre-Formal</b> Cooperative games. Follow my leader. Sensory journeys Hydro (as applicable)
	<b>Food – Harvest</b> Cutting, tearing Vegetable sticks Vegetable faces.	<b>Food – Pizza and pasta –</b> Rolling, shaping Pizza Gingerbread people Christmas cooking & entertaining	<b>Food – Snacks</b> Snacks to include spreading e.g. cream or hummus	<b>Food – Baking</b> Snacks to include spreading e.g. cream or hummus	<b>Food – Fruit</b> Hydration Cutting soft fruits with a safety knife – design and create a fruit drink .	<b>Food – Picnic</b> Hydration Designing and naming shapes to cut sandwiches for a picnic
	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.	<b>LOtC -Outdoor Learning grids</b> -Theme and values based.
	<b>PSHRSE</b> Belonging to a Community	<b>PSHRSE</b> Keeping Safe Families and Friendships	<b>PSHRSE</b> Media Literacy and Digital Resilience	<b>PSHRSE</b> Growing and Changing Safe Relationships	<b>PSHRSE</b> Respecting Ourselves and Others	<b>PSHRSE</b> Money and Work Physical Health and Mental Wellbeing

<b>Maths and Science</b>	Entertainment		Transport		Water	
<b>FORMAL</b>	Term 1 (Cooperation) <b>Maths</b> Number – songs, counting, subitizing sorting, 1:1 correspondence, add, place value, number recognition  Time – birthdays, seasons	Term 2 (Courage) <b>Maths</b> Number – songs, counting, subitizing sorting 1:1 correspondence subtract, place value number recognition  Money – shop, role play	Term 3 (Honesty) <b>Maths</b> Number – songs, counting, subitizing sorting, 1:1 correspondence add, place value	Term 4 (Perseverance) <b>Maths</b> Number – songs, counting, subitizing sorting 1:1 correspondence subtract, place value, number recognition	Term 5 (Respect) <b>Maths</b> Number – songs, counting, subitizing sorting 1:1 correspondence add, subtract, place value	Term 6 (Kindness) <b>Maths</b> Number – songs, counting, subitizing sorting 1:1 correspondence add, subtract, place value

	<p><b>Science</b> <b>Humans</b> Body Parts/Awareness</p> <p><b>DT</b> Spinning Top</p>	<p><b>Science</b> <b>Sound</b> Senses</p> <p><b>DT</b> Sensory Balls</p>	<p>Data Handling – sorting, matching</p> <p><b>Science</b> <b>Forces</b> Cause &amp; Effect</p> <p><b>DT</b> Push Along Car</p>	<p>Measure – length, size, weight/mass</p> <p><b>Science</b> <b>Rocks</b> Exploring rocks LOTC links</p> <p><b>DT</b> Exploring materials to make a boat</p>	<p>2D/3D Shapes – patterns, recognition</p> <p><b>Science</b> <b>Weather</b> Weather/Seasons</p> <p><b>DT</b> Sensory Bottle</p>	<p>Measure – Capacity, temperature</p> <p><b>Science:</b> <b>Animals/Habitats</b> Water habitats e.g. ponds/ocean.</p> <p><b>DT</b> Water toy/bath toy/ plastic sea creature</p>
SEMI FORMAL	<p><b>Maths:</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Time – birthdays, seasons</p> <p><b>Science</b> <b>Humans</b> Body Parts/Awareness</p> <p><b>DT</b> Spinning Top</p>	<p><b>Maths:</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Money – shop, role play</p> <p><b>Science</b> <b>Sound</b> Senses</p> <p><b>DT</b> Sensory Balls</p>	<p><b>Maths:</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, number recognition</p> <p>Data Handling – sorting, matching</p> <p><b>Science</b> <b>Forces</b> Cause &amp; Effect</p> <p><b>DT</b> Push Along Car</p>	<p><b>Maths:</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, number recognition</p> <p>Measure – length, size, weight/mass</p> <p><b>Science</b> <b>Rocks</b> Exploring rocks LOTC links</p> <p><b>DT</b> Exploring materials to make a boat</p>	<p><b>Maths</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, number recognition</p> <p>2D/3D Shapes – patterns, recognition</p> <p><b>Science</b> <b>Weather</b> Weather/Seasons</p> <p><b>DT</b> Sensory Bottle</p>	<p><b>Maths</b> Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Measure – Capacity, temperature</p> <p><b>Science:</b> <b>Animals/Habitats</b> Water habitats e.g. ponds/ocean.</p> <p><b>DT</b> Water toy/bath toy/ plastic sea creature</p>
PRE-FORMAL	<p><b>Maths:</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Time – birthdays, seasons</p> <p><b>Science</b> <b>Humans</b></p>	<p><b>Maths</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Money – shop, role play</p> <p><b>Science</b> <b>Sound</b></p>	<p><b>Maths</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Data Handling – sorting, matching</p> <p><b>Science</b> <b>Forces</b></p>	<p><b>Maths</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Measure – length, size, weight/mass</p> <p><b>Science</b> <b>Rocks</b></p>	<p><b>Maths</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>2D/3D Shapes – patterns, recognition</p> <p><b>Science</b> <b>Weather</b></p>	<p><b>Maths</b> Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Measure – Capacity, temperature</p> <p><b>Science:</b> <b>Animals/Habitats</b></p>

	<p>Body Parts/Awareness</p> <p><b><u>DT</u></b> Spinning Top</p>	<p>Senses</p> <p><b><u>DT</u></b> Sensory Balls</p>	<p>Cause &amp; Effect</p> <p><b><u>DT</u></b> Push Along Car</p>	<p>Exploring rocks LOTC links</p> <p><b><u>DT</u></b> Exploring materials to make a boat</p>	<p>Weather/Seasons</p> <p><b><u>DT</u></b> Sensory Bottle</p>	<p>Water habitats e.g. ponds/ ocean</p> <p><b><u>DT</u></b> Water toy/bath toy/ plastic sea creature</p>
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