

KS2 Long Term Plan

| Communication & Literacy   | Entertainment  |  | Transport   |  | Water   |  |
|--|--|--|---|--|---|--|
|  | Term 1 (Cooperation)   | Term 2 (Courage)   | Term 3 (Honesty)  | Term 4 (Perseverance)  | Term 5 (Respect)  | Term 6 (Kindness)  |
| <p><b>All Curriculum Pathways will study the same key text</b><br/>See Progression Documents for more detail</p> <p><b>Formal</b></p> <p><b>Year 3</b></p> <p><b>Year 4</b></p> <p><b>Year 5</b></p> | <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>The Monkey Puzzle – Julia Donaldson</li> </ul> <p><b>Focus:</b><br/>Comprehension – Vocab. Writing – Creative Writing, Letter Formation and Word Production<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics and Guided Reading</p> | <p><b>Lower KS2 Poetry - Inference</b></p> <ul style="list-style-type: none"> <li>Let's go For a Walk – Ranger Hamza</li> <li>The Tiny Seed – Eric Carle</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Do Something For Someone Else – Loll Kirby</li> <li>Once Upon a Rhythm – James Carter</li> </ul> <p><b>WRITING Writing skills:</b><br/>AAC<br/>Mark Making<br/>Letter Formation<br/>Colourful Semantics<br/>Caption/Sentences<br/>SPaG</p> <p><b>Writing Composition:</b><br/>Writing short Captions/Sentences – focus on Phase 4 Common Exception Words.<br/>Write a short narrative sequence using familiar adverbs</p> | <p><b>READING Lower KS2 Fiction - Prediction</b></p> <ul style="list-style-type: none"> <li>Red Riding Hood</li> <li>Hansel and Gretel</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Anasi Tales</li> <li>Aladdin</li> </ul> <p><b>KS2 Formal: Earth Poems</b></p> <p><b>WRITING Writing skills:</b><br/>AAC<br/>Mark Making<br/>Letter Formation<br/>Caption/Sentences – Capital Letters and Full Stops<br/>SPaG</p> | <p><b>READING Lower KS2 Non-Fiction - Explanation</b></p> <ul style="list-style-type: none"> <li>A Ticket to Kalamazoo – James Carter</li> <li>Chicken on the Roof – Matt Goodfellow</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>A Kid in My Class – Rachel Rooney &amp; Chris Riddell</li> <li>Caribbean Dozen – Poem from 13 Caribbean Poets</li> </ul> <p><b>WRITING Writing skills:</b><br/>AAC<br/>Mark Making<br/>Letter Formation<br/>Colourful Semantics<br/>Caption/Sentences – Question Marks - Writing Simple questions.<br/>SPaG</p> <p><b>WRITING COMPOSITION</b><br/>Writing short Captions/Sentences – focus on Phase 4 Common Exception Words.<br/>Write a short narrative sequence using familiar adverbs</p> | <p><b>READING Lower KS2 Drama - Recount</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>Upper KS2</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>KS2 (Upper) Hansel and Gretel</b></p> <p><b>KS2 Lower Writing - The Emperor's New Clothes Formal</b><br/>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Recount an event (newspaper) using visuals including symbols/ colourful semantics</p> <p><b>KS2 Lower Writing - Little Red Riding Hood Formal</b><br/>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Describe a character using visuals including symbols/ colourful semantics</p> <p><b>KS2 (Upper) Writing - Aladdin Formal</b></p> | <p><b>READING Lower KS2 Non-Fiction - Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>The Big Book of Blue</li> <li>Why do We Wear Clothes</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Bake Me A Story</li> <li>Greta and The Giants – Zoe Tucker</li> </ul> <p><b>KS2 (Lower) Writing Why Do We Wear Clothes? by Helen Hancocks Formal</b><br/>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Creating Invites/ Posters/ Timetables using visuals including symbols/ colourful semantics</p> <p><b>KS2 (Upper) Writing Bake Me A Story – Nadiya Hussain Formal</b><br/>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Create a recipe using visuals including symbols/ colourful semantics<br/>Make a recipe book</p> |

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| <p><b>Year 6</b></p> | <p>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics and Guided Reading</p> <p style="text-align: center;"><b><u>Fiction</u></b></p> <p><b><u>Text:</u></b></p> <ul style="list-style-type: none"> <li>The Iron Man – Ted Hughes</li> </ul> <p><b><u>Focus:</u></b></p> <p>Comprehension – Vocab.<br/>Writing – Creative Writing, Letter Formation and Word Production<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics and Guided Reading</p> | <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Sound<br/>discrimination/phonological awareness<br/>Expressing likes and dislikes<br/>Using adjectives</p> | <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Sound<br/>discrimination/phonological awareness<br/>Expressing likes and dislikes<br/>Writing short<br/>Captions/Sentences using verbs</p> | <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b></p> <p>Sound<br/>discrimination/phonological awareness<br/>S&amp;L<br/>AAC<br/>Using adverbs to describe</p> | <p>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Create a story using visuals including symbols/ colourful semantics</p> <p><b>KS2 (Upper) Writing - Hansel and Gretel</b><br/><b>Formal</b><br/>AAC<br/>Spellings<br/>Letter Formation<br/>Caption/Sentences<br/>Create a missing/ Wanted poster using visuals including symbols/ colourful semantics</p> <p><b>KS2 Lower EXPRESSIVE AND RECEPTIVE COMMUNICATION- The Emperor's New Clothes</b><br/><b>Formal</b><br/>S&amp;L<br/>AAC<br/>News report<br/>Using different adjectives</p> <p><b>KS2 Lower EXPRESSIVE AND RECEPTIVE COMMUNICATION- Little Red Riding Hood</b><br/><b>Formal</b><br/>S&amp;L<br/>AAC<br/>Using different adjectives</p> <p><b>KS2 (Upper) Aladdin EXPRESSIVE AND RECEPTIVE COMMUNICATION- Formal</b><br/>S&amp;L<br/>AAC<br/>Using different adjectives</p> <p><b>EXPRESSIVE AND RECEPTIVE COMMUNICATION</b><br/><b>Formal</b></p> | <p><b>KS2 (Lower) EXPRESSIVE AND RECEPTIVE COMMUNICATION</b><br/><b>Formal</b><br/>S&amp;L<br/>AAC<br/>Hosting a fashion show<br/>Using different adjectives</p> <p><b>KS2 (Upper) Bake Me A Story – Nadiya Hussain EXPRESSIVE AND RECEPTIVE COMMUNICATION</b><br/><b>Formal</b><br/>S&amp;L<br/>AAC<br/>Following instructions<br/>Giving instructions</p> |
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|   | <p><b>COMPUTING:</b><br/>What Do We Know About Computers?<br/>L1 What is a computer?<br/>L2 That could be a computer!<br/>L3 Secret Handshake Computing<br/>L4 Thinking With Patterns<br/>L5 Break It Down<br/>L6 Nevertheless, They Persevered</p> <p><b>Online safety &amp; Digital Literacy:</b><br/>Recognise common uses of information beyond school<br/>Visit local shops, library and record examples of information use.<br/><b>Communication: Data</b><br/>Sorting animals into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> <p><b>KS2 Formal: PSHE scheme link</b></p> | <p><b>COMPUTING:</b><br/>Natterhub Feel It 1 - We Are Kind and Thoughtful To People:<br/>L1 Villains<br/>L2 Be Kind and Caring<br/>L3 It's Nice to Be Nice<br/>L4 Badge Round-Up</p> <p><b>Online safety &amp; Digital Literacy:</b><br/>Recognise common uses of information beyond school<br/>Visit local shops, library and record examples of information use.<br/><b>Communication: Data</b><br/>Sorting into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> | <p><b>COMPUTING:</b><br/>Further Coding<br/>L1 Safety in my online neighbourhood<br/>L2 Happy Maps<br/>L3 Programming with Scrat<br/>L4 Happy Loops<br/>L5 Loops with Scrat (A)<br/>L6 Loops with Scrat (B)</p> <p><b>Communication: Data</b><br/>Sorting animals into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> <p><b>Online safety &amp; Digital Literacy:</b><br/>Recognise common uses of information beyond school<br/>Visit local shops, library and record examples of information use.<br/><b>Communication: Data</b><br/>Sorting into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> | <p><b>COMPUTING:</b><br/>Searching the Internet<br/>L1 One Word Search<br/>L2 For Kids<br/>L3 Links<br/>L4 Taking Photos for Our Blog<br/>L5 Blogging<br/>L6 Comments</p> <p><b>Communication: Data</b><br/>Sorting into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> <p><b>Online safety &amp; Digital Literacy:</b><br/>Recognise common uses of information beyond school<br/>Visit local shops, library and record examples of information use.<br/><b>Communication: Data</b><br/>Sorting into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> | <p>S&amp;L<br/>AAC<br/>Expressing likes and dislikes giving reasons why</p> <p><b>COMPUTING:</b><br/>Grouping Data<br/>L1 Label and Match<br/>L2 Group and Count<br/>L3 Describe An Object<br/>L4 Making Different Groups<br/>L5 Comparing Groups<br/>L6 Answering Questions</p> <p><b>Online safety &amp; Digital Literacy:</b><br/>Recognise common uses of information beyond school<br/>Visit local shops, library and record examples of information use.<br/><b>Communication: Data</b><br/>Sorting animals into categories<br/>Collect simple data<br/><i>Unplugged activities – pictograms/tally charts</i></p> <p><b>KS2 Formal: PSHE scheme link</b></p> | <p><b>COMPUTING:</b><br/>Natterhub Learn It 1 - We Use Technology to Help Us in Different Ways:<br/>L1 My Wonderful Work<br/>L2 Signed and Sealed<br/>L3 Online Ownership<br/>L4 Badge Round-Up</p>  |
| <p><b>SEMI- FORMAL</b></p> <p><b>Year 3</b></p> | <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>The Monkey Puzzle – Julia Donaldson</li> </ul> <p><b>Focus:</b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing, Letter Formation and Mark Making<br/>Sp&amp;L – Vocabulary</p>  | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Poetry - Inference</b></p> <ul style="list-style-type: none"> <li>Let's go For a Walk – Ranger Hamza</li> <li>The Tiny Seed – Eric Carle</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Do Something for Someone Else – Loll Kirby</li> </ul>  | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Fiction - Prediction</b></p> <ul style="list-style-type: none"> <li>Red Riding Hood</li> <li>Hansel and Gretel</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Anasi Tales</li> <li>Aladdin</li> </ul>   | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Non-Fiction - Explanation</b></p> <ul style="list-style-type: none"> <li>A Ticket to Kalamazoo – James Carter</li> <li>Chicken on the Roof – Matt Goodfellow</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>A Kid in My Class – Rachel Rooney &amp; Chris Riddell</li> </ul>  | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Drama - Recount</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>Upper KS2</b></p> <ul style="list-style-type: none"> <li>A Mid-Summer Nights Dream</li> <li>The Tempest</li> </ul>   | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Non-Fiction - Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>The Big Book of Blue</li> <li>Why do We Wear Clothes</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Bake Me A Story</li> <li>Greta and The Giants – Zoe Tucker</li> </ul> |




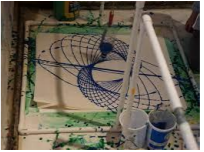
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| <p>Year 4</p> | <p>Ongoing Phonics</p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>The Lion Inside – Rachel Bright</li> </ul> <p><b>Focus:</b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing,<br/>Letter Formation and Mark<br/>Making<br/>Sp&amp;L – Vocabulary</p>   | <ul style="list-style-type: none"> <li>Once Upon a Rhythm – James Carter</li> </ul>   |  | <ul style="list-style-type: none"> <li>Caribbean Dozen – Poem from 13 Caribbean Poets</li> </ul>  | <ul style="list-style-type: none"> <li>Henry V</li> </ul>  |  |
| <p>Year 5</p> | <p>Ongoing Phonics</p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>The Suitcase – Chris Naylor Ballejeros</li> </ul> <p><b>Focus:</b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing,<br/>Letter Formation and Mark<br/>Making<br/>Sp&amp;L – Vocabulary</p>  |   |  |   |  |  |
| <p>Year 6</p> | <p>Ongoing Phonics</p> <p><b>Fiction</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>The Iron Man – Ted Hughes</li> </ul> <p><b>Focus:</b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing,<br/>Letter Formation and Mark<br/>Making<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p> <p><b>COMPUTING:</b><br/>Introduction to ICT<br/>Cause &amp; effect – Magic Carpet</p> | <p><b>COMPUTING:</b><br/>Technology safety<br/>Safety in the home<br/>Using electronic devices safely (electricity awareness)</p> | <p><b>COMPUTING:</b><br/>Coding<br/>B-bots – more complex programming (multiple steps)</p> | <p><b>COMPUTING:</b><br/>Technology for life skills<br/>Environmental control – Develop independent use of switches to operate bubble</p> | <p><b>COMPUTING:</b><br/>Communication &amp; information<br/>Expressive communication about key text using ICT</p> | <p><b>COMPUTING:</b><br/>ICT in community<br/>Local community – signage, Borrow from the library (self-service withdrawal)</p> |

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|                             |   |   |  | tube, magic carpet (Sensory studio)   |   | Supermarket – self service machine<br>Signage at the pool –<br>Photos and videos   |
| <b>PRE-FORMAL</b><br>Year 3 | <p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>The Monkey Puzzle – Julia Donaldson</li> </ul> <p><b><u>Focus:</u></b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing and Sensory Mark Making<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p>                         | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Poetry - Inference</b></p> <ul style="list-style-type: none"> <li>Let's go For a Walk – Ranger Hamza</li> <li>The Tiny Seed – Eric Carle</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Do Something For Someone Else – Loll Kirby</li> <li>Once Upon a Rhythm – James Carter</li> </ul> | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Fiction - Prediction</b></p> <ul style="list-style-type: none"> <li>Red Riding Hood</li> <li>Hansel and Gretel</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Anasi Tales</li> <li>Aladdin</li> </ul> | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Non-Fiction - Explanation</b></p> <ul style="list-style-type: none"> <li>A Ticket to Kalamazoo – James Carter</li> <li>Chicken on the Roof – Matt Goodfellow</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>A Kid in My Class – Rachel Rooney &amp; Chris Riddell</li> <li>Caribbean Dozen – Poem from 13 Caribbean Poets</li> </ul> | <p><b>READING</b><br/><b>Lower KS2</b><br/><b>Drama - Recount</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>Upper KS2</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>READING</b><br/><b>Lower KS2</b><br/><b>Non-Fiction - Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>The Big Book of Blue</li> <li>Why do We Wear Clothes</li> </ul> <p><b>Upper KS2</b></p> <ul style="list-style-type: none"> <li>Bake Me A Story</li> <li>Greta and The Giants – Zoe Tucker</li> </ul> |
| Year 4                      | <p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>The Lion Inside – Rachel Bright</li> </ul> <p><b><u>Focus:</u></b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing and Sensory Mark Making<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p>                             |   |  |   |   |  |
| Year 5                      | <p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>The Suitcase – Chris Naylor Ballejeros</li> </ul> <p><b><u>Focus:</u></b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing<br/>Creative Writing and Sensory Mark Making<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p> |   |  |   |   |  |
| Year 6                      | <p><b><u>Fiction</u></b></p> <p><b><u>Text:</u></b></p> <ul style="list-style-type: none"> <li>The Iron Man – Ted Hughes</li> </ul>   |   |  |   |   |  |




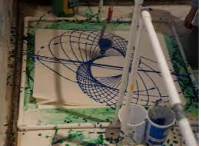

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|  | <p><b>Focus:</b><br/>Comprehension – Vocab.<br/>Writing – Creative Writing<br/>Creative Writing and<br/>Sensory Mark Making<br/>Sp&amp;L – Vocabulary</p> <p>Ongoing Phonics</p>                                |   |  |   |   |  |
|  | <p><b>COMPUTING:</b><br/><u>Introduction to ICT</u><br/>Cause and effect – using<br/>switches for animations,<br/>touch screen animations,<br/>eye gaze cause and effect<br/>activities.<br/>Sensory studio</p> | <p><b>COMPUTING:</b><br/><u>Technology safety</u><br/>Awareness of what should<br/>and should not be expected<br/>when using technology<br/>Talking to others online e.g.<br/>class link up with other<br/>campus</p> | <p><b>COMPUTING:</b><br/><u>Coding</u><br/>Switch toys with multiple<br/>function e.g. moving remote<br/>control car forwards or<br/>backwards</p> | <p><b>COMPUTING:</b><br/><u>Technology for life skills</u><br/>Environmental control<br/>Switching equipment on and<br/>off<br/>Use of eye gaze<br/>environmental control or<br/>Powerlink switch box</p> | <p><b>COMPUTING:</b><br/><u>Communication and<br/>information</u><br/>Labelling items using ICT<br/>e.g. story props, sensory<br/>items<br/>Supertalkers<br/>Big Mack switches<br/>Grid 3</p> | <p><b>COMPUTING:</b><br/><u>ICT in the community</u><br/>Interaction with a peer using<br/>AAC – eye gaze, switches,<br/>communication aid/board<br/>Watching videos and<br/>identifying places and<br/>people</p> |

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| <b>Creative and Expressive Arts</b> | Entertainment |  | Transport |  | Water |  |
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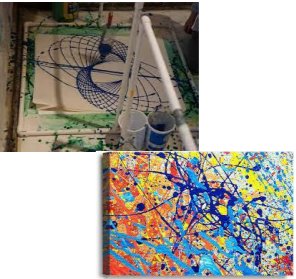
**Music:** COMPOSING, LISTENING, PERFORMANCE, RECORDING/ INSTRUMENTAL SKILLS DEVELOPMENT  
**Drama:** SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING & LISTENING.

|               | Term 1 (Cooperation)   | Term 2 (Courage)   | Term 3 (Honesty)  | Term 4 (Perseverance)  | Term 5 (Respect)   | Term 6 (Kindness)  |
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| <b>FORMAL</b> | <p><b>ART: Portraits</b><br/>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>ART: Clothing/ Textiles</b><br/>Design for a purpose e.g. designing for a famous person or character</p> | <p><b>ART: 3D art and combining materials</b><br/><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates natural materials and explores how they can be combined together.</p> <p>Create a 3D impression of a natural environment.</p>  | <p><b>ART: 3D art and combining materials</b><br/><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Look at how materials can be combined to form a structure.</p> <p>Create a model of somewhere local to them e.g. school, home, natural environment.</p>  | <p><b>ART – Artist Focus</b><br/>Develop understanding about the artist Turner looking at techniques and styles.</p> <p>Explore using water and air to manipulate colours e.g. blow paint/ water, spray paint/ water, touch paint/ water through smudging or pushing</p>  | <p><b>ART – Colour and Techniques</b><br/>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> </ul> <p>Drip painting</p>  |

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|  | <p><b>DRAMA:</b> Cross Curricular to engage &amp; encourage exploration<br/>Problem solving games<br/>Stories – expand on emotions<br/>Games – guessing actions<br/>Puppets, role play – spontaneous/structured, dressing up</p> <p><b>MUSIC:</b><br/><b>Music for Entertainment (Year A: Y4, 5 and 6 Playground songs and games,</b></p> <p><b>Performing Skills:</b> Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in.</p> <p><b>Listening Skills:</b> Recognise some similarities and differences in the music of entertainment. Identify key</p> | <p><b>DRAMA:</b> Cross Curricular to engage &amp; encourage exploration<br/>Problem solving games<br/>Bring stories to life through role play<br/>Assembly:<br/>Harvest/Remembrance</p> <p><b>MUSIC:</b><br/><b>Music for Entertainment Songs for Celebrations Harvest/Remembrance/ Christmas</b></p> <p><b>Performing Skills:</b> Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in. Perform as part of a larger group in front of an audience</p> | <p><b>DRAMA:</b><br/>Question – True or false?<br/>Teacher act out story, pupils say if true or not.<br/>Environmental impact – travel, eco-tourism</p> <p><b>MUSIC:</b><br/><b>World Music Y4 Asia, Y5 Space, Y6, Samba</b></p> <p><b>Performing Skills:</b> Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control<br/><b>Composing Skills:</b> Compose rhythms as a class and in small groups experiment with layering and simple three note melody<br/><b>Listening Skills:</b> Recognise some cultural differences within different musical traditions<br/><b>Recording Skills:</b> Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p> | <p><b>DRAMA:</b><br/>Space Travel – exploration and role play (zero gravity/planets and solar system) Story of Luna Laika the little astronaut – environmental issues/stories of travellers/sports leaders (Little People, Big Dreams)</p> <p><b>MUSIC:</b><br/><b>World Music Y4 Asia, Y5 Space, Y6, Samba</b></p> <p><b>Performing Skills:</b> Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control<br/><b>Composing Skills:</b> Compose rhythms as a class and in small groups experiment with layering and simple three note melody<br/><b>Listening Skills:</b> Recognise some cultural differences within different musical traditions<br/><b>Recording Skills:</b> Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p> | <p><b>DRAMA:</b><br/><b>Drama related activity (Interactive drama games, interactive movement games, interactive sound games).</b><br/><i>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:</i><br/>Exploring props and costumes<br/>Role Play<br/>Link with Art – combining materials to make a costume/ head piece etc...<br/>Small world Play<br/>Sensory Stories<br/>Tac Pac</p> <p><b>MUSIC:</b><br/><b>Performing</b><br/><b>Skills:</b> Develop confidence using Tuned percussion and keyboards in small groups. Experiment with scales (pentatonic) and dynamic changes to evoke weather/the elements</p> <p><b>Composing</b><br/><b>Skills:</b> Compose music using Water as a focus. (Musical Contexts scheme suggested)</p> <p><b>Listening Skills:</b> listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p><b>Recording Skills.</b> Record a class composition to go with a chosen film, story or song about water themes</p> | <p><b>DRAMA:</b><br/><b>Drama related activity (Interactive drama games, interactive movement games, interactive sound games).</b><br/><i>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:</i><br/>Exploring props and costumes<br/>Role Play<br/>Link with Art – combining materials to make a costume/ head piece etc...<br/>Small world Play<br/>Sensory Stories<br/>Tac Pac</p> <p><b>MUSIC:</b><br/><b>Performing</b><br/><b>Skills:</b> Develop confidence using Tuned percussion and keyboards in small groups. Experiment with scales (pentatonic) and dynamic changes to evoke weather/the elements</p> <p><b>Composing</b><br/><b>Skills:</b> Compose music using Water as a focus. (Musical Contexts scheme suggested)</p> <p><b>Listening Skills:</b> listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p><b>Recording Skills.</b> Record a class composition to go with a chosen film, story or song about water themes</p> |
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|                    | features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.  | <b>Listening Skills:</b><br>Recognise some similarities and differences in the music of entertainment. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.   |  |  | (Sea, Weather, rivers, waves, ponds, etc)   | (Sea, Weather, rivers, waves, ponds, etc)  |
| <b>SEMI FORMAL</b> | <p><b>ART: Portraits</b><br/><i>Self-portraits</i> using different materials e.g. printing, painting<br/>What makes my face?<br/>Collaborative portraits<br/>Exploring facial expressions</p> <p>Exploring <i>portraits of others</i> (favourite story/ film/ tv characters) using different materials e.g. printing, painting</p> <p><b>MUSIC: Musical experience</b> – musicals (e.g. - Mary Poppins, Frozen, Matilda, Little Mermaid) to understand the difference between real people performing and cartoon characters<br/>Can the children show preferences – like or dislike and explain why.</p> <p>SMILE PAC</p> <p><b>Singing &amp; Musical instruments</b> – exploring percussion instruments and</p> | <p><b>ART: Clothing/ Textiles</b><br/>Exploring materials creating something for a character<br/>Focus: printing</p> <p>Link with favourite story/ film/ tv characters.</p> <p><b>MUSIC: Singing &amp; Musical instruments</b> – rehearsing songs and accompanying instruments for Christmas performances</p> <p>SMILE PAC</p> <p><b>Creation</b> – Christmas performance for parents</p> | <p><b>ART: 3D art and combining materials</b><br/><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates natural materials and explores how they can be combined together.</p> <p>Create a mini natural environment.</p>  <p><b>MUSIC: Musical experience</b> – Music from around the world. Linked to British values – St David's Day 1<sup>st</sup> March &amp; 17<sup>th</sup> March St Patrick's Day.<br/>(Scotland - bagpipes, Wales – choir, singing Ireland – fiddle/violin England – concertina)</p> <p>Listening to environmental sounds of transport (possible community visits to train station, cars, air ambulance)</p> | <p><b>ART: 3D art and combining materials</b><br/><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Look at how we can use existing structures to create something new.</p> <p>Use boxes and other containers as a base for creating a 'scene' based on a place they know e.g. farm, park, school, house</p>  <p><b>MUSIC: 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: Artist Focus</b><br/>Turner with a focus on using water and air to manipulate colours e.g. blow paint/ water, spray paint/ water, touch paint/ water through smudging or pushing</p>  <p><b>MUSIC: 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: Colour and Techniques</b><br/>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: Creation</b> – using beats, pulse to create a piece of music. (body percussion, percussion instruments and water droplets)</p> <p>SMILE PAC</p> |



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|                   | their voice/actions (songs from focus musicals)  |  | <p><b>Singing &amp; Musical instruments</b> – to recreate environmental sounds with body percussion and percussion instruments.</p> <p>SMILE PAC</p>   |   |   |   |
| <b>PRE-FORMAL</b> | <p><b>ART: Portraits</b><br/> <i>Self-portraits</i> using different materials e.g. printing, painting<br/>                     What makes my face?<br/>                     Collaborative portraits<br/>                     Exploring facial expressions</p> <p>Exploring <i>portraits of others</i> (favourite story/ film/ tv characters) using different materials e.g. printing, painting</p> <p><b>MUSIC:</b><br/>                     Choose a musical to share with the children, most appropriate for their ability<br/>                     Musicals with cartoons (Frozen, Lion King, Pocahontas etc) Can the children show preferences – like or dislike.</p> <p>SMILE PAC</p> | <p><b>ART: Clothing/ Textiles</b><br/>                     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><br/>                     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: 3D art and combining materials</b><br/> <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Handles, feels and manipulates natural materials. Explore use of natural materials to explore the senses.</p> <p><b>MUSIC:</b><br/>                     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: 3D art and combining materials</b><br/> <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Collect together resources and props that could be used to create a ‘scene’ – explore these with the senses to create a story. Use of Sensology or SMILE Pack could work – bringing each element out at a time to create a final ‘scene’ based around a local environment.</p> <p><b>MUSIC:</b><br/>                     Creation – Perform a body percussion/drum sequence to another class</p> <p>SMILE PAC</p> | <p><b>ART: Artist Focus</b><br/>                     Turner -exploring using water and air to manipulate paint through Attention Autism. Look at blowing, spraying and moving paint around.</p>  <p><b>MUSIC:</b><br/>                     Musical experience to ‘The Rhythm of the rain’ book explore Beats &amp; Pulse (rain drops falling) discriminate high and low notes</p> <p>SMILE PAC</p> | <p><b>ART: Colour and Techniques</b><br/>                     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><br/>                     Follow a leader with body percussion</p> <p>SMILE PAC</p> |

| The Wider World | Entertainment   |  | Transport  |  | Water  |   |
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| FORMAL          | Term 1 (Cooperation)  | Term 2 (Courage)   | Term 3 (Honesty)   | Term 4 (Perseverance)  | Term 5 (Respect)   | Term 6 (Kindness)   |
|                 | <b>Geography focus</b><br>Puppets around the World (Cultural comparison)<br><br><b>Beliefs &amp; Values</b><br>New Beginnings & Festivals | <b>History focus</b><br>Holidays in the Past<br><br><b>Beliefs &amp; Values</b><br>Light & Dark                          | <b>History focus</b><br>Invention of forms of transport (Wheels & Wings)<br><br><b>Beliefs &amp; Values</b><br>Carnivals & Processions | <b>Geography focus</b><br>Explorers<br><br><b>Beliefs &amp; Values</b><br>Pilgrimages  | <b>Geography focus</b><br>Water Cycle (rain, rivers & ocean)<br><br><b>Beliefs &amp; Values</b><br>Water in Ceremonies | <b>History focus</b><br>History of Sanitation (Where does my poo go?)<br><br><b>Beliefs &amp; Values</b><br>Water in Stories                                  |
| SEMI FORMAL     | <b>Geography focus</b><br>Puppets around the World<br><br><b>Beliefs &amp; Values</b><br>New Beginnings & Festivals<br>Hinduism & Navrati | <b>History focus</b><br>Holidays in the Past<br><br><b>Beliefs &amp; Values</b><br>Light & Dark<br>Loi Krotong<br>Advent | <b>History focus</b><br>Wheels & Wings<br><br><b>Beliefs &amp; Values</b><br>Carnivals & Processions<br>Epiphany<br>Carnival of Binche | <b>Geography focus</b><br>Explorers<br><br><b>Beliefs &amp; Values</b><br>Muslim & Buddhist<br>Pilgrimages<br>Special Journeys | <b>Geography focus</b><br>Under the Sea<br><br><b>Beliefs &amp; Values</b><br>Water in Sikhism<br>And Water in Judaism | <b>History focus</b><br>History of Sanitation (Where does my poo go?)<br><b>Beliefs &amp; Values</b><br>Islam – Story of ZamZam<br>Water<br>A Basket of Water |
|                 | <b>Geography focus</b><br>Puppets around the World<br><br><b>Beliefs &amp; Values</b><br>New Beginnings & Festivals<br>Navrati            | <b>History focus</b><br>Holidays in the Past<br><br><b>Beliefs &amp; Values</b><br>Light & Dark                          | <b>History focus</b><br>Wheels & Wings<br><br><b>Beliefs &amp; Values</b><br>Carnivals & Processions                                   | <b>Geography focus</b><br>Explorers<br><br><b>Beliefs &amp; Values</b><br>Special Journeys                                     | <b>Geography focus</b><br>Under the Sea<br><br><b>Beliefs &amp; Values</b><br>Water in Religion                        | <b>History focus</b><br>History of Sanitation (Where does my poo go?)<br><b>Beliefs &amp; Values</b><br>Water in Stories                                      |

| Physical and Personal Development | Entertainment  |   | Transport   |  | Water   |   |
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| YEAR 3                            | Term 1 (Cooperation)   | Term 2 (Courage)  | Term 3 (Honesty)  | Term 4 (Perseverance)  | Term 5 (Respect)  | Term 6 (Kindness)   |
|                                   | <b>Life Skills Formal:</b><br>Self-Awareness<br>SA5: Getting on with others<br>Co-operation<br>SA2: Kind and unkind behaviours<br>SA4: People who are special to You | <b>Life Skills Formal:</b><br>Taking Care of Ourselves<br>SSS3: Trust<br>SSS4: Keeping safe online<br>SSS5: Public and Private<br>SSS1: Taking care of ourselves. | <b>Life Skills Formal:</b><br>The World I live in<br>Self-Care, Support and Safety<br>WIL11: Belonging to a community<br>WIL11: Rules and laws<br>WIL12: Jobs people do<br>WIL11: Respecting the differences between people<br>WIL13: Rules & Laws<br>WIL16: Money<br>WIL12: Jobs people do<br>SSS4 – Keeping safe online | <b>Life Skills Formal:</b><br>The World I live in WIL14:<br>Taking care of the environment<br>WIL14: Belonging to a community<br>Self-Care, Support and Safety<br>SSS4 – Keeping safe online | <b>Life Skills: Formal</b><br>Sex & Relationships<br>Education<br>Changing and Growing<br>CG3: Dealing with touch<br>CG4: Different types of relationships<br>Self-care, Support and Safety<br>SSS5: Public and private | <b>Life Skills: Formal</b><br>Staying Healthy<br>Caring Care Of Ourselves<br>And Others<br>My Community<br>Healthy Lifestyle HL1:<br>Healthy eating<br>HL2: Taking care of our physical health<br>HL3: Keeping well<br>Keeping Safe SSS1: Self-Care, Support and Safety<br>The World I Live In<br>WIL11: Respecting the differences between people<br>WIL12: Jobs people do |

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|  | <p><b>Semi-Formal:</b><br/>Understanding and following rules, routines and expectations<br/>Food and diet – Where does food come from</p> <p><b>Pre-Formal:</b><br/>Wellbeing – mental</p> <p><b>PSHRE</b><br/>Belonging to a Community</p>  | <p><b>Semi-Formal</b><br/>Safety – Electrical and Road<br/>E-safety</p> <p><b>Pre-Formal</b><br/>Personal Safety<br/>Personal care<br/>Hygiene</p> <p><b>PSHRE</b><br/>Keeping Safe<br/>Families and Friendships</p>   | <p><b>Semi-Formal:</b><br/>Organisation and independent learning</p> <p><b>Pre-Formal:</b><br/>Self-determination and Independence</p> <p><b>PSHRE</b><br/>Media Literacy and Digital Resilience</p>   | <p><b>Semi-Formal:</b><br/>Taking Care of the Environment<br/>Discrimination and Values<br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Pre-Formal:</b><br/>Respecting My Environment</p> <p><b>PSHRE</b><br/>Growing and Changing<br/>Safe Relationships</p>   | <p><b>Life Skills: Semi Formal</b><br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Life Skills: Pre-Formal:</b><br/>Respecting My Environment<br/>Social Relationships<br/>Wellbeing</p> <p><b>PSHRE</b><br/>Respecting Ourselves and Others</p>   | <p>WIL13: Rules and Laws<br/>WIL14: Taking care of the environment<br/>WIL16: Money<br/>WIL15: Belonging to a community</p> <p><b>Life Skills: Semi-Formal</b><br/>Coping with change<br/>Special interests<br/>Problem solving and thinking skills</p> <p><b>Life Skills – Pre-Formal:</b><br/>Understanding my place in the world</p> <p><b>PSHRE</b><br/>Money and Work<br/>Physical Health and Mental Wellbeing</p> |
|  | <p><b>PE - Outside Activities Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Following a supported sequence, moving within a space, stop and go and giving directions (using AAC)<br/>Hydro (as applicable)</p> | <p><b>PE - Multiskills Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Develop balls skills further and personal challenges. (Circus Skills)<br/>Hydro (as applicable)</p> | <p><b>PE – Dance Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different supported movement patterns.<br/>Hydro (as applicable)</p> | <p><b>PE – Gymnastics Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Balancing objects and controlling movements.<br/>Hydro (as applicable)</p> | <p><b>PE – Athletics Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Exploring Throwing. Grasping and releasing, aiming for a target.<br/>Hydro (as applicable)</p> | <p><b>PE – Outdoor and adventurous Formal</b><br/>Treasure hunts, team building<br/>Swimming</p> <p><b>Semi-Formal</b><br/>Treasure hunts, team building<br/>Swimming</p> <p><b>Pre-Formal</b><br/>Treasure hunts, team building<br/>Hydro (as applicable)</p>  |
|  | <p><b>Cooking and Nutrition Food – Harvest</b><br/>Cutting, peeling, Meal preparation – soup<br/><br/>Exploratory/ Sensology<br/>Vegetables</p>  | <p><b>Cooking and Nutrition Food – Seasonal</b><br/>Stirring, chopping, combining mixed fruit mice pies, puddings and Christmas cakes.</p>   | <p><b>Cooking and Nutrition Food – Food Journeys</b><br/>Spreading and selecting different toast toppings</p>  | <p><b>Cooking and Nutrition Food – baking</b><br/>Naming, choosing, selecting and baking a variety of fruit and vegetables with comparison of taste and texture</p>  | <p><b>Cooking and Nutrition Food – Fruit</b><br/>Hydration<br/>Fruit and vegetable salads<br/>Cutting and peeling<br/>Jelly fruits</p>  | <p><b>Cooking and Nutrition Food – Picnic</b><br/>Hydration<br/>Designing and making fruit kebabs for a picnic</p>  |

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|               | Harvest Theme  | Festival – Diwali, Halloween, Fireworks Christmas cooking  |  |   |   |   |
|               | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.   | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.   | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.   |
| <b>YEAR 4</b> | <p><b>Life Skills Formal:</b><br/>Self-Awareness<br/>SA5: Getting on with others<br/>Co-operation<br/>SA2: Kind and unkind behaviours<br/>SA4: People who are special to You</p> <p><b>Semi-Formal:</b><br/>Understanding and following rules, routines and expectations<br/>Food and diet – Where does food come from</p> <p><b>Pre-Formal:</b><br/>Wellbeing – mental</p> <p><b>PSHRE</b><br/>Belonging to a Community</p> | <p><b>Life Skills Formal:</b><br/>Taking Care of Ourselves<br/>SSS3: Trust<br/>SSS4: Keeping safe online<br/>SSS5: Public and Private<br/>SSS1: Taking care of ourselves.</p> <p><b>Semi-Formal</b><br/>Safety – Electrical and Road<br/>E-safety</p> <p><b>Pre-Formal</b><br/>Personal Safety<br/>Personal care<br/>Hygiene</p> <p><b>PSHRE</b><br/>Keeping Safe<br/>Families and Friendships</p> | <p><b>Life Skills Formal:</b><br/>_The World I live in<br/>Self-Care, Support and Safety<br/>WIL11: Belonging to a community<br/>WIL11: Rules and laws<br/>WIL12: Jobs people do<br/>WIL11: Respecting the differences between people<br/>WIL13: Rules &amp; Laws<br/>WIL16: Money<br/>WIL12: Jobs people do<br/>SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Organisation and independent learning</p> <p><b>Pre-Formal:</b><br/>Self-determination and Independence</p> <p><b>PSHRE</b><br/>Media Literacy and Digital Resilience</p> | <p><b>Life Skills Formal:</b><br/>The World I live in WIL14:<br/>Taking care of the environment<br/>WIL14: Belonging to a community<br/>Self-Care, Support and Safety SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Taking Care of the Environment<br/>Discrimination and Values<br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Pre-Formal:</b><br/>Respecting My Environment</p> <p><b>PSHRE</b><br/>Growing and Changing<br/>Safe Relationships</p> | <p><b>Life Skills: Formal</b><br/>Sex &amp; Relationships<br/>Education<br/>Changing and Growing<br/>CG3: Dealing with touch<br/>CG4: Different types of relationships<br/>Self-care, Support and Safety<br/>SSS5: Public and private</p> <p><b>Life Skills: Semi Formal</b><br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Life Skills: Pre-Formal:</b><br/>Respecting My Environment<br/>Social Relationships<br/>Wellbeing</p> <p><b>PSHRE</b><br/>Respecting Ourselves and Others</p> | <p><b>Life Skills: Formal</b><br/>Staying Healthy<br/>Caring Care of Ourselves and Others<br/>My Community<br/>Healthy Lifestyle HL1:<br/>Healthy eating<br/>HL2: Taking care of our physical health<br/>HL3: Keeping well<br/>Keeping Safe SSS1: Self-Care, Support and Safety<br/>The World I Live In<br/>WIL11: Respecting the differences between people<br/>WIL12: Jobs people do<br/>WIL13: Rules and Laws<br/>WIL14: Taking care of the environment<br/>WIL16: Money<br/>WIL15: Belonging to a community</p> <p><b>Life Skills: Semi Formal</b><br/>Coping with change<br/>Special interests<br/>Problem solving and thinking skills</p> <p><b>Life Skills – Pre Formal:</b><br/>Understanding my place in the world</p> <p><b>PSHRE</b><br/>Money and Work<br/>Physical Health and Mental Wellbeing</p> |
|               | <b>PE - Outside Activities Formal</b><br>Following a sequence, moving within a space and using a variety of moves, speed and directions.   | <b>PE - Multiskills Formal</b><br>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)   | <b>PE – Dance Formal</b><br>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.  | <b>PE – Gymnastics Formal</b><br>Balance and control. Circuits using large equipment, benches.<br>Swimming  | <b>PE – Athletics Formal</b><br>Throwing distance and accuracy using a range of equipment.<br>Swimming  | <b>PE – Outdoor and adventurous Formal</b><br>Treasure hunts, team building<br>Swimming   |

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|        | <p>Swimming<br/><b>Semi-Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming<br/><b>Pre-Formal</b><br/>Following a supported sequence, moving within a space, stop and go and giving directions (using AAC)<br/>Hydro (as applicable)</p> | <p>Swimming<br/><b>Semi-Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming<br/><b>Pre-Formal</b><br/>Develop balls skills further and personal challenges. (Circus Skills)<br/>Hydro (as applicable)</p> | <p>Swimming<br/><b>Semi-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming<br/><b>Pre-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different supported movement patterns.<br/>Hydro (as applicable)</p>  | <p><b>Semi-Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming<br/><b>Pre-Formal</b><br/>Balancing objects and controlling movements.<br/>Hydro (as applicable)</p>  | <p><b>Semi-Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming<br/><b>Pre-Formal</b><br/>Exploring Throwing. Grasping and releasing, aiming for a target.<br/>Hydro (as applicable)</p>   | <p><b>Semi-Formal</b><br/>Treasure hunts, team building<br/>Swimming<br/><b>Pre-Formal</b><br/>Treasure hunts, team building<br/>Hydro (as applicable)</p>  |
|        | <p><b>Cooking and Nutrition Food – Harvest</b><br/>Snipping herbs<br/>Use of senses understanding of 5 a day. Eat the rainbow.</p>   | <p><b>Cooking and Nutrition Food – Pizza and pasta</b><br/>Cutting, selecting appropriate toppings for a pizza. Festival Diwali, Halloween, Fireworks<br/>Christmas cooking &amp; entertaining</p>   | <p><b>Cooking and Nutrition Food – Snacks</b><br/>Cutting snacks, using ingredients that are grown.</p>  | <p><b>Cooking and Nutrition Food – baking</b><br/>Naming, choosing, selecting and baking a variety of fruit and vegetables with comparison of taste and texture</p>  | <p><b>Cooking and Nutrition Food – Fruit</b><br/>Hydration<br/>Using a juicer to extract juice from fruit. Using a measuring jug for support</p>   | <p><b>Cooking and Nutrition Food – Picnic</b><br/>Hydration<br/>Making pastry and fruit pies for a picnic</p>   |
|        | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>   |
| YEAR 5 | <p><b>Life Skills Formal:</b><br/>Self-Awareness<br/>SA5: Getting on with others<br/>Co-operation<br/>SA2: Kind and unkind behaviours<br/>SA4: People who are special to You</p> <p><b>Semi-Formal:</b><br/>Understanding and following rules, routines and expectations</p>                                     | <p><b>Life Skills Formal:</b><br/>Taking Care of Ourselves<br/>SSS3: Trust<br/>SSS4: Keeping safe online<br/>SSS5: Public and Private<br/>SSS1: Taking care of ourselves.</p> <p><b>Semi-Formal</b><br/>Safety – Electrical and Road</p>   | <p><b>Life Skills Formal:</b><br/>_The World I live in<br/>Self-Care, Support and Safety<br/>WIL11: Belonging to a community<br/>WIL11: Rules and laws<br/>WIL12: Jobs people do<br/>WIL11: Respecting the differences between people<br/>WIL13: Rules &amp; Laws<br/>WIL16: Money<br/>WIL12: Jobs people do<br/>SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Organisation and independent learning</p> | <p><b>Life Skills Formal:</b><br/>The World I live in WIL14:<br/>Taking care of the environment<br/>WIL14: Belonging to a community<br/>Self-Care, Support and Safety SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Taking Care of the Environment</p> | <p><b>Life Skills Formal</b><br/>Sex &amp; Relationships<br/>Education<br/>Changing and Growing<br/>CG3: Dealing with touch<br/>CG4: Different types of relationships<br/>Self-care, Support and Safety<br/>SSS5: Public and private</p> <p><b>Life Skills: Semi Formal</b><br/>Healthy Living</p> | <p><b>Life Skills Formal</b><br/>Staying Healthy<br/>Caring Care of Ourselves<br/>And Others<br/>My Community<br/>Healthy Lifestyle HL1:<br/>Healthy eating<br/>HL2: Taking care of our physical health<br/>HL3: Keeping well<br/>Keeping Safe SSS1: Self-Care, Support and Safety<br/>The World I Live In<br/>WIL11: Respecting the differences between people<br/>WIL12: Jobs people do<br/>WIL13: Rules and Laws<br/>WIL14: Taking care of the environment<br/>WIL16: Money<br/>WIL15: Belonging to a community</p> <p><b>Life Skills Semi Formal</b><br/>Coping with change<br/>Special interests</p> |

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|        | <p>Food and diet – Where does food come from</p> <p><b>Pre-Formal:</b><br/>Wellbeing – mental</p> <p><b>PSHRE</b><br/>Belonging to a Community</p>   | <p>E-safety</p> <p><b>Pre-Formal</b><br/>Personal Safety<br/>Personal care<br/>Hygiene</p> <p><b>PSHRE</b><br/>Keeping Safe<br/>Families and Friendships</p>   | <p></p> <p><b>Pre-Formal:</b><br/>Self-determination and Independence</p> <p><b>PSHRE</b><br/>Media Literacy and Digital Resilience</p>  | <p>Discrimination and Values<br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Pre-Formal:</b><br/>Respecting My Environment</p> <p><b>PSHRE</b><br/>Growing and Changing<br/>Safe Relationships</p>  | <p>Relationships and sex education</p> <p><b>Life Skills Pre-Formal:</b><br/>Respecting My Environment<br/>Social Relationships<br/>Wellbeing</p> <p><b>PSHRE</b><br/>Respecting Ourselves and Others</p>   | <p>Problem solving and thinking skills</p> <p><b>Life Skills – Pre-Formal:</b><br/>Understanding my place in the world</p> <p><b>PSHRE</b><br/>Money and Work<br/>Physical Health and Mental Wellbeing</p>   |
|        | <p><b>PE - Outside Activities Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming<br/><b>Semi-Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming<br/><b>Pre-Formal</b><br/>Following a supported sequence, moving within a space, stop and go and giving directions (using AAC)<br/>Hydro (as applicable)</p> | <p><b>PE - Multiskills Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming<br/><b>Semi-Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming<br/><b>Pre-Formal</b><br/>Develop balls skills further and personal challenges. (Circus Skills)<br/>Hydro (as applicable)</p> | <p><b>PE – Dance Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming<br/><b>Semi-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming<br/><b>Pre-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different supported movement patterns.<br/>Hydro (as applicable)</p> | <p><b>PE – Gymnastics Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming<br/><b>Semi-Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming<br/><b>Pre-Formal</b><br/>Balancing objects and controlling movements.<br/>Hydro (as applicable)</p> | <p><b>PE – Athletics Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming<br/><b>Semi-Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming<br/><b>Pre-Formal</b><br/>Exploring Throwing. Grasping and releasing, aiming for a target.<br/>Hydro (as applicable)</p> | <p><b>PE – Outdoor and adventurous Formal</b><br/>Treasure hunts, team building<br/>Swimming<br/><b>Semi-Formal</b><br/>Treasure hunts, team building<br/>Swimming<br/><b>Pre-Formal</b><br/>Treasure hunts, team building<br/>Hydro (as applicable)</p> |
|        | <p><b>Cooking and Nutrition Food – Harvest</b><br/>Boiling using a microwave and on a hob. Safety rules around heating. Recognition of hot and cold.</p>   | <p><b>Cooking and Nutrition Food – Seasonal</b><br/>Stirring, rolling.<br/>Seasonal no bake treats<br/>Diwali, Halloween, Fireworks<br/>Christmas cooking &amp; entertaining</p>   | <p><b>Cooking and Nutrition Food – snacks</b><br/>Spreading, cutting &amp; chopping<br/>Sandwiches – choosing fillings and exploring different ideas.</p>  | <p><b>Cooking and Nutrition Food – baking</b><br/>Use of measuring spoons/jug and digital scales with support. Follow a basic recipe</p>   | <p><b>Cooking and Nutrition Food - Fruit</b><br/>Hydration<br/>Design and select fruit and vegetables to make smoothies.<br/>Messy play with coloured waters, smelling and tasting fruits</p>   | <p><b>Cooking and Nutrition Food – Picnic</b><br/>Design and make a variety of sandwiches using different fillings and breads, wraps, pittas</p>   |
|        | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>   | <p><b>LOtC -Outdoor Learning grids</b><br/>-Theme and values based.</p>  |
| YEAR 6 | <p><b>Life Skills Formal:</b></p>  | <p><b>Life Skills</b></p>  | <p><b>Life Skills Formal:</b></p>  | <p><b>Life Skills Formal:</b></p>  | <p><b>Life Skills: Formal</b></p>   | <p><b>Life Skills Formal</b><br/>Staying Healthy</p>   |

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|  | <p>Self-Awareness<br/>SA5: Getting on with others<br/>Co-operation<br/>SA2: Kind and unkind behaviours<br/>SA4: People who are special to You</p> <p><b>Semi-Formal:</b><br/>Understanding and following rules, routines and expectations<br/>Food and diet – Where does food come from</p> <p><b>Pre-Formal:</b><br/>Wellbeing – mental</p> <p><b>PSHRE</b><br/>Belonging to a Community</p> | <p><b>Formal:</b><br/>Taking Care of Ourselves<br/>SSS3: Trust<br/>SSS4: Keeping safe online<br/>SSS5: Public and Private<br/>SSS1: Taking care of ourselves.</p> <p><b>Semi-Formal</b><br/>Safety – Electrical and Road<br/>E-safety</p> <p><b>Pre-Formal</b><br/>Personal Safety<br/>Personal care<br/>Hygiene</p> <p><b>PSHRE</b><br/>Keeping Safe Families and Friendships</p> | <p>The World I live in<br/>Self-Care, Support and Safety<br/>WIL11: Belonging to a community<br/>WIL11: Rules and laws<br/>WIL12: Jobs people do<br/>WIL11: Respecting the differences between people<br/>WIL13: Rules &amp; Laws<br/>WIL16: Money<br/>WIL12: Jobs people do<br/>SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Organisation and independent learning</p> <p><b>Pre-Formal:</b><br/>Self-determination and Independence</p> <p><b>PSHRE</b><br/>Media Literacy and Digital Resilience</p> | <p>The World I live in WIL14:<br/>Taking care of the environment<br/>WIL14: Belonging to a community<br/>Self-Care, Support and Safety SSS4 – Keeping safe online</p> <p><b>Semi-Formal:</b><br/>Taking Care of the Environment<br/>Discrimination and Values<br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Pre-Formal:</b><br/>Respecting My Environment</p> <p><b>PSHRE</b><br/>Growing and Changing Safe Relationships</p> | <p>Sex &amp; Relationships Education<br/>Changing and Growing<br/>CG3: Dealing with touch<br/>CG4: Different types of relationships<br/>Self-care, Support and Safety<br/>SSS5: Public and private</p> <p><b>Life Skills Semi Formal</b><br/>Healthy Living<br/>Relationships and sex education</p> <p><b>Life Skills: Pre-Formal:</b><br/>Respecting My Environment<br/>Social Relationships<br/>Wellbeing</p> <p><b>PSHRE</b><br/>Respecting Ourselves and Others</p> | <p>Caring Care Of Ourselves And Others<br/>My Community<br/>Healthy Lifestyle HL1:<br/>Healthy eating<br/>HL2: Taking care of our physical health<br/>HL3: Keeping well<br/>Keeping Safe SSS1: Self-Care, Support and Safety<br/>The World I Live In<br/>WIL11: Respecting the differences between people<br/>WIL12: Jobs people do<br/>WIL13: Rules and Laws<br/>WIL14: Taking care of the environment<br/>WIL16: Money<br/>WIL15: Belonging to a community</p> <p><b>Life Skills Semi Formal</b><br/>Coping with change<br/>Special interests<br/>Problem solving and thinking skills</p> <p><b>Life Skills – Pre-Formal:</b><br/>Understanding my place in the world</p> <p><b>PSHRE</b><br/>Money and Work<br/>Physical Health and Mental Wellbeing</p> |
|  | <p><b>PE - Outside Activities</b><br/><b>Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming<br/><b>Semi-Formal</b><br/>Following a sequence, moving within a space and using a variety of moves, speed and directions.<br/>Swimming<br/><b>Pre-Formal</b><br/>Following a supported sequence, moving within a</p>    | <p><b>PE - Multiskills</b><br/><b>Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming<br/><b>Semi-Formal</b><br/>Develop balls skills further to improve accuracy of hitting targets of various sizes (Circus Skills)<br/>Swimming<br/><b>Pre-Formal</b></p>  | <p><b>PE – Dance</b><br/><b>Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming<br/><b>Semi-Formal</b><br/>Stimulus travelling/transport video. Sequences, performance. Different movement patterns.<br/>Swimming<br/><b>Pre-Formal</b><br/>Stimulus travelling/transport video. Sequences,</p>  | <p><b>PE – Gymnastics</b><br/><b>Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming<br/><b>Semi-Formal</b><br/>Balance and control. Circuits using large equipment, benches.<br/>Swimming<br/><b>Pre-Formal</b><br/>Balancing objects and controlling movements.<br/>Hydro (as applicable)</p>  | <p><b>PE – Athletics</b><br/><b>Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming<br/><b>Semi-Formal</b><br/>Throwing distance and accuracy using a range of equipment.<br/>Swimming<br/><b>Pre-Formal</b><br/>Exploring Throwing.<br/>Grasping and releasing, aiming for a target.<br/>Hydro (as applicable)</p>  | <p><b>PE – Outdoor and adventurous</b><br/><b>Formal</b><br/>Treasure hunts, team building<br/>Swimming<br/><b>Semi-Formal</b><br/>Treasure hunts, team building<br/>Swimming<br/><b>Pre-Formal</b><br/>Treasure hunts, team building<br/>Hydro (as applicable)</p>   |

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|  | space, stop and go and giving directions (using AAC)<br>Hydro (as applicable)  | Develop balls skills further and personal challenges.<br>(Circus Skills)<br>Hydro (as applicable)  | performance. Different supported movement patterns.<br>Hydro (as applicable)   |   |  |  |
|  | <b>Cooking and Nutrition</b><br><b>Food – Harvest</b><br>Fruit or root? Explore, understand and cook in different ways | <b>Cooking and Nutrition</b><br><b>Food – Pizza and Pasta</b><br>Rolling, sieving, selecting and making different types of pasta cooked and dried.<br>Diwali, Halloween, Fireworks<br>Christmas Cooking & Entertaining | <b>Cooking and Nutrition</b><br><b>Food – snacks</b><br>Sandwiches using a knife to spread. Exploring different fillings | <b>Cooking and Nutrition</b><br><b>Food – baking</b><br>Use of measuring spoons/jug and digital scales with support. Follow a basic recipe. | <b>Cooking and Nutrition</b><br><b>Food - Fruit</b><br>Hydration<br>Design and create fruit lollies using a measuring jug accurately. Messy play with coloured water | <b>Cooking and Nutrition</b><br><b>Food – Picnic</b><br>Design, make and evaluate a picnic menu. |
|  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.   | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.  | <b>LOtC -Outdoor Learning grids</b><br>-Theme and values based.                                  |

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| <b>Maths and Science</b> | Entertainment  |   | Transport  |  | Water  |  |
| <b>FORMAL</b>            | Term 1 (Cooperation)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting, 1:1 correspondence, add, place value, sequences, reading/writing numbers, ordinal numbers, maths signs<br><br>Time – birthdays, seasons<br><br><b>Science</b><br><b>The Human Body</b><br>The internal body, e.g. heart, lungs, skeleton (UKS2)<br><br>Health and hygiene, e.g. teeth (LKS2)<br><br><b>DT</b><br>Pneumatic Monsters Activity | Term 2 (Courage)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting, 1:1 correspondence subtract, place value, sequences, property number, rounding<br><br>Money – shop, role play<br><br><b>Science</b><br><b>Sound</b><br>The human ear, how sounds are made/ vibrations (UKS2)<br><br>Sound: experiencing a range of sounds, sound sources (LKS2)<br><br><b>DT</b><br>Cardboard Marble Maze | Term 3 (Honesty)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting, 1:1 correspondence place value, add, number bonds, multiply<br><br>Data Handling – graphs, charts, position, direction<br><br><b>Science</b><br><b>Forces</b><br>Cause and effect: gravity e.g. parachutes (UKS2)<br><br>Cause and effect: magnets e.g. connecting trains. (LKS2)<br><br><b>DT</b><br>Balloon Cars | Term 4 (Perseverance)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting 1:1 correspondence subtract, place value, divide, estimation<br><br>Measure – length, size, weight/mass<br><br><b>Science</b><br><b>Rocks</b><br>Exploring rocks<br>LOTc links<br><br><b>DT</b><br>Boat powered by an elastic band | Term 5 (Respect)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting 1:1 correspondence add, subtract, place value, multiply, divide, fractions<br><br>2D/3D Shapes – patterns, recognition<br><br><b>Science</b><br><b>States of Matter</b><br>Changing states (UKS2)<br><br>Solids, liquids and gases (LKS2)<br><br><b>DT</b><br>Water Wheel | Term 6 (Kindness)<br><b>Maths</b><br>Number – songs, counting, subitizing sorting 1:1 correspondence add, subtract, place value inverse operations, number bonds, reading/writing numbers, ordinal numbers<br><br>Measure – Capacity, temperature<br><br><b>Science:</b><br><b>Animals/Habitats</b><br>What do animals need to survive? (UKS2)<br><br>Life cycles (LKS2)<br><br><b>DT</b><br>Water Rockets |
| <b>SEMI FORMAL</b>       | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and  | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and   | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and  | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and  | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and  | <b>Maths</b><br>Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and  |



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|                   | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition, finding number before and after, place value, sequences, ordinal numbers</p> <p>Time – birthdays, seasons</p> <p><b>Science Humans</b><br/>Health and hygiene, e.g. teeth.</p> <p><b>DT</b><br/>Pneumatic Monsters Activity</p>   | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, , one and lots, number recognition, finding number before and after</p> <p>Money – shop, role play</p> <p><b>Science Sound</b><br/>Sound: experiencing a range of sounds.</p> <p><b>DT</b><br/>Cardboard Marble Maze</p>  | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after,</p> <p>Data Handling – sorting, matching, position, direction</p> <p><b>Science Forces</b><br/>Cause and effect: magnets and gravity.</p> <p><b>DT</b><br/>Balloon Cars</p>   | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after,</p> <p>Measure – length, size, weight/mass</p> <p><b>Science Rocks</b><br/>Exploring rocks<br/>LOTC links</p> <p><b>DT</b><br/>Balloon Cars</p>   | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after</p> <p>2D/3D Shapes – patterns, recognition</p> <p><b>Science States of Matter</b><br/>Changing states (UKS2)<br/>Solids and liquids (LKS2)</p> <p><b>DT</b><br/>Balloon Cars</p>  | <p><b>problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after, ordinal numbers</p> <p>Measure – Capacity, temperature</p> <p><b>Science: Animals</b><br/>Life Cycles</p> <p><b>DT</b><br/>Balloon Cars</p>   |
| <b>PRE-FORMAL</b> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Time – birthdays, seasons</p> <p><b>Science Humans</b><br/>Health and hygiene, e.g. teeth.</p> <p><b>DT</b><br/>Pneumatic Monsters Activity</p> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></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 Sound</b><br/>Sound: experiencing a range of sounds.</p> <p><b>DT</b><br/>Cardboard Marble Maze</p> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Data Handling – sorting, matching, position, direction</p> <p><b>Science Forces</b><br/>Cause and effect: magnets and gravity.</p> <p><b>DT</b><br/>Balloon Cars</p> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></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 Rocks</b><br/>Exploring rocks<br/>LOTC links</p> <p><b>DT</b><br/>Balloon Cars</p> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></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 States of Matter</b><br/>Changing states (UKS2)<br/>Solids and liquids (LKS2)</p> <p><b>DT</b><br/>Balloon Cars</p> | <p><b>Maths</b><br/><b>Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</b></p> <p>Number – songs, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Measure – Capacity, temperature</p> <p><b>Science: Animals</b><br/>Life Cycles</p> <p><b>DT</b><br/>Balloon Cars</p> |