

Ash Meadow School

Engagement into Key Stage Curriculum

Phases 5-8

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible

At Ash Meadow School, the Engagement into Key Stage Pathway is designed to provide our pupils with Autism and severe learning difficulties a range of sensory and thematic approaches to learning. This pathway aims to bridge the gap between Key Stage 1, facilitating a smooth transition into more structured learning environments.

Key Components of the Engagement into Key Stage Pathway

1. Developmental and Personalised Approach

- The pathway is developmental in nature, allowing for personalisation to meet the unique needs of each pupil. We adapt the EQUALS Subject Specific Pathway to suit our learners, ensuring that educational experiences are tailored to their needs.

2. Curriculum Breadth and Balance

- Careful planning ensures a comprehensive curriculum that covers a breadth of subjects throughout the year, including:

- **English and Communication:** Utilising the Read Write Inc programme alongside other tailored communication strategies to support individual needs. Communication devices are assessed and implemented to assist with communication.
- **Mathematics:** Implementing the Maths for Life programme, covering essential skills from Phase 1 to Phase 4.
- **Science:** Engaging pupils through exploratory and practical learning experiences that stimulate curiosity and understanding.
- **PSHE/RSE:** Incorporating lessons on British Values and protected characteristics, fostering social understanding and respect.
- **Humanities:** Covering Geography, History, and Religious Education to provide a well-rounded education.
- **Design Technology:** Encouraging creativity and practical skills through hands-on projects and problem-solving.
- **ICT for SEND:** Supporting digital literacy and technology use to enhance learning and communication.
- **Physical Education:** Focusing on fundamental movements to build developmental skills, progressing to more complex activities to promote physical health and social interaction.

GATSBY BENCHMARK LINKS:

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|--|---|---|--|
| 1 - A stable careers programme | 3 - Addressing the needs of each young person | 5 - Encounters with Employers & Employees | 7 - Encounters with further & Higher Education |
| 2 - Learning from career & labour market | 4 - Linking curriculum learning to careers | 6 - Experiences of workplaces | 8 - Personal guidance |

3. Assessment and Monitoring

- To ensure that pupils are making progress in their learning, we implement robust assessment strategies, including:
 - **Evidence for Learning:** This platform is used to monitor and assess pupil progress effectively. It allows for real-time tracking of achievements against individual targets, providing valuable insights into each pupil's learning journey.
 - **Personal Learning Goals (PLGs):** Each pupil has specific, measurable goals tailored to their individual needs. These goals are regularly reviewed and adjusted to reflect their progress, ensuring that they remain relevant and challenging.
 - **Ongoing Assessment:** We utilise formative assessment techniques to gather feedback on pupil understanding and skills. This includes observations, informal checks, and structured assessments that inform teaching and learning.
 - **Feedback Mechanisms:** Providing specific feedback to pupils based on their performance, ensuring they understand their strengths and areas for improvement.

4. Specialist Support and Collaboration

- The specialist teaching team at Ash Meadow School collaborates closely with pupils' care teams and families to ensure the transfer of learning from the educational environment to real-life situations. All pupils receive tailored support, including occupational therapy support, aligned with their learning needs.

5. Transition and Progression

- The Engagement into Key Stage Pathway is designed to facilitate progression towards the Key Stage 1 Pathway and/or AQA units as pupils develop through the phases. This ensures that each pupil is well-prepared for the next stage of their education.

The Engagement into Key Stage Pathway at Ash Meadow School provides a supportive and enriching environment for pupils with complex needs. By focusing on sensory and thematic approaches, alongside effective assessment strategies, we ensure that all pupils have the opportunity to thrive and progress in their learning journeys.

Engagement into Key Stage (Phase 5)			
SUBJECT AREA	Autumn	Spring	Summer

ENGLISH	READING	Focus Story: Funny Bones	Focus Story: <u>Protected characteristics</u> Read the story 'Our Babies' 	Focus Story: 'The Hungry Caterpillar' –	Focus Story: <u>Protected characteristics</u> Read the story 'We'll paint the octopus red' 	Focus Story: 'Billy and the Beast' –	Focus Story: <u>Protected characteristics</u> Read the story 'Hats of Faith' 
		Protected Characteristics will also be covered through books as listed in Protected Characteristics Books and Literacy Links.docx • and theme days and referenced when there are appropriate links					
		Reading Outcomes: • Attends to stories, rhymes and songs. • Enjoys shared reading experiences. • Handles books appropriately. • Turns pages. • Matches objects to photographs. • Matches objects to symbols or pictures. • Recognises familiar people, objects and routines in pictures. • Shows curiosity about books and printed materials.					
	WRITING (pupils will take part in SHINE handwriting scheme pathway 1)	Establishing Writing Routines Objective: Develop familiarity with basic writing tools and materials. Activities: Sensory Exploration: Introduce various writing tools, encouraging tactile exploration. Mark-Making Activities: Begin with activities that involve making simple marks on paper. Routine Introduction: Establish a consistent routine for writing sessions.	Building Fine Motor Skills for Writing Objective: Develop foundational fine motor skills essential for writing. Activities: Fine Motor Play: Engage in activities that promote fine motor development (e.g., squeezing, pinching). Tactile Experiences: Introduce sensory materials that encourage finger movements. Simple Manipulatives: Use simple manipulatives to enhance hand-eye coordination.	Visual Support for Writing Objective: Associate symbols and visuals with basic writing concepts. Activities: Symbol Recognition: Introduce symbols associated with writing tasks (e.g., pencil, paper). Visual Schedules: Use visual schedules to illustrate the sequence of writing activities. Simple Visual Prompts: Incorporate visual prompts for basic writing tasks.	Engaging in Structured Writing Activities Objective: Participate in simple structured writing activities. Activities: Mark-Making Games: Engage in games that involve purposeful mark-making. Joint Writing Activities: Collaborative writing with support.	Exploring Various Writing Genres Objective: Explore basic writing genres through creative activities. Activities: Drawing and Labeling: Combine drawing and labeling activities. Interactive Storytelling: Engage in interactive storytelling with support.	Strengthening Editing and Revision Skills Objective: To build on sentence constructions. Using colourful semantics. Copying/repeating sentences and making own sentence linked to themes.
		Writing Outcomes:					

		- Leaves purposeful marks on paper or screen. - Selects symbols or pictures to communicate. - Demonstrates intentional mark making.					
	Communication	Communication Outcomes: - Responds positively to adult's bid for interaction - Attends to adult's facial expression - Seeks proximity with familiar adult - Seeks to gain adult attention - Looks where another is looking - Accepts adult sharing an activity - Requests item by taking adult to object or place - Looks at item and back at person - Touches item - Uses behaviour, gesture, facial expression or vocalisation to request - Recognises and responds to familiar sounds - Understands and responds to familiar single words in context - Responds to simple instructions within a familiar context - Recognises and responds to familiar voice - Responds to own name					
	PHONICS Read, Write Inc	Phonics Outcomes: Tracked using RWI					
		Building Phonemic Awareness Reinforce rhyming words through playful activities and songs. Use hands-on materials for tactile engagement in phonics activities. Explore basic letter-sound relationships using common initial sounds. Rhyming games and activities. Phonics-based stories and songs.	Initial Sounds and Blending Recognize and where possible produce initial sounds of common objects. Activities: Sorting objects by initial sounds. Using picture cards to match sounds to objects. Engaging in interactive games that emphasize initial sounds.	Phonemic Awareness and Rhyming Objective: Identify and produce rhyming words. Activities: Participating in rhyming games and songs. Creating simple rhyming word pairs. Sorting objects based on rhyming patterns.	High-Frequency Words Objective: Recognise and read words in context to their levels linking to RWI. Activities: Using flashcards for common sight words. Incorporating words into reading games. Reading simple sentences with new unfamiliar words.	Decoding Strategies Objective: Apply basic decoding strategies to read simple words. Activities: Using decoding strategies such as sounding out and blending. Engaging in activities that emphasize visual recognition of letters and sounds. Reading simple decodable texts.	Reading Fluency Pupils to read based on level they are at on RWI scheme. Objective: Read simple texts with increased fluency. Activities: Repeated readings of short and familiar texts. Engaging in oral reading activities with a focus on expression.

		Hands-on activities with letter-sound associations.					Participating in choral reading exercises.
MATHS	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills		
	All pupils will develop skills in the following areas according to their individual starting point: - Number – Place value/calculations - Shape - Measures - Statistics Termly Themes: White Rose Reception Matching Sorting Comparing Amounts Comparing size, mass and capacity Patterns Numbers 1-3 Circles and Triangles Positions Numbers 4 and 5 Four sided shapes Day and Night time One more, one less within 5		All pupils will develop skills in the following areas according to their individual starting point: - Number – Place value/calculations - Shape - Measures - Statistics Termly Themes: White Rose Reception Introducing zero Subitising and representing 0-5 Numbers 6, 7 and 8 Mass and Capacity One more, one less within 8 Odd and even Doubles to 8 Combining 2 groups Time Length and Height		All pupils will develop skills in the following areas according to their individual starting point: - Number – Place value/calculations - Shape - Measures - Statistics Termly Themes: White Rose Reception Numbers to 20 Adding more Taking away 2D shapes Sharing and grouping Doubles Odd and even Repeating patterns Visualising and mapping Number bonds to 10 Number patterns and relationships		
Science	<u>Humans: Senses</u> Pupils will begin to explore their environment using a range of senses. Pupils will begin to recognise human faces. Identifies main parts of a face on self or doll <u>Forces: Pushes and Pulls</u> Pupils will explore different forces and talk about what they notice.	<u>Animals</u> - Name 4 different animals - Identifies where familiar creatures may be found <u>Seasons: Autumn to Winter</u> - Make observations about changes in the environment - Select appropriate item of clothing from	<u>Materials:</u> - Sequence before and after evidence of a material changing - Make a change to a material and relay they observe the change - Sort materials by a single attribute	<u>Plants: Watch it grow</u> Pupils will notice and talk about plants (including trees) they see in the environment. - Sort 3 different flowers - Find evidence that creatures have eaten leaves - Investigate and understand plants	<u>States of Matter</u> <u>What's changed?</u> Pupils will explore and talk about how materials can change when they are heated, cooled or mixed Sequence 2 pictures of before and after of heating and cooling material <u>Light, Sound and Electricity</u>	<u>Earth and Space</u> Pupils will make observations and talk about what they see. - Select appropriate item of clothing from a choice of 2 for specific weather - Knows that the sun appears in the sky	

	Pupils will physically sort and classify objects and talk about the reasons for their choices. - Experiment placing items on to a boat to make it sink and identify moment it sinks - Make an object stop and start on deliberate command - Identify which 3 items from 6 are attracted to a magnet	a choice of 2 for specific weather		need water and light to grow - Sort natural items - Name two features of a natural environment Season – Spring Pupils will notice and talk about the weather.	- Identifies items which reflect light - Aware that a light beam comes from a torch - Makes loud and quiet sounds in imitation - Uses sound making equipment to explore sound and volume - Selects appropriate electrical appliance for a task	<u>We're going on an animal hunt</u> Pupils will describe and compare some familiar minibeasts. Create mini-beast habitat
PSHE	SELF AWARENESS SA1 – Things we are good at Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique SA2 – Kind and unkind behaviours Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset	SELF CARE, SUPPORT and SAFETY SSS1 — Taking care of ourselves Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.) SSS2 — Keeping safe Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.	MANAGING FEELINGS MF1 — Identifying and expressing feelings Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.	CHANGING and GROWING CG1 – Baby to adult Describe how our needs have changed since we were babies. CG2 — Changes at puberty Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.	HEALTHY LIFESTYLES HL1 — Healthy Eating Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while HL2 – Taking care of physical health Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.	THE WORLD WE LIVE IN WIL11 – Respecting differences between people Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010) WIL12 – Jobs people do Identify some of the ways in which different adults who work in school contribute to school life.

		Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).			
ICT	Technology Around Us Notices and shows interest in technology in the environment	Digital Skills - Explores buttons, switches and touchscreens - Responds to cause-and-effect toys	Creating with technology Explores technology through sensory play	Introduction to Coding Recognises familiar devices such as tablets, computers, cameras and interactive whiteboards	Problem Solving Shows curiosity about what technology can do	On-line Safety Watches others using technology
Humanities	<u>Geography</u> Our classroom - Notices people, objects and events in their environment - Notices changes in familiar environments	<u>RE</u> Christmas: - Notices changes in familiar environments - Talks about immediate family members	<u>History</u> Ourselves - Recognises familiar people and places - Talks about immediate family members	<u>Geography</u> On the Farm - Shows curiosity about the world around them - Explores natural and man-made objects	<u>RE</u> Celebrations – how and why are they important? - Uses their senses to explore the world - Notices people, objects and events in their environment	<u>History</u> Life and achievements of a famous person from the past. - Recognises familiar people and places - Explores natural and man-made objects
Creative Arts	Art around me Leaf printing. Flower observational drawings. Nature weaving. Create transient art outdoors.	Responding to a stimulus Design a scene / building from a story Make puppets. Create story maps. Compose simple sound effects for stories.	Sense of Self Self-portrait painting using mirrors. Handprint and fingerprint art. Create a "My Family" collage.	Exploring Materials Animal collage using natural materials. Junk-model animal sculptures. Printmaking using animal patterns.	Using tools: Suggested crafts: Diwali clay diva lamps. Firework paintings using forks and straws. Birthday decorations.	Famous Artists Create own work in the style and medium of a famous artist

			Draw self-portraits using charcoal and pencils.	Small-world creative challenges.	Rangoli-inspired patterns.	
	Creative Art Outcomes: Shows interest in creative materials Explores a variety of textures, colours and shapes Uses hands and simple tools to manipulate materials Makes marks with different media Investigates how materials behave when pressed, rolled, squeezed or stretched Explores joining materials together Engages in sensory exploration of natural and manufactured materials Shows curiosity about how objects are made Observes and comments on colours, patterns and textures Participates in creative activities with adult support					
Music	Produce sounds unintentionally through multisensory means e.g. feeling the texture of a guiro or the vibration of guitar string. Participate in songs, rhymes and exploration of percussion instruments	Tempo and Texture Experience variations in tempo through listening to a range of sounds and music in different contexts and styles Sounds pupils experience are linked to other sensory input e.g. tortoise puppet for slow, rabbit puppet for fast Pupils make sounds co-actively when exploring tempo e.g. hand under hand, pitch shift Pupils experience variations in texture through listening to a range of sounds and music in different contexts and styles Sounds pupils experience are linked to other sensory input e.g. building up sounds using multiple switches / playing single sounds	Dynamics Pupils experience variations in dynamics through listening to a range of sounds and music in different contexts and styles Sounds pupils experience are linked to other sensory input e.g. stomping motion for loud sound, tiptoe for quiet Pupils make sounds co-actively when exploring dynamics e.g. hand under hand, beating a drum Involuntary/ reflex response to sounds varying in dynamics e.g. stilling, looking	Listening and Responding Pupils are exposed to a variety of music and sounds in a range of environment Pupils are exposed to a range of music and sounds linked to multi-sensory input Pupils's reactions to sounds are limited and inconsistent	Pitch Pupils experience variations in pitch through listening to a range of sounds and music in different contexts and styles Sounds pupils experience are linked to other sensory input e.g. raising parachute high for high pitch Pupils make sounds co-actively when exploring pitch e.g. hand under hand, xylophone Involuntary/ reflex response to sounds that change or vary in tempo e.g. stilling, looking	Rhythm Pupils experience variations and repeating rhythms through listening to a range of sounds and music in different contexts and styles Pupils produce rhythms co-actively when exploring duration e.g. hand under hand, drum beat Sounds pupils experience are linked to other sensory input e.g. rhythms played on a resonance board Involuntary/ reflex response to sounds that change or vary in rhythm e.g. stilling, looking

			Pupils make sounds co-actively when exploring texture e.g. hand under hand, single notes and multiple notes				
	Music Outcomes: Shows awareness of sounds in the environment Responds to music through movement, gesture or facial expression Explores sounds made by objects and instruments Demonstrates enjoyment during musical activities Listens to songs, rhymes and musical stories Experiments with loud and quiet sounds Begins to anticipate familiar songs and musical routines Takes part in adult-led musical experiences						
Phase 6							
English	READING	Read the story ‘Giraffes Can’t Dance’	<u>Protected characteristics</u> Read the story ‘The hospital Dog’ –	Read the story ‘Mr Wolf’s Pancakes’ –	<u>Protected characteristics</u> Read the story ‘The Family book’	Read the story ‘There’s a Dragon in your book’ –	<u>Protected characteristics</u>
		Protected Characteristics will also be covered through books as listed in Protected Characteristics Books and Literacy Links.docx and theme days and referenced when there are appropriate links					
	Reading Outcomes: • Recognises familiar symbols. • Identifies own name. • Matches pictures to pictures. • Matches symbols to real objects. • Understands vocabulary represented by symbols. • Answers simple questions about stories. • Anticipates familiar events in books. • Chooses from pictures and symbols. • Recognises environmental print.						
	Writing Communication	Establishing Writing Routines Objective: Recognize and experiment with different writing	Building Fine Motor Skills for Writing Objective: Strengthen grip and control of writing tools. Activities:	Visual Support for Writing Objective: Expand visual support for writing concepts and instructions. Activities:	Engaging in Structured Writing Activities Objective: Practice structured writing with simple sentences. Activities:	Exploring Various Writing Genres Objective: Introduce narrative writing with simple story structures. Activities:	Strengthening Editing and Revision Skills Objective: Develop self-editing skills

		surfaces. Activities: Surface Exploration: Use different textured surfaces for writing (e.g., sandpaper, smooth paper). Adapted Tools: Introduce adapted writing tools based on individual preferences	Grip Exercises: Incorporate exercises to strengthen pencil grip. Tool Control: Practice controlled movements using adapted writing tools. Craft Activities: Engage in crafting activities that enhance fine motor skills.	Visual Writing Prompts: Use visuals to prompt creative writing activities. Task Sequencing: Create visual sequences for more complex writing tasks. Visual Tools: Introduce visual representations of various writing tools.	Sentence Building: Use sentence-building activities with visual supports. Adapted Prompts: Create adapted prompts for sentence writing.	Story Sequencing: Explore sequencing in narrative writing. Visual Storytelling: Combine visuals and written elements in storytelling.	for simple writing tasks. Activities: Self-Editing Checklist: Introduce a basic self-editing checklist. Peer Editing: Engage in peer editing activities with support.
		Writing Outcomes: • Produces recognisable marks and symbols. • Writes some familiar letters. • Communicates simple meanings through writing.					
	Communication	Phase 6 • Follows another's finger point (close) • Looks between object and person • Takes turns within interactive exchange or play routine • Demonstrates shared enjoyment within interaction • Imitates adult's actions • Points at item or visual representation to make request • Communicates request using sign or visual system • Communicates refusal using behaviour, gesture, facial expression or vocalisation • Understands and responds to simple statements in context • Responds to direction to stop/finish • Understands and responds to simple questions in a familiar context • Understands familiar gesture in context • Understands head shaking/nodding • Responds to facial expression as part of communication					
	RWI	Building Phonemic Awareness Objectives:	Initial Sounds and Blending	Phonemic Awareness and Rhyming	High-Frequency Words Objective: Expand recognition of words at	Decoding Strategies Objective: Develop more advanced decoding	Reading Fluency Objective: Develop fluency in reading

		Expand phonemic awareness with activities involving word families. Begin exploring consonant-vowel-consonant (CVC) words. Introduce simple decoding through phonics-based stories.	Objective: Blend two to three sounds to read simple CVC (consonant-vowel-consonant) words. Activities: Using blending cards with simple CVC words. Engaging in group activities where pupils take turns blending sounds. Incorporating multisensory approaches, such as tapping out sounds.	Objective: Discriminate between rhyming and non-rhyming words. Activities: Playing games that involve identifying words that rhyme. Sorting words into categories of rhyming and non-rhyming. Creating rhyming word families.	the level they are at linking to RWI and use them in simple sentences. Activities: Playing word recognition games with increased difficulty. Creating sentences using high-frequency words. Engaging in interactive activities with sight words.	skills for CVC words and simple words with blends. Activities: Practicing decoding through games and activities. Reading decodable books with increased complexity. Introducing more advanced sound-symbol relationships.	longer texts with varied sentence structures dependent on their level linking to RWI. Activities: Reading passages with increased length and complexity. Participating in partner reading activities. Incorporating expression and intonation in oral reading.
Maths		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Matching Sorting Comparing Amounts Comparing size, mass and capacity Patterns Numbers 1-3 Circles and Triangles Positions Numbers 4 and 5 Four sided shapes		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Introducing zero Subitising and representing 0-5 Numbers 6, 7 and 8 Mass and Capacity One more, one less within 8 Odd and even Doubles to 8 Combining 2 groups Time Length and Height		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Numbers to 20 Adding more Taking away 2D shapes Sharing and grouping Doubles Odd and even Repeating patterns Visualising and mapping Number bonds to 10	

	Day and Night time One more, one less within 5				Number patterns and relationships	
Science	<u>Humans:</u> Pupils will begin to explore their environment using a range of senses. Pupils will begin to recognise human faces. - Place eyes, nose, mouth on model of face - Identifies and places limbs, body and head on model of a human body <u>Forces:</u> Pupils will explore different forces and talk about what they notice. Pupils will physically sort and classify objects and talk about the reasons for their choices. - Identify 2 things whose shape has stayed changed by pushing or pulling - Demonstrate the difference between a push and a pull	<u>Animals:</u> - Knows main features of an animal - Match 6 animals to their young - Identifies 3 types of animal tracks - Knows 2 things about dinosaurs <u>Seasons – Autumn to Winter</u> Pupils will notice and talk about the weather.	<u>Materials:</u> - Identify the action or material that caused a change - Test which items float and sink and use correct vocabulary - Sort materials by properties - Identify a similarity and difference between different materials - Use different processes to alter the shape of a material in some way - Sequence a 3 part change after an experiment - Test and identify 4 things you can do with paper	<u>Plants: Watch it grow</u> Pupils will notice and talk about plants (including trees) they see in the environment. - Uses and understands 'grow' - Names 4 features of a natural environment - Name 8 items from nature <u>Season – Spring</u> Pupils will notice and talk about the weather.	<u>States of Matter</u> <u>What's changed?</u> Pupils will explore and talk about how materials can change when they are heated, cooled or mixed - Sequence 3 photos to show change in state <u>Light, Sound and Electricity</u> - Explore making shadows and show patterns - Understand vocabulary 'dark' and 'light' - Identifies sound sources - Identifies electrical items in the room and at home	<u>Earth and Space</u> Pupils will make observations and talk about what they see. - Record and name weather as it occurs using symbols/words - Sort different rocks - Can find a 'sun' or 'planet' shape from a choice of 3 - Knows the moon and stars appear in the sky <u>We're going on an animal hunt</u> Pupils will describe and compare some familiar minibeasts. - Identifies legs on some mini-beasts and identifies mini-beasts without legs

ICT	Technology Around Us Selects and uses a touchscreen	Digital Skills - Opens a familiar app with support - Uses simple drag-and-drop actions - Operates a mouse or trackpad with support	Creating with technology - Takes photographs using a tablet or camera - Creates simple marks, patterns or pictures digitally	Introduction to Coding Follows simple instructions when using technology	Problem Solving Begins to use technology independently during play	On-line Safety Understands basic classroom rules for technology use
PSHE	SELF AWARENESS SA3 – Playing and working together Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by ‘being fair’ to one another. SA4 – People who are special to us Describe what makes our family, friends, teachers, carers special to us. Identify	SELF CARE, SUPPORT and SAFETY SSS3 —Trust Explain why ‘trust’ is not the same as ‘like’. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a ‘surprise’ and a ‘secret’. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone’s attention if something happens that	MANAGING FEELINGS MF2 —Managing strong feelings Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.	WILI3 – Rules and Law Explain how rules help us; rules we have in the classroom and at home. WILI4 – Taking care of the environment Give reasons why it is Important to take care of people, animals and all living things	CHANGING and GROWING CG3 —Dealing with touch Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people’s bodies and to ask for permission before we touch them. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). HEALTHY LIFESTYLES HL2 – Taking care of physical health Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing;	HL3 – Keeping well Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).

	the people who make up our family. Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.	makes us feel sad, worried or frightened SSS4 —Keeping safe online Demonstrate simple ways of communicating our choices to others. Give examples of how people might use technology to communicate with others. Identify some risks of communicating online.			describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. THE WORLD WE LIVE IN	Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them
Humanities	Geography: Our School Talks about experiences at home and school - Identifies familiar occupations and roles - Compares familiar objects, and environments - Identifies some features of the local environment	RE: Diwali - Recognises similarities and differences between people - Shows interest in different cultures and celebrations	History:When my parents were young - Compares familiar objects - Talks about past and present events in their own life - Uses simple vocabulary to describe observations	Geography:Water - Identifies some features of the local environment - Notices changes in weather and seasons - Begins to explain how things work	RE: Special Places - Recognises similarities and differences between people - Shows interest in different cultures and celebrations - Uses simple vocabulary to describe observations	History Life and achievements of a famous person from the past. - Identifies familiar occupations and roles - Recognises similarities and differences between people
Creative Arts	Art around me Leaf printing. Flower observational drawings. Nature weaving. Create transient art outdoors.	Responding to a stimulus Design a scene / building from a story Make puppets. Create story maps. Compose simple sound effects for stories.	Sense of Self Self-portrait painting using mirrors. Handprint and fingerprint art. Create a "My Family" collage.	Exploring Materials Animal collage using natural materials. Junk-model animal sculptures. Printmaking using animal patterns.	Using tools: Suggested crafts: Diwali clay diva lamps. Firework paintings using forks and straws. Birthday decorations. Rangoli-inspired patterns.	Famous Artists Create own work in the style and medium of a famous artist

			Draw self-portraits using charcoal and pencils.	Small-world creative challenges.		
	Creative Art Outcomes: • Selects materials for a purpose • Uses a range of drawing, painting and modelling materials • Experiments with colour mixing • Uses tools such as scissors, brushes and glue safely • Joins materials using different methods • Creates simple representations of real or imagined objects • Talks about what they are making • Tests ideas and changes approaches when creating • Begins to recognise that products are designed for a purpose • Uses construction resources to build simple models					
Music	Performance and Composition Pupils produce sounds in response to sounds made by another Pupils make sounds intentionally e.g. repeating them or demonstrating anticipation of them Pupils may express their feelings through sounds e.g. bang drum repeatedly when excited, wail when upset Pupils produce an increasing range of sounds in varied contexts Pupils produce sounds intentionally to produce other sensory stimulation e.g. hit a cymbal to feel the vibrations or see it glisten in light	Tempo and Texture Pupils demonstrate a clear response to a change or contrast in tempo Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with tempo e.g. vocal, switch operated The tempo of a child's sound making may be indicative of how they are feeling e.g. fast playing when frustrated, slow when relaxed Pupils actively participate in multi-sensory activities linked to tempo. Pupils demonstrate a clear response to a change or contrast in texture	Dynamics Pupils demonstrate a clear response to a change or contrast in dynamics Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with dynamics e.g. vocal, switch operated The dynamics of a child's sound making may be indicative of how they are feeling e.g. loud shrieks of excitement, quiet murmurs if content. Pupils actively participate in multi-sensory activities linked to dynamics.	Listening and Responding · Pupils show increasing reactions to sounds in a range of environment Pupils demonstrate differentiated responses to sounds e.g. react to louder or quiet sounds Pupils react to changes in sounds e.g. increasing in volume, tempo or timbre Pupils respond to sounds that relate to other sensory input, people or events e.g. know it's dinner time when the bell rings	Pitch Pupils demonstrate a clear response to a change or contrast in pitch Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with pitch e.g. vocal, switch operated The pitch of a child's sound making may be indicative of how they are feeling e.g. high pitched when excited, low when anxious Pupils actively participate in multi-sensory activities linked to pitch e.g. parachute high and low.	Rhythm Pupils demonstrate a clear response to a change or contrast in a rhythm. Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with rhythms e.g. vocal, switch operated Pupils actively participate in multi-sensory activities linked to rhythm e.g. moving to a rhythm.

			Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with texture e.g. notes on a keyboard, multiple switches				
		Music Outcomes Phase 6 • Joins in with familiar songs and rhymes • Keeps a simple beat through clapping, tapping or movement • Explores a range of percussion instruments • Copies simple rhythms and actions • Changes movements in response to different music • Uses instruments to create sounds for a purpose • Demonstrates awareness of fast and slow music • Participates confidently in group music activities • Begins to make choices about sounds and instruments					
Engagement into Key Stage (Phase 7)							
ENGLISH	Reading	Reading Basics Introduce thematic vocabulary related to broader topics. Enhance interactive storytelling skills using visuals and multimedia. Foster basic comprehension discussions after reading. Read the story ‘How to catch a star’– complete range of activities based on the story. Story	Exploring Sight Words Expand sight word recognition with words related to broader topics. Introduce sentence structures with a focus on increased complexity. Engage in discussions with an emphasis on comprehension. <u>Protected characteristics</u> Read the story ‘My Princess Boy’– complete range of activities based	Developing Reading Fluency Increase reading speed with age-appropriate texts. Expand vocabulary with more nuanced thematic reading. Incorporate visual and contextual supports for comprehension. Read the story ‘Were all wonders’– complete range of activities based on the story. Story sequencing,	Advancing Comprehension Skills Introduce more complex narratives with visual and contextual supports. Focus on understanding main ideas, character motivations, and story elements. Engage in discussions with a focus on interpretation. <u>Protected characteristics</u> Read the story ‘My Sister Daisy’ – complete range of activities	Multi-Sensory Approaches and Technology Continue multisensory approaches with a focus on comprehension. Introduce educational apps for more advanced phonics and vocabulary. Incorporate tactile elements into reading activities. Read the story ‘Only one you’– complete range of activities based on the story. Story sequencing,	Reading for Enjoyment Engage in reading circles with discussions on personal connections to the text. Explore various genres through adapted texts and book recommendations. Encourage book-related projects and presentations.

		sequencing, reading, writing, story maps.	on the story. Story sequencing, reading, writing, story maps.	reading, writing, story maps.	based on the story. Story sequencing, reading, writing, story maps.	reading, writing, story maps.	<u>Protected characteristics</u> Read the story 'Heather has two mummies' – complete range of activities based on the story. Story sequencing, reading, writing, story maps.
	Writing	Establishing Writing Routines Objective: Build independence in accessing and setting up writing materials. Activities: Independent Set-Up: Encourage pupils to independently set up their writing space. Tool Customization: Allow pupils to personalize writing tools for comfort. Expanded Routines: Introduce longer writing sessions with breaks as needed.	Building Fine Motor Skills for Writing Objective: Enhance hand strength and dexterity for increased control. Activities: Hand Strengthening Exercises: Integrate activities that enhance hand strength. Tool Mastery: Work on mastering the use of various writing tools. Structured Craft Projects: Engage in more complex craft projects to refine fine motor skills.	Visual Support for Writing Objective: Use visual supports to enhance understanding of writing structure. Activities: Graphic Organizers: Introduce graphic organizers for planning writing tasks. Visual Story Maps: Use visual story maps to understand narrative structure. Visual Instructions: Incorporate visual instructions for writing assignments.	Engaging in Structured Writing Activities Objective: Develop paragraph formation skills with guidance. Activities: Paragraph Building: Practice building paragraphs with visual organizers. Guided Writing Sessions: Engage in guided writing sessions with structured support.	Exploring Various Writing Genres Objective: Experiment with different writing genres (narrative, descriptive, informative). Activities: Genre Exploration: Introduce different writing genres through short tasks. Personal Narratives: Encourage writing personal narratives with support.	Strengthening Editing and Revision Skills Objective: Strengthen editing skills for improved writing clarity. Activities: Focused Editing: Practice focused editing for specific writing elements. Revising for Clarity: Emphasize revising for clarity and coherence.
	communication	Phase 7 - Follows another's finger point (distant) - Gives/shows object to share attention					

		• Indicates they would like to continue interaction • Responds to adult's non-verbal communication • Makes connection between actions and adult behaviour • Requests help using gesture, symbol, sign or vocalisation • Communicates refusal using sign or visual system • Communicates for adult to continue or stop interaction • Answers familiar questions within routine contexts • Comments using learned phrases in relevant contexts • Understands simple who, what and where questions • Understands instruction with more than one element • Responds to greetings from familiar people • Gains another's attention before communicating					
	RWI/ Phonics	Building Phonemic Awareness Explore more intricate rhyming words and word families. Introduce advanced phonics concepts with multisensory activities. Begin decoding multisyllabic words in context.	Initial Sounds and Blending Objective: Extend blending skills to read words with consonant blends. Activities: Introducing words with initial and final blends. Playing blending games with a focus on more complex sounds. Providing opportunities for practicing blends in context.	Phonemic Awareness and Rhyming Objective: Generate rhyming words and recognize rhyming patterns. Activities: Engaging in wordplay and creating rhyming word lists. Completing rhyming word puzzles. Writing simple rhyming poems or songs.	High-Frequency Words Objective: Apply high-frequency words in more complex sentences and short passages linking to their levels based on RWI scheme. Activities: Reading short passages with embedded high-frequency words. Writing sentences or short paragraphs using sight words. Creating context-rich activities with sight words.	Decoding Strategies Objective: Apply decoding strategies to read words with more complex sound patterns. Activities: Engaging in word-building activities with advanced phonics concepts. Reading texts with words containing common prefixes and suffixes. Practicing decoding through multisyllabic words.	Reading Fluency Objective: Read fluently with proper pacing and expression in texts with varied genres dependent on level they are at on RWI scheme. Activities: Reading texts from different genres, including fiction and non-fiction. Engaging in guided reading sessions with a focus on fluency. Participating in reader's theatre activities.
Maths	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills			SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills	

	All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Matching Sorting Comparing Amounts Comparing size, mass and capacity Patterns Numbers 1-3 Circles and Triangles Positions Numbers 4 and 5 Four sided shapes Day and Night time One more, one less within 5		All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Introducing zero Subitising and representing 0-5 Numbers 6, 7 and 8 Mass and Capacity One more, one less within 8 Odd and even Doubles to 8 Combining 2 groups Time Length and Height		All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception Numbers to 20 Adding more Taking away 2D shapes Sharing and grouping Doubles Odd and even Repeating patterns Visualising and mapping Number bonds to 10 Number patterns and relationships	
Science	<u>Humans:</u> • Help create and understand a simple family tree • Match ears, nose, mouth and eyes to sense <u>Forces:</u> • Knows a bigger push will move something faster and further • Name the actions of ‘push’ and ‘pull’ • Make an object move and stop deliberately on command	<u>Animals:</u> • Sort birds, fish and mammals • Identify 2 differences between birds, fish and mammals • Match 4 animals to global habitat <u>Seasons – Autumn to Winter</u> • Use past experience to make generalisations • Make simple predictions based on familiar experiences	<u>Materials:</u> • Make simple predictions of a change in materials • Select appropriate materials for a task • Use subject specific vocabulary to describe textures • Use some measuring devices • Understand and use vocabulary related to processes (freeze, melt) • Use terms ‘before’ and ‘after’	<u>Plants: Watch it grow</u> • Identify some similarities and differences between varieties of plants and flowers • Understand plants grow and recognize changes in them • Identify some similarities and differences between different types of trees	<u>States of Matter</u> <u>What's changed?</u> • Predict what will happen when some material is heated or cooled <u>Light, Sound and Electricity</u> • Identify light sources • Knows how shadows are made • Knows battery operated items do not work without the battery	<u>Earth and Space</u> • Keep a weather chart/diary • Name 2 things found in soil • Know the sun gives heat and light during the day <u>We're going on an animal hunt – mini-beasts</u>

	Use vocabulary: fast, slow, moving, go, stop					Ask questions about mini-beasts
ICT	Technology Around Us Uses technology to achieve a chosen outcome	Digital Skills Selects appropriate apps independently	Creating with technology - Creates digital pictures and simple content - Records voice, sound or video - Explains what they have created	Introduction to Coding Chooses digital tools for particular tasks	Problem Solving - Uses technology to support learning in different curriculum areas - Solves simple problems while using technology	On-line Safety Uses simple search and navigation skills within familiar programs
PSHE	SELF AWARENESS SA5 – Getting on with others Describe ways in which friends, classmates, family members may disagree and ‘fall out’. Demonstrate some ways of ‘making up’ after a falling out	SELF CARE, SUPPORT and SAFETY SSS5 —Public and private Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/situations which we or others would expect to be ‘private’ Give simple examples of some things we might do in private but never in public	MANAGING FEELINGS MF3 – Respectful Relationships realise what they do affects others show consideration towards others show some awareness of the feelings of others show some awareness that others’ ideas, though different, are not wrong take part in activities involving smaller and larger groups	CHANGING and GROWING CG4 —Different types of relationships Identify different types of family. Recognise others’ families in school may be different from their family.	HEALTHY LIFESTYLES HL1 – Healthy eating Classify food using a guide, eg. Carbohydrates, protein, vegetables, fats Identify some healthy elements of a packed lunch or school dinner Outline what the ‘five a day’ message means HL2 – Taking care of physical health Actively take part in physical challenges Describe what happens to their heart when they exercise Explain how different parts of their body are moving, eg. Bending	THE WORLD WE LIVE IN WILI5 – Belonging to a community Describe things we do in the groups we belong to. WILI6 – Money Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain

						some different ways of keeping money safe
Humanities	Geography: Our local environment Identifies key features of their local community Uses simple investigations to explore ideas Explains simple cause and effect	RE: Hannukah Understands that people have different beliefs and traditions	History: Toys from the past Talks about the lives of people around them Describes life cycles, growth and change	Geography: The seaside Discusses similarities and differences between environments Uses maps, photographs and models to explore places	RE: How do different people celebrate? Understands that people have different beliefs and traditions Begins to explain why things happen	History: Life and achievements of a famous person from the past. Makes observations and comments on findings Asks questions to find out more
Creative Arts	Art around me Leaf printing. Flower observational drawings. Nature weaving. Create transient art outdoors.	Responding to a stimulus Design a scene / building from a story Make puppets. Create story maps. Compose simple sound effects for stories.	Sense of Self Self-portrait painting using mirrors. Handprint and fingerprint art. Create a "My Family" collage. Draw self-portraits using charcoal and pencils.	Exploring Materials Animal collage using natural materials. Junk-model animal sculptures. Printmaking using animal patterns. Small-world creative challenges.	Using tools: Suggested crafts: Diwali clay diva lamps. Firework paintings using forks and straws. Birthday decorations. Rangoli-inspired patterns.	Famous Artists Create own work in the style and medium of a famous artist
	Creative Arts Outcomes: - Plans what they want to create before beginning. - Chooses materials suitable for a purpose. - Represents ideas, experiences and observations creatively. - Combines materials and techniques effectively. - Solves simple problems during making activities. - Creates models with identifiable features. - Evaluates their work and suggests simple improvements. - Develops designs through drawing, discussion or modelling. - Demonstrates increasing control when using creative tools.					
Music	Performance and Composition Pupils recognise their own sounds/simple patterns being imitated	Tempo and Texture Pupils recognise and imitate simple repeating patterns of sounds in relation to tempo.	Dynamics Pupils produce sounds varying in dynamics in imitation of an adult in a variety of ways	Listening and Responding Pupils consistently respond to cue sounds and music in relation to	Pitch Pupils produce sounds varying in pitch in	Rhythm Pupils produce sounds varying in duration in

	Pupils imitate sounds/simple patterns made by another Pupils intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves Pupils intentional make patterns through a regular beat e.g. repeating a simple drum beat Pupils intentionally produce patterns through change e.g. getting faster or louder Pupils use a sound as a symbol proactively e.g. to indicate a choice.	Pupils recognise and imitate patterns through regular change in relation to tempo e.g. gradually getting louder then quieter. Pupils respond to tempo being used to symbolise other things e.g. characters in a story, fast symbolises a scurrying mouse Pupils produce sounds varying in texture in imitation of an adult in a variety of ways. Pupils recognise and imitate simple repeating patterns of sounds in relation to texture e.g. using the sound beam to produce patterns of two or more sounds at a time. Pupils recognise and imitate patterns through regular change in relation to texture. Pupils respond to texture being used to symbolise other things e.g. depict moods	Pupils recognise and imitate simple repeating patterns of sounds in relation to dynamics e.g. 4 loud taps on a drum. Pupils recognise and imitate patterns through regular change in relation to dynamics e.g. 4 loud taps, 3 quiet taps Pupils respond to dynamics being used to symbolise other things e.g. characters in a story, quiet sound symbolises mouse/loud sound symbolises elephant	events, people or places in wider contexts Pupils engage and respond to repeating sounds Pupils respond to simple patterns of change in sounds	imitation of an adult in a variety of ways Pupils recognise and imitate simple repeating patterns of sounds in relation to pitch e.g. continuing a rhythm of high-pitched sounds. Pupils recognise and imitate patterns through regular change in relation to tempo e.g. gradually getting higher then lower in pitch. Pupils respond to pitch being used to symbolise other things e.g. characters in a story, increasing pitch to represent ascending stairs.	imitation of an adult in a variety of ways Pupils recognise and imitate simple repeating rhythms. Pupils respond to a specific rhythm being used to symbolise other things e.g. musical motifs for characters in a story.
	Music Outcomes Phase 7 • Sings familiar songs with increasing accuracy • Follows simple rhythmic patterns • Uses instruments appropriately during performances • Creates simple musical patterns • Combines movement with music purposefully • Describes music using simple vocabulary • Suggests ideas for musical activities • Creates sounds to represent characters, stories or events					
Phase 8						

ENGLISH	Reading	Reading Basics Explore more complex thematic vocabulary and concepts. Develop discussions and reflections on characters and settings. Introduce simple story elements such as characters and settings. Read the story ‘Duck in the Truck’– complete range of activities based on the story. Story sequencing, reading, writing, story maps.	Exploring Sight Words Explore sight words in various contexts and genres. Introduce more complex sentence structures and expressions. Practice deeper comprehension through guided discussions. <u>Protected characteristics</u> Read the story ‘Two Nests’– complete range of activities based on the story. Story sequencing, reading, writing, story maps.	Developing Reading Fluency Practice reading fluency with longer texts and varied genres. Introduce more sophisticated narratives and literary elements. Engage in guided reading sessions with a focus on interpretation. Read the story ‘The Dinosaur that pooped a planet’– complete range of activities based on the story. Story sequencing, reading, writing, story maps.	Advancing Comprehension Skills Explore more sophisticated literature with increased text complexity. Strengthen comprehension through discussions, reflections, and written responses. Begin introducing more advanced inferencing skills. <u>Protected characteristics</u> Read the story ‘The Blue Chameleon’– complete range of activities based on the story. Story sequencing, reading, writing, story maps.	Multi-Sensory Approaches and Technology Explore technology-based tools for deeper comprehension and critical analysis. Incorporate advanced multisensory approaches based on individual learning profiles. Continue to adapt activities to accommodate diverse learning styles. Read the story ‘The Rainbow Fish’ – complete range of activities based on the story. Story sequencing, reading, writing, story maps.	Advanced Reading Skills Further develop critical thinking in reading. Introduce more challenging literature. Strengthen independent reading skills. <u>Protected characteristics</u> Read the story ‘The Boy who could do anything’– complete range of activities based on the story. Story sequencing, reading, writing, story maps.
	Writing	Establishing Writing Routines Objective: Demonstrate increased independence in starting and ending writing tasks. Activities:	Building Fine Motor Skills for Writing Objective: Refine control and precision in writing movements. Activities: Precision Exercises: Incorporate precision	Visual Support for Writing Objective: Foster independence using visual supports for writing tasks. Activities: Visual Task Lists: Encourage independence through visual task lists.	Engaging in Structured Writing Activities Objective: Write short compositions with increased independence. Activities: Independent Writing: Encourage independent	Exploring Various Writing Genres Objective: Develop skills in multiple writing genres with increased independence. Activities: Genre-Specific Tasks: Engage in genre-specific	Strengthening Editing and Revision Skills Objective: Demonstrate advanced editing skills for refined writing. Activities:

ENGLISH		Task Initiation: Practice initiating writing tasks independently. Tool Selection: Develop the ability to select appropriate writing tools. Extended Writing Sessions: Gradually extend writing sessions to improve focus.	activities for improved control. Advanced Tool Use: Introduce more advanced writing tools. Artistic Expression: Encourage creative writing through artistic expression.	Digital Supports: Explore digital tools with visual supports for writing. Customized Visuals: Collaboratively create personalized visual supports.	writing of short compositions. Writing Journals: Initiate writing journals for personal expression. Peer Collaboration: Collaborative writing activities with peers.	writing tasks independently. Expressive Writing: Encourage expressive writing in various genres. Project-Based Writing: Collaborate on project-based writing activities.	Advanced Editing Techniques: Explore advanced editing techniques. Reflection and Revision: Encourage reflective writing about the editing process.
	Communication	Phase 8 • Initiates/requests interaction • Regulates interaction using non-verbal communication • Engages in extended interactive exchange or game • Indicates when ready to end interaction • Communicates request using learned phrase • Communicates refusal using learned phrase • Requests help using learned phrase • Answers unanticipated questions • Retells an event or explains information by repeating what they have heard • Comments spontaneously using a preferred means of communication • Carries out a sequence of instructions • Understands overall/main topic being discussed • Takes turns within conversation • Answers questions to maintain conversation • Keeps to the topic of conversation • Uses gesture to support meaning • Shows active listening through facial expression/body language • Recognises and responds to tone of voice					

		Objectives: Deepen phonemic awareness with activities involving advanced word patterns. Explore phonics rules and exceptions in more complex words. Practice decoding and encoding skills through interactive exercises.	Initial Sounds and Blending Objective: Read words with multiple syllables and complex sound patterns. Activities: Introducing multisyllabic words through syllable segmentation. Reading words with advanced sound patterns. Engaging in activities that strengthen decoding skills.	Phonemic Awareness and Rhyming Objective: Analyse and create more complex rhyming patterns. Activities: Identifying rhyming schemes in poems or songs. Creating original rhyming patterns in writing. Engaging in collaborative activities that involve advanced rhyming.	High-Frequency Words Objective: Master a broader range of high-frequency words and use them across different contexts linking to their level on RWI scheme. Activities: Engaging in reading comprehension activities with varied sight words. Writing paragraphs or short stories that incorporate high-frequency words. Participating in discussions using target siht words.	Decoding Strategies Objective: Master decoding strategies for words with multiple syllables and irregular spellings. Activities: Engaging in activities that involve decoding complex words. Reading texts with a focus on advanced phonics and irregular spellings. Applying decoding strategies to unfamiliar words in context.	Reading Fluency Objective: Read fluently and expressively across a range of texts, demonstrating comprehension. Based on level on RWI scheme. Activities: Reading texts with increased complexity and literary merit. Engaging in independent reading sessions with a focus on fluency. Participating in discussions that demonstrate comprehension and interpretation.
	RWI / Phonics						
	Maths	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics Termly Themes: White Rose Reception	

	Matching Sorting Comparing Amounts Comparing size, mass and capacity Patterns Numbers 1-3 Circles and Triangles Positions Numbers 4 and 5 Four sided shapes Day and Night time One more, one less within 5		Introducing zero Subitising and representing 0-5 Numbers 6, 7 and 8 Mass and Capacity One more, one less within 8 Odd and even Doubles to 8 Combining 2 groups Time Length and Height		Numbers to 20 Adding more Taking away 2D shapes Sharing and grouping Doubles Odd and even Repeating patterns Visualising and mapping Number bonds to 10 Number patterns and relationships	
Science	<u>Humans:</u> - Recognise and name main external parts of the body - Knows 3 things humans need <u>Forces:</u> - Find 6 things that are magnetic and 6 that are not and record the results - Predict which items will be attracted to a magnet	<u>Animals:</u> - Awareness that dinosaurs no longer live on earth - Match 6 animals to global habitat - Understand how some animals can survive in extreme conditions <u>Seasons – Autumn to Winter</u> - Makes a simple block graph to show results - Make a test fair - Asks and responds to how and why questions	<u>Materials:</u> - Make or direct an adult to make some simple boats from different materials and predict which will sink or float - Sequence a process using up to 6 pictures/photos - Compare properties of materials and comment on findings - Identify 3 common materials Test 4 materials for a purpose to find the best one Describe changes to a material in a test	<u>Plants: Watch it grow</u> - Match natural items to 3 different natural environments - Identify main parts of a tree - Identify main parts of a plant - Sequence four stages of a plant growing - Know that fruit and vegetables are good to eat.	<u>States of Matter</u> <u>What's changed?</u> - Knows how to change water from liquid to solid and vice-versa <u>Light, Sound and Electricity</u> - Tests light source and comments on findings - Associates some sounds with vibrations - Knows that sound travels - Create a simple battery powered circuit with help	<u>Earth and Space</u> - Identify a rock containing a fossil and one without - Understand why soil needs worms - Identify how people would travel to the moon - Understand it is dangerous to look at the sun and why <u>We're going on an animal hunt – mini-beasts</u> - Makes a simple block graph to show results - Make a test fair

						Asks and responds to how and why questions
ICT	Technology Around Us - Uses technology independently in continuous provision - Handles equipment safely and responsibly	Digital Skills Chooses digital tools for particular tasks	Creating with technology Combines different digital tools to create content	Introduction to Coding Demonstrates confidence when exploring new technology	Problem Solving - Applies technology skills across a range of learning contexts - Selects the most appropriate device for a task	Working safely with others - Shares and discusses digital work with others - Takes turns and collaborates with others using technology - Understand that adults help keep them safe online - Knows to tell a trusted adult if something
PSHE	FIRST AID FA1 – Pain Identify or describe areas of pain or discomfort on the body and who you can go to for help FA2 – First Aid Recognise what a first aid kit is and why it is important Identify familiar items in a first aid kit and understand what they are used for eg,	FIRST AID FA2 – First Aid Identify a level of pain using a rating chart, eg. Smiley chart Recognise and understand how important sterile gloves are when attending wounds Identify and explain 3 common accidents within the classroom, eg trips	DRUGS, ALCOHOL and TOBACCO DAAT1 – Medication Recognise a general medication bottle and describe why it makes you better Identify their name on a label of a medicine container DAAT2 – Different forms of medication Explain different types of medicines, eg. Oral/tablet/cream etc Identify a medicine	DRUGS, ALCOHOL and TOBACCO DAAT2 – Different forms of medication Demonstrate pouring from a liquid medicine bottle onto a spoon with verbal and physical prompts Demonstrate spooning medicine into a mouth successfully Recognise the dangers of taking medication wrongly DAAT3 – Obtaining	MENTAL WELLBEING MW1 – Taking Care of mental health Recognise and accept they cannot always do what they want Describe their fears Explain how they feel to a member of staff Demonstrate an awareness that not everyone feels like they do Demonstrate an	MENTAL WELLBEING MW 2 – Emotions and feelings Recognise and identify someone who is special to them Explain why a person is special to them Express how they feel in a controlled manner

	plasters/burns/wipes/scissors/triangular bandage etc Demonstrate how to cut plasters or bandage using scissors Recognise and follow verbal and pictorial instructions to tend to some simple first aid issues, eg, cuts/burns etc Describe a physical problem using appropriate communication method	andfalls/burns/bruises/ cuts Identify 5 items of equipment in the first aid kit Explain what might happen in a range of accidents	spoon from a range of spoons Demonstrate how many spoons are needed to provide 5ml and 10ml of medicine Identify where the measurements are on a medicine spoon or syringe	medication Recognise and identify what a pharmacy is Understand how to obtain prescription medication and where to pick it up	awareness that not everyone thinks like they do	Express their feelings in a range of ways, eg. Creatively, verbally etc Identify the different kinds of behaviour associated with specific emotions, eg. Laughing = happy, crying = sad, shouting = angry etc
Humanities	Geography: Rivers • Uses appropriate vocabulary to describe the world • Predicts what might happen during an investigation • Recognises the importance of caring for living things and the environment	RE: Christmas around the world • Confidently discusses experiences and observations • Makes links between new learning and previous experiences	History: Homes of the past • Confidently discusses experiences and observations • Understands how environments change over time	Geography: Town and Country • Uses appropriate vocabulary to describe the world • Compares life in different places • Describes how people contribute to their community	RE: Signs and symbols • Explains reasons for similarities and differences • Communicates findings from investigations	History: History: Life and achievements of a famous person from the past – Explorers • Predicts what might happen / be discovered during an investigation • Understands how life/environment change over time
Creative Arts	What's around me? Leaf printing. Flower observational drawings. Nature weaving. Create transient art outdoors.	Responding to a stimulus Design a scene / building from a story Make puppets. Create story maps. Compose simple sound effects for stories.	Sense of Self Self-portrait painting using mirrors. Handprint and fingerprint art. Create a "My Family" collage. Draw self-portraits using charcoal and pencils.	Exploring Materials Animal collage using natural materials. Junk-model animal sculptures. Printmaking using animal patterns. Small-world creative challenges.	Using tools: Suggested crafts: Diwali clay diva lamps. Firework paintings using forks and straws. Birthday decorations. Rangoli-inspired patterns.	Famous Artists Create own work in the style and medium of a famous artist

	Creative Arts Outcomes Phase 8 • Generates and develops their own creative ideas. • Selects and uses materials confidently and independently. • Creates detailed artwork, models and constructions. • Explains design choices and creative decisions. • Evaluates finished work and identifies improvements. • Uses imagination to create original designs. • Applies previously learned skills in new situations. • Perseveres when work becomes challenging. • Shares and discusses their creations confidently. • Uses creative skills across different areas of learning.					
Music	Performance and Composition Pupils imitate clusters of sounds made by another (call and response) Pupils respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' Pupils perform simultaneously with others as part of an ensemble Pupils produce a small cluster of sounds that make up a whole. Pupils link motifs together through repetition and variation e.g. playing the same notes in a different key, tapping out a nursery rhyme rather than singing it.	Tempo and Texture Pupils make clear distinctions between tempo of musical pieces Pupils recreate groups of sounds that include deliberate use of tempo Pupils can perform short pieces referring to a sequence of symbols including differentiated tempo e.g. notation or visual representation of fast/slow Pupils implement use of changing tempo for a purpose e.g. playing quickly to imitate a running motion Pupils identify where there is a single or multiple sounds in a musical piece. Pupils recreate groups of sounds that include deliberate use of varying textures Pupils can perform short pieces referring to	Dynamics Pupils make clear distinctions between dynamics of sounds/short pieces Pupils recreate groups of sounds that include deliberate use of dynamics Pupils can perform short pieces referring to a sequence of symbols including differentiated dynamics e.g. notation or visual representation of loud/quiet Pupils implement use of changing dynamics for a purpose e.g. loud sound to represent an elephant	Listening and Responding Pupils respond to familiar and distinctive musical motifs (chunks of sounds / music) e.g. introduction to a familiar rhyme Pupils respond to the repetition and variation of familiar musical motifs (chunks of sounds / music) e.g. melody played with different instruments, in a different key Pupils respond to contrasting sounds or musical motifs that are related e.g. ascending a scale then descending it Pupils begin to demonstrate preferences	Pitch Pupils make clear distinctions between the pitch of musical pieces or melodies. Pupils recreate groups of sounds that include deliberate use of changes in pitch. Pupils can perform short pieces referring to a sequence of symbols including differentiated pitch e.g. notation or visual representation of high/low Pupils implement use of changing pitch for a purpose e.g. increasing pitch to build suspense.	Rhythm Pupils make clear distinctions between rhythms in different pieces of music Pupils identify and play along with rhythms they hear. Pupils can perform short pieces referring to a sequence of symbols for their rhythm e.g. notation or visual representation Pupils implement use of changing rhythms e.g. change of setting in a story.

	Pupils piece together familiar sounds/rhymes to create one coherent 'whole' in improvisation e.g. using lyrics from one nursery rhyme to the tune of another. Pupils produce sounds and motifs to symbolise something else e.g. sounds for characters in stories. Pupils experiment with recording their own type of notation e.g. symbols or pictures	a sequence of symbols including differentiated textures e.g. notation or visual representation of a simple chord Pupils implement use of changing texture for a purpose e.g. playing single notes for the flight of a fairy, multiple notes at once for a giant approaching				
	Music Outcomes Phase 8 • Independently selects instruments for a purpose • Creates and develops their own musical ideas • Maintains a steady beat during group performances • Experiments with changing tempo, volume and sound • Creates simple compositions using voice, instruments or movement • Explains musical choices and preferences • Performs confidently for familiar audiences • Evaluates and improves their musical creations • Applies musical skills independently during play and learning					

	Engagement into Key Stage (Phase 6)						
MUSIC		Performance and Composition Pupils produce sounds in response to sounds made by another Pupils make sounds intentionally e.g. repeating them or demonstrating anticipation of them Pupils may express their feelings through sounds e.g. bang drum repeatedly when excited, wail when upset Pupils produce an increasing range of sounds in varied contexts Pupils produce sounds intentionally to produce other sensory stimulation e.g. hit a cymbal to feel the vibrations or see it glisten in light	Tempo and Texture Pupils demonstrate a clear response to a change or contrast in tempo Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with tempo e.g. vocal, switch operated The tempo of a child’s sound making may be indicative of how they are feeling e.g. fast playing when frustrated, slow when relaxed Pupils actively participate in multi-sensory activities linked to tempo. Pupils demonstrate a clear response to a change or contrast in texture Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with texture e.g. notes on a keyboard, multiple switches	Dynamics Pupils demonstrate a clear response to a change or contrast in dynamics Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with dynamics e.g. vocal, switch operated The dynamics of a child’s sound making may be indicative of how they are feeling e.g. loud shrieks of excitement, quiet murmurs if content. Pupils actively participate in multi-sensory activities linked to dynamics.	Listening and Responding · Pupils show increasing reactions to sounds in a range of environment Pupils demonstrate differentiated responses to sounds e.g. react to louder or quiet sounds Pupils react to changes in sounds e.g. increasing in volume, tempo or timbre Pupils respond to sounds that relate to other sensory input, people or events e.g. know it’s dinner time when the bell rings	Pitch Pupils demonstrate a clear response to a change or contrast in pitch Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with pitch e.g. vocal, switch operated The pitch of a child’s sound making may be indicative of how they are feeling e.g. high pitched when excited, low when anxious Pupils actively participate in multi-sensory activities linked to pitch e.g. parachute high and low.	Rhythm Pupils demonstrate a clear response to a change or contrast in rhythm. Pupils intentionally produce sounds in a variety of ways with increasing control, experimenting with rhythms e.g. vocal, switch operated Pupils actively participate in multi-sensory activities linked to rhythm e.g. march to a rhythm.

Engagement into Key Stage (Phase 7)

MUSIC		Performance and Composition	Tempo and Texture	Dynamics		Pitch	
		Pupils recognise their own sounds/simple patterns being imitated Pupils imitate sounds/simple patterns made by another Pupils intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves Pupils intentional make patterns through a regular beat e.g. repeating a simple drum beat Pupils intentionally produce patterns through change e.g. getting faster or louder	Pupils recognise and imitate simple repeating patterns of sounds in relation to tempo. Pupils recognise and imitate patterns through regular change in relation to tempo e.g. gradually getting louder then quieter. Pupils respond to tempo being used to symbolise other things e.g. characters in a story, fast symbolises a scurrying mouse Pupils produce sounds varying in texture in imitation of an adult in a variety of ways. Pupils recognise and imitate simple repeating patterns of sounds in relation to texture e.g. using the sound beam to produce patterns of two	Pupils produce sounds varying in dynamics in imitation of an adult in a variety of ways Pupils recognise and imitate simple repeating patterns of sounds in relation to dynamics e.g. 4 loud taps on a drum. Pupils recognise and imitate patterns through regular change in relation to dynamics e.g. 4 loud taps, 3 quiet taps Pupils respond to dynamics being used to symbolise other things e.g. characters in a story, quiet sound symbolises mouse/loud sound symbolises elephant	Listening and Responding Pupils consistently respond to cue sounds and music in relation to events, people or places in wider contexts Pupils engage and respond to repeating sounds Pupils respond to simple patterns of change in sounds	Pupils produce sounds varying in pitch in imitation of an adult in a variety of ways Pupils recognise and imitate simple repeating patterns of sounds in relation to pitch e.g. continuing a rhythm of high-pitched sounds. Pupils recognise and imitate patterns through regular change in relation to tempo e.g. gradually getting higher then lower in pitch. Pupils respond to pitch being used to symbolise other things e.g. characters in a story, increasing pitch to represent ascending stairs.	Rhythm Pupils produce s varying in durati imitation of an ad a variety of ways Pupils recognise imitate simple repeating rhyth Pupils respond to specific rhythm b used to symbolis things e.g. music motifs for charac a story.

		Pupils use a sound as a symbol proactively e.g. to indicate a choice.	or more sounds at a time. Pupils recognise and imitate patterns through regular change in relation to texture. Pupils respond to texture being used to symbolise other things e.g. depict moods				
	Engagement into Key Stage (Phase 8)						
MUSIC		Performance and Composition Pupils imitate clusters of sounds made by another (call and response) Pupils respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' Pupils perform simultaneously with	Tempo and Texture Pupils make clear distinctions between tempo of musical pieces Pupils recreate groups of sounds that include deliberate use of tempo Pupils can perform short pieces referring to a sequence of symbols including differentiated tempo e.g. notation or visual representation of fast/slow	Dynamics Pupils make clear distinctions between dynamics of sounds/short pieces Pupils recreate groups of sounds that include deliberate use of dynamics Pupils can perform short pieces referring to a sequence of symbols including differentiated	Listening and Responding Pupils respond to familiar and distinctive musical motifs (chunks of sounds / music) e.g. introduction to a familiar rhyme Pupils respond to the repetition and variation of familiar musical motifs (chunks of sounds / music) e.g. melody played with different instruments, in a different key	Pitch Pupils make clear distinctions between the pitch of musical pieces or melodies. Pupils recreate groups of sounds that include deliberate use of changes in pitch. Pupils can perform short pieces referring to a sequence of symbols including differentiated pitch e.g. notation or	Rhythm Pupils make clear distinctions between rhythms in different pieces of music Pupils identify and along with rhythm they hear. Pupils can perform short pieces referring to a sequence of symbols for their rhythm notation or visual representation

		others as part of an ensemble Pupils produce a small cluster of sounds that make up a whole. Pupils link motifs together through repetition and variation e.g. playing the same notes in a different key, tapping out a nursery rhyme rather than singing it. Pupils piece together familiar sounds/rhymes to create one coherent 'whole' in improvisation e.g. using lyrics from one nursery rhyme to the tune of another. Pupils produce sounds and motifs to symbolise something else e.g. sounds for characters in stories. Pupils experiment with recording their own type of notation e.g. symbols or pictures	Pupils implement use of changing tempo for a purpose e.g. playing quickly to imitate a running motion Pupils identify where there is a single or multiple sounds in a musical piece. Pupils recreate groups of sounds that include deliberate use of varying textures Pupils can perform short pieces referring to a sequence of symbols including differentiated textures e.g. notation or visual representation of a simple chord Pupils implement use of changing texture for a purpose e.g. playing single notes for the flight of a fairy, multiple notes at once for a giant approaching	dynamics e.g. notation or visual representation of loud/quiet Pupils implement use of changing dynamics for a purpose e.g. loud sound to represent an elephant	Pupils respond to contrasting sounds or musical motifs that are related e.g. ascending a scale then descending it Pupils begin to demonstrate preferences	visual representation of high/low Pupils implement use of changing pitch for a purpose e.g. increasing pitch to build suspense.	Pupils implement changing rhythm change of setting story.
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