

Oasis Academy Long Cross Resource Base Curriculum: Prime Areas



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Question Provocation 	Knock Knock Who's there? Ourselves and Our School	What is a shadow? Light and Dark and Colours	How loud can a lion roar? Sounds and Senses	Who Lives in There? Homes and Habitats	What Makes a Seed Grow? Outdoor Environment and Growth	Why Does Ice Melt? Water and changing states
Learning to get on with others <i>(Personal Social and Emotional Development including Pathway Plan including Levels of Involvement and well-being)</i> 	Building Relationships (Making Relationships) <i>Develop relationships and interact with staff and peers in daily routines.</i> 1. Develop relationships with familiar adults in their class. 2. Seeking out others to share experiences and begin to form friendships within the peer group. 3. Demonstrate flexibility and adapt their behaviour to different events social situations and changes in routine.	Personal Care (Health and Self Care- Physical) <i>To take part in daily personal care routines such as feeding drinking toileting, washing and dressing.</i> 1. They may respond to cues to begin an activity through body signs, photographs pictures or symbols. 2. To show independence with varying degrees of support with regard to their self-care needs. 3. To operate independently within the environment including hygiene, feeding and independence and organisational skills	Making Choices (Self Confidence and Self Awareness) <i>Make choices and express preferences by using a range of communication systems and strategies</i> 1. To show clearly likes and dislikes in a chosen form of communication. 2. To be able to understand making choices and be clear and consistent in their choice making. 3. To initiate and make choices independently	Working in groups (Making Relationships) <i>Pupils can take part in and contribute to group activities</i> <ul style="list-style-type: none"> Seek to gain attention in a variety of ways drawing others into social interaction Display higher levels of involvement in all group activities Continue to be interested excited and motivated to learn in all group situations 	Pupils develop Personal Autonomy Develop greater independence skills 1. They will make their own way access the room to reach a favoured object 2. Use a visual timetable/schedule/ clues to remind them of what is happening next and follow this independently. 3. Select and use a range of resources independently and with appropriate function.	Making Choices (Managing Behaviour and feelings) <i>Make choices and express preferences by using a range of communication systems and strategies</i> 1. To show clearly likes and dislikes in a chosen form of communication. 2. To be able to understand making choices and be clear and consistent in their choice making. 3. To initiate and make choices independently RECAP previous targets
Learning to Play: (Stages of Play) <i>The following sequence is used as a national framework through which development may progress, although it is acknowledged that children may acquire skills laterally for an extended period of time, or in indeed in a non-linear manner</i>	1. Exploratory Play - To explore and manipulate objects materials and toys showing interest at a basic level.	2. SOLITARY PLAY Children play without involving others, either independently or as a continuation of previous play.	3. Social lay with adult interaction - Children play with an adult who guides, supports and extends there play, encouraging imitation whilst always valuing and following the child's own initiative.	4. SOCIAL PLAY WITH A PEER - Children play alongside each other but will interact with each other when the opportunity arises	5. GROUP PLAY Children develop the ability to negotiate and collaborate with others developing their own rules or playing within established rules	6. IMAGINATIVE PLAY Children are encouraged to role play and to use toys and objects imaginatively within this.
Learning to communicate <i>(Communication and Language including Pathway Plan, SALT Targets)</i> 	Developing Listening skills (Comprehension) 1. To begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. 2. To anticipate events from sounds or tactile or visual cues demonstrating emerging response to objects of reference or symbols 3. Demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.	Developing intentional communication (Comprehension) 1. Is able to direct communication towards adult to gain attention in a variety of spontaneous ways. 2. To demonstrates understanding of 50 single words, signs or symbols for familiar objects in a range of contexts. 3. Is able to respond appropriately to questions about familiar or immediate events or experiences,	Developing Interactions 1. Spontaneously greets known people and may initiate interactions and activities with them in their chosen communication system. 2. To communicates by making representational sounds and some familiar words. 3. Initiates and maintains short conversations about familiar events using their preferred medium of communication.	Developing language (Speaking) 1. Develops a range of babble and speech sounds and creates sound associated with different meaning. 2. Imitates a range of familiar expressions and words. 3. Can use a range of words in relation to the environment and will begin to put two words together.	Developing Communication Further. 1. Uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes. 2. Is able to use vocabulary of over 50 words, vocabulary signs or symbols. 3. Initiates and maintains short conversations about familiar events using their preferred medium of communication.	Developing greater understanding. 1. Responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'. 2. Confidently responds appropriately to simple questions such as 'Are you ready?', 'Is that your coat?' An appropriate response may be verbal or through sign, symbol or gesture. 3. Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone?'
Learning to learn <i>(Cognition and Learning, Intellectual Reasoning, including Pathway Plan)</i> 	Early Responses 1. To make eye-contact with an adult on hearing their own name. 2. To pass on object to an adult sitting opposite on request, transferring eye-contact from the object to the adult. 3. To point at a known object in response to the question "Where's the ball?"	Attention and Levels of Involvement 1. Pupil shows reactive responses to familiar objects including reaching and holding. 2. Pupil shows anticipation in response to familiar routines or activities, 3. Pupil attends to adult directed activity with 1:1 support for up to 5 minutes.	Search Strategies 1. To search for and locate a moving object under a given cover. 2. To search for and locate a noisemaking object under a given cover 3. To search for and locate a motivating object	Cause and Effect (Environmental control) 1. To purposefully strike a surface (or drum) to make a sound 2. To drop or roll a ball in order to knock over a skittle or similar object (i.e. to cause an indirect effect). 3. To locate and press one of at least four labelled switches set within a panel which is separated from the devices it operates in order to activate a desired output.	Visual Perception Skills - 2D & 3D Representation (colour, shape object) 1. To match objects to objects. 2. To match familiar objects to their corresponding 2D representation. 3. To match abstract objects to their corresponding 2D representation	Categorisation Skills 1. To categorise a set of cards (4 sets of 4 photographs) into broad categories when one card from each set has been placed on the table and the remaining 12 cards are then handed over 2. To match pairs of photographs of objects that usually go together. 3. To select the odd one out of 5 photographs, 4 of which are related by function.
Learning to use our bodies <i>(Gross and Fine Motor including Mark-making including Pathway Plan)</i> 	Gross motor- Apparatus Travel around, under over and through balancing equipment 1. Use movement and sensory exploration to link up with their immediate environment 2. To gain control of their whole bodies and negotiate space and objects around them. 3. Move with control and coordination Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting, pulling, posting.	Gross Motor- Using Equipment- Ball skills To use small equipment to develop basic skills including travelling, being still, finding space and using the space safely, both on the floor and show increasing control of equipment. Games 1. Use there increasing mobility to connect with toys objects and people 2. To be able to travel with, send and receive a ball and other equipment in different ways 3. Develop these skills for simple net, striking/fielding and simple team games. Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting, pulling, posting.	Gross Motor: Dance Pupils select and apply skills, tactics and compositional ideas respond to some stimuli and produce actions or movements as actions or movements as reactions to them in a consistent manner. They begin to be aware of what they want to do and move with intent. 1. Express themselves through action and sound. 2. Respond to rhythm, music and story by a means of gesture and movement. 3. Negotiate space successfully developing control in their body movements. Fine motor-Control Equipment Show an increasing control on holding and using beaters books and mark making tools.	Gross motor- Apparatus Travel around, under over and through balancing equipment 1. Use movement and sensory exploration to link up with their immediate environment 2. To gain control of their whole bodies and negotiate space and objects around them. 3. Move with control and coordination Fine motor skills-Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting.	Gross Motor- Using Equipment- Ball skills To use small equipment to develop basic skills including travelling, being still, finding space and using the space safely, both on the floor and show increasing control of equipment. Games 1. Use there increasing mobility to connect with toys objects and people 2. To be able to travel with, send and receive a ball and other equipment in different ways 3. Develop these skills for simple net, striking/fielding and simple team games. Fine motor skills-Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting.	Gross motor- Outdoor Climbing Opportunities Travel around, under over and through balancing equipment 1. Use movement and sensory exploration to link up with their immediate environment 2. To gain control of their whole bodies and negotiate space and objects around them. 3. Move with control and coordination Fine motor-Control Equipment Show an increasing control on holding and using beaters books and mark making tools.

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Learning to Explore the World 	<p>Explore the visual, tactile and sensory qualities of sensory processes</p> <ol style="list-style-type: none"> Explore and experiment with a range of media using the whole body. They make marks intentionally on a surface with fingers or tools, <i>for example, pressing objects into clay or putting paint on paper.</i> They show they can create and apply familiar techniques to a task, <i>for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model</i> 	<p>Pupils explore contrasts of light and dark and explore and investigate light sources.</p> <ol style="list-style-type: none"> Pupils explore contrasts of light and dark and explore and investigate light sources. Experience the contrast of light and dark and notice and anticipate change. Show an awareness of change and understand cause and effect. Record and communicate what they see and their ideas using questioning skills. 	<p>To recognise and explore how sounds can be changed sing simple songs recognise repeated sound and sound patterns and match movements to music.</p> <ol style="list-style-type: none"> To listen and respond physically to a wide range of sounds and music To respond and make a range of sound and learn that sounds can be made in different ways. Recognise and explore how sounds can be made and changed 	<p>Respond to and develop likes and dislikes in a range of sensory stimuli.</p> <ol style="list-style-type: none"> Respond to a range of sensory experiences and observe and explore a range of materials and tools Explore the qualities of materials through playing and experimenting. Begin to communicate their likes and dislikes. They are able to make choices chooses products or elements of a design. They may plan by indicating what to do next 	<p>Recognise that animals including humans move feed grow and use their senses and reproduce</p> <ul style="list-style-type: none"> Learn by observation by actions and their effects. Show an interest in why things happen. Show curiosity and interest in living things and show an awareness of change. 	<p>To use colour shape space pattern and texture and a range of materials and process to represent ideas and feelings.</p> <ol style="list-style-type: none"> Explore and experience using a range of senses and movement. Explore colour and begin to differentiate between different colours and choose particular colours to use for a purpose. To talk about personal intention describing what they are trying to do and respond to comments and questions about their creations.
Learning to Read and Write 	<ol style="list-style-type: none"> Pupil uses primitive pincer grasp (thumb and fingers but not finger tips). Pupil intentionally transfers object from one hand to the other. Pupil uses hand and finger movements to explore objects and surfaces Pupil shows greater control in the use of fine motor skills in a range of activities. Pupil can trace, overwrite or copy shapes or straight line patterns. Pupil establishes preferred hand for writing. Pupil writes own name independently from memory. Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording. 	<ol style="list-style-type: none"> Pupil demonstrates intentional, spontaneous responses to familiar stories rhymes, or poems, <i>e.g. reaches, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.</i> Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour. Pupil knows that their name is made up of letters. Pupil understands some conventions of print, <i>e.g. reading top to bottom, left to right.</i> Pupil knows that information can be retrieved from texts. 	<ul style="list-style-type: none"> Pupil understands simple instructions combined with a gesture, <i>e.g. 'drink', 'eat', 'sit', etc.</i> Pupil greets known people. Pupil may respond to options or choices with actions or gestures, <i>e.g. by nodding or shaking head.</i> Pupil may use isolated words and gestures to communicate, <i>e.g. signing for drink.</i> Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates 'reading-like' behaviour, <i>e.g. points to the picture and uses it to tell a simple version of the story.</i> Pupil predicts elements of a text, <i>e.g. when the adult stops reading the pupil fills in the missing word.</i> 	<ul style="list-style-type: none"> Pupil recognises familiar people approaching from a distance. Pupil searches for an object that has disappeared from view. Pupils show interest in pictures. Pupil can communicate some ideas for scribing with adult support. Pupil writes own name independently from memory. Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording. 	<ol style="list-style-type: none"> Pupil understands simple instructions combined with a gesture, <i>e.g. 'drink', 'eat', 'sit', etc.</i> options or choices with actions or gestures. Pupil may use isolated words and gestures to communicate, Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about. Pupil distinguishes between words and letters. Pupil begins to make 1:1 correspondence. Pupil shows understanding of how information texts can be used to answer questions. 	<ul style="list-style-type: none"> Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them. Pupil remembers routines or rhymes over longer periods and anticipates related activities Pupil begins to understand that marks and symbols convey meaning, <i>e.g. scribe writing alongside a picture or placing photographs or symbols on a personal timetable.</i> Pupil is able to form recognisable letters, some of which are correctly formed.
Learning Reasoning Skills (Numeracy) 	<p><i>Using and Applying</i></p> <ol style="list-style-type: none"> Pupil will respond to options and choices by accepting and rejecting, <i>e.g. shaking the head, pushing an item away or intentionally discarding an item.</i> Pupil follows simple sequences in a range of settings, and can create very simple sequences of their own, <i>e.g. using light and/or sounds</i> Pupil begins to demonstrate an understanding of more and less in practical situations, <i>e.g. when preparing drinks he/she recognises which cups contain more or less than each other.</i> 	<p>Number</p> <ul style="list-style-type: none"> Pupil will respond to options and choices by accepting and rejecting, <i>e.g. shaking the head, pushing an item away or intentionally discarding an item</i> Pupil follows a sequence as indicated by an adult, <i>e.g. the sequence of the rhythm of counting as in a rhyme, or a sequence of pictures used to show a simple rhyme, 5 frogs as they jump off the log.</i> Pupil can join in by saying, signing or indicating at least one of the numbers in familiar rhymes, stories, games and practical activities. 	<p>Shape Space and Measure</p> <ul style="list-style-type: none"> Pupil can use problem solving skills to retrieve an object, <i>e.g. a sweet in a beaker into which their hand will not fit. The child tips beaker to get the sweet out.</i> Pupil can recognise the difference between the size of two objects by matching, <i>e.g. large/big cup to large/big cup; small/little cup to small/little cup.</i> From a choice of two objects pupil can identify the difference between large/big and small/little. 	<p>Number</p> <ol style="list-style-type: none"> Pupil can intentionally attract the attention of an adult to assist them in retrieving an object that has been placed just out of their reach. Pupil can begin to anticipate the ending or key elements of rhymes, songs and number games. Pupil can count 3 objects reliably when presented in a line. Pupil can make sets of up to 3 objects, <i>e.g. count 3 pencils, count 3 pens etc.</i> 	<p>Using and Applying</p> <ol style="list-style-type: none"> Pupil will continue an action or interaction with an adult by repeating a sound or action, <i>e.g. pupil responds with an 'a' sound when you say 'a'; when their hand is placed on a drum and they feel the vibration of a drum beat, they tap the drum in response.</i> Pupil is able to solve simple problems by matching objects to pictures, <i>e.g. put the tambourine on the music trolley in the tray with the picture of the tambourine</i> Pupil can respond appropriately to key vocabulary and questions, <i>e.g. 'How many?'</i> 	<p>Shape Space and Measure</p> <ol style="list-style-type: none"> Pupil can show consistent preference for favourite items Pupil sorts two sets of objects where the difference is not great, <i>e.g. sort's similar but different size 'Compare bears' or 10p and 5p coins.</i> Pupil responds to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes, <i>e.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.</i>