



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p>Oasis Academy Long Cross Resource Base Curriculum KS1 & Lower KS2</p>  <p>Cycle 1</p> | <p>Look in the Mirror, Who do you See? Ourselves and Our School History & PSED</p> | <p>What Colour is the Sky at Night? Colours & Festivals RE & EAD</p> | <p>Where am I going Today? Journeys/Transport Geography & PE</p> | <p>Which is the tallest tree? Outdoor Environment Reasoning</p> | <p>Does and Elephant Live at Bottom of the Garden? Habitats Science & DT</p> | <p>What Make the Biggest Splash? Changing States Science</p> |
| Focused Texts | <p><i>So Much</i>- Trish Cooke <i>Guess How Much I love You</i>- Sam McBratney <i>The Tiger Who Came to Tea</i>- Judith Kerr <i>Knock, Knock Who's There</i>- Sally Grindley <i>From Head to Toe</i>- Eric Carle <i>My Dog is as Smelly as Dirty Socks</i>- Hannoeh Piven <i>All are Welcome</i>- Alexandra Penfold</p> | <p><i>Peace at Last</i>- Jill Murphy <i>The Goodnight Train</i>- June Sobel</p> | <p><i>The Bus is for Us</i>- Michael Rosen <i>The Naughty Bus</i>- Jan Oke <i>The Train Ride</i>- June Crebbin <i>Journey Home from Grandpas</i>- Barefoot Books <i>You can't take an elephant on a bus</i>- Patricia Cleveland- Pack</p> | <p><i>Tap the Magic Tree</i>- Christie Matheson <i>Stickma</i>- Julia Donaldson <i>Jaspers Bean Stalk</i>- Nick Butterworth <i>Olivers Vegetables</i>- Alison Bartlett <i>Stuck</i>- Oliver Jeffers <i>Planting a rainbow</i>- Lois Ehlert <i>Up, Down & Around</i>- Katherine Ayres</p> | <p><i>Aaarrgghh Spider!</i>- Lydia Monks <i>The Very Busy Spider</i>-Eric Carle <i>Norman the Slug with the silly shell</i>- Sue Hendra <i>What the ladybird heard</i>- Julia Donaldson <i>Mad About Mini Beasts!</i>-Giles Andrea</p> | <p><i>The Big Red Bath</i>- Julia Jarman <i>Pig in the Pond</i>- Jill Barton <i>Boat sails away</i> <i>Commotion in the Ocean</i>- Giles Andrea <i>Billy's Bucket</i>- Kes Gray <i>Sharing a Shell</i> – Julia Donaldson <i>Hooray for Fish</i> Lucy Cousins <i>Ellie's Magic Wellies</i>- Amy Sparkes</p> |
| Termly Celebrations | | <p><i>Diwali</i> <i>Christmas</i> <i>Hanukah</i></p> | <p><i>Chinese New Year/</i></p> | <p><i>Easter/Autism Awareness/Holi Festival/Ramadan</i></p> | <p><i>Eid</i></p> | |
| Term Intro Event | <p><i>Settling children into the school</i></p> | <p><i>'Bed time story'. Night time event. Stars in the dark. Hot chocolate etc.</i></p> | <p><i>Bear Hunt in the Woods</i></p> | <p><i>Around the school, top field.</i></p> | <p><i>Bug Hunt in the Woods</i></p> | <p><i>Water Sports/Water Play</i></p> |
| Stimulus/ Educational Visit | <p><i>"Family hour"</i> <i>Choosing a visit- Children to choose a local visit from a choice.</i> <i>Family Breakfast</i></p> | <p><i>Christmas Production</i> <i>Spud and Sparkle</i></p> | <p><i>Local visit to Lidl</i> <i>Local visit to Ridingleaze</i> <i>Local Visit to Lawrence Weston Farm,</i> <i>Local Visit to Lawrence Weston Skate Park.</i></p> | <p><i>Leigh Woods</i> <i>Westonbirt Arboretum</i> <i>Kings Weston</i></p> | <p><i>Bug Hotel (parent workshop)</i></p> | <p><i>Slimbridge Puddle park</i> <i>Visit to Weston Beach.</i></p> |
| Learning to communicate <i>(Communication and Language including Pathway Plan, SALT Targets)</i> | <p>Requesting/ Choice Making:</p> <ul style="list-style-type: none"> - "more"/ "finished"/ "help" - Nouns. - One/ two-word requests. - Sentence Requests. - Requesting may include requesting a preferred individual, activity, food/drink or need. | <p>Commenting:</p> <ul style="list-style-type: none"> - Using verbs. - Commenting on a familiar story. - Commenting on motivating activities i.e. "blow bubbles" - Commenting on the world/ here and now i.e. "wow" and "big". | <p>Describing:</p> <ul style="list-style-type: none"> - Using numerals and colours when requesting/ commenting. - Adjectives - Describing includes labelling things we see or explaining objects, wants, desires, and more. <p>Cooking</p> | <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> - . Asking questions includes the "5 Ws:" who, what, where, when, and why, along with "How...," "Can...," "Do...," "Are you...," yes/no, and more. - Sharing of thoughts and ideas <p>Story</p> | <p>ICW and prepositions:</p> <ul style="list-style-type: none"> - Follow/describe/give prepositions and exploring the positions of objects. - Follow/describe/give information carrying words effectively at an appropriate level. <p>Story</p> | <p>Conversational Language:</p> <ul style="list-style-type: none"> - 2-way communication - Maintaining interactions - Initiating interactions - Interacting with peers - To give directions to others <p>Music</p> |
| Learning to use our bodies <i>(Gross and Fine Motor including Mark-making including Pathway Plan)</i> | <p>Gross Motor: Rugby</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with | <p>Gross Motor: Dance/Gymnastics</p> <ul style="list-style-type: none"> - Physical narratives ("Bear Hunt"). - Thematic explorations (the jungle, under the sea). - Seated dance routines (Wake 'n' Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. | <p>Gross Motor: Boccia/Target Games</p> <ul style="list-style-type: none"> - Exploring sensory objects – bean bags, fluff balls, quoits. - Releasing, working towards throwing. - Sending objects towards fixed point – target. - Cause and effect of hitting target (skittles) | <p>Gross Motor: Basketball</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). | <p>Gross Motor: Tennis</p> <ul style="list-style-type: none"> - Sharing balls/objects across a circle, within a group. - Developing reflex response to moving balls/objects. - Sending balls/objects over obstacles/barriers. - Developing reflex response to returning balls/objects. - Combine sending/receiving to create extended rallies. | <p>Gross Motor: Football</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). |

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| Swimming: All children will have an opportunity to access swimming sessions as part of the legal requirement of physical education provision. | accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | - Represent emotions through expression/body language. - Role-play and recreate through movement (animals). - Offering own movements, actions and "dance moves". Apparatus session x1 per term. Apparatus focus in Sensory Gym. | - Communicate, aim and send to own chosen target. - Assess and evaluate accuracy of own shot, accuracy, comparison to others. - Begin to identify winners. - Turn-taking as individuals and in a team. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | - Explore and apply emerging points/scoring systems. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. Apparatus session x1 per term. Apparatus focus in Sensory Gym. |
| | Fine: Dexterity Building hand eye coordination, using interlocking components, opening jars/bottles to retrieve desired object. | Fine Motor: Grip and Pressure Activating pressure operated toys, using button operated media e.g. blenders, squeezing bottles/shower gel, initial pencil grip (fist grip/palmer grip). | Fine Motor: Cutting Rip a range of textures using hands, manipulating scissors. Using easier textures e.g. straws, jelly cubes. | Fine Motor: Dexterity Isolating fingers confidently in motivating activities e.g. keyboard, prodding playdough. Using fastenings on clothing. | Fine Motor: Grip and Pressure To apply pressure to media purposefully e.g. icing tubes/piping bags. Using a pump for balloons etc. | Fine Motor: Cutting To use a cutting implement functionally showing control. Using scissors to follow a line/cut out a shape. |
| Learning to be safe and stay safe | Learning to be Safe within our classroom i.e. building relationships, transitions, rules and routines, responding to audio cues. | Learning to be Safe with Our Bodies. I.e. 'consent, using yes and no, understanding body parts, | Learning to be safe within our local environment. I.e. road safety, recognising audio cues, crossing the road. | Learning to be safe within the home i.e. fire safety, electrical safety, hazards and dangers in the home. | Learning about people who help us and keep us safe. i.e. recognising key workers, roles, how they help us, emergency scenarios. | Learning to be Safe within the outdoor Environment i.e. sun safety, water safety, suitable clothing and footwear, |
| Focused Text | | 'From my Head to my toes'- Charlotte Barkla 'I choose to say no' – Elizabeth Estrada. | 'The Sounds that street makes' Danny Katz. 'Runaway Signs' by Joan Holub 'Toad on the Road' – Stephen Shaksan | No Dragons for Tea- Jean E. Penziwol. 'How do Dinosaurs stay safe'- Jane Yolen. | Real Superheroes 'To the Rescue'- Kate Griggs. | |
| Learning to Explore the World | | | | | | |
| Music | Music- Exploring and Playing <ul style="list-style-type: none"> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. | Music-Vocalising and Singing <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Imitate an adults sounds | Music- Moving and dancing <ul style="list-style-type: none"> Moves whilst listening to music and can often feel and move to the pulse. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar | Music- Exploring and Playing <ul style="list-style-type: none"> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. | Music- Moving and dancing <ul style="list-style-type: none"> Moves whilst listening to music and can often feel and move to the pulse. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar | Music-Vocalising and Singing <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Imitate an adults sounds |
| Science | Making links – Understanding of myself, similarities and differences between myself and others. Beginning to make | Classification - Label objects using my preferred method of communication – look closely to observe objects – classifying | Making links – Understanding of myself, similarities and differences between myself and others. Beginning to make links | Change - I will know that materials behave in different ways – making changes to water | Classification - Label objects using my preferred method of communication – look closely to observe objects – | Change - I will know that materials behave in different ways – making changes to water – observe |

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| | links between myself and the familiar environment | objects based on more abstract concepts. | between myself and the familiar environment | – observe changes and begin to comment on them | classifying objects based on more abstract concepts i.e., animals which fly | changes and begin to comment on them |
| Creative (Art and Design & DT) | Creative: Colour and texture- changing colours, colour mixing / shades of colour. <ul style="list-style-type: none"> To use a variety of colours in mark making experiences. To notice and observe change in colour. To experiment mixing shades colours. | Creative: mark making- <ul style="list-style-type: none"> To use different parts of the body to make marks in sensory materials To use mark making tools purposefully to make linear and circular lines To create an observational drawing | Creative: Connection- junk modelling, buildings <ul style="list-style-type: none"> To create towers using large bricks and loose parts. To combine two items using glue or tape. To use a range of fastening to attach items. | Creative: mark making- <ul style="list-style-type: none"> To use different parts of the body to make marks in sensory materials To use mark making tools purposefully to make linear and circular lines To create a observational drawing | Creative Malleable - representations of items within shops. <ul style="list-style-type: none"> To notice marks they have made in malleable materials. To roll, pinch and flatten malleable materials. To make a representation 3D model. (e.g. cakes for role play shop) | Creative: colour and texture painting in the environment, observational drawing, <ul style="list-style-type: none"> To repeat an action to get the same effect. To use colours to represent life. To use purposeful marks whilst using colour. |
| Outdoor Learning | Safety and Routines and structures- <ul style="list-style-type: none"> Base camp Safety walks Starting and finishing routines Staying in the woodland Outdoor Art – Traced Bodies- tracing bodies with sticks | Sounds <p>Demonstrate ‘tapping’ things rather than ‘hitting’ them. children to explore what sounds they can discover by tapping different materials with their sticks. Practice with different strengths of ‘tap’ to see how the sound changes. 4. Experiment on a variety of surfaces and record the sounds on a device to revisit late</p> | Where are you? <p>Navigating and exploring the outdoor environment through games and play based turn taking activities Establishing boundaries. Building trust. Senses - listening.</p> | Clay Creatures <p>Use natural materials to add features the creature – eyes, mouth, legs, wings, pincers etc. • As an extension the children could build a home for their creature. Talk to them about the type of habitat that different woodland animals live in and why. Ask them what type of habitat they think their creatures would live in</p> | Shape and Symmetry <p>Shapes and symmetry in nature What shape is a sunflower? How big is a sunflower? Sunflower circles: diameter and circumference Measuring with standard and non-standard units Exploring symmetry in plants Lateral symmetry Radial symmetry</p> | Reflection – Frame <p>Ask the children to build a frame using twigs. - Ask the children to use objects they find in the forest school area to build something that represents what they have done during the session and/or how they feel about the session. - share with the group what they have built</p> |
| Cooking | Kitchen Safety (mixing and pouring focus) <ul style="list-style-type: none"> Transitioning to kitchen with visual supports. Following early cooking routines e.g. washing hands. <p>Collecting and carrying ‘things I need’ for cooking.</p> | Cooking Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. Follow a recipes written instructions. | Communication Focus– <ul style="list-style-type: none"> Requesting preferred ingredients from a limited choice. Commenting on actions Sequencing steps of a cooking process | Weighing/Reasoning Focus – <ul style="list-style-type: none"> Pouring pre-weighed/measured ingredients. Using the correct amount of scoops e.g. ‘3 spoons of flour’ Using scales effectively for different cooking materials. | Cooking Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. <p>Follow a recipes written instructions.</p> | General Skills Focus – <ul style="list-style-type: none"> Use a range of utensils for their intended purpose. Slice, mix, pour, cutters, pressure, mash, blend etc. |
| Learning Literacy skills | | | | | | |
| Focused Texts | <i>So Much-</i> Trish Cooke <i>Guess How Much I love You-</i> Sam McBratney <i>The Tiger Who Came to Tea-</i> Judith Kerr <i>Knock, Knock Who’s There-</i> Sally Grindley <i>From Head to Toe-</i> Eric Carle <i>My Dog is as Smelly as Dirty Socks-</i> Hanoch Piven <i>All are Welcome-</i> Alexandra Penfold. <i>What will I be?-</i> Frances Stickley <i>I am enough-</i> Grace Byers | <i>Peace at Last-</i> Jill Murphy <i>The Goodnight Train-</i> June Sobel <i>Night Monkey, Day Monkey-</i> Julia Donaldson. <i>The Night Pirates-</i> Peter Harris. <i>How to Catch a Star-</i> Oliver Jeffers. | <i>The Bus is for Us-</i> Michael Rosen <i>The Naughty Bus-</i> Jan Oke <i>The Train Ride-</i> June Crebbin <i>Journey Home from Grandpas-</i> Barefoot Books <i>You can’t take an elephant on a bus-</i> Patricia Cleveland-Pack <i>We’re going find the Monster!-</i> Malorie Blackman <i>The Gruffalo-</i> Julia Donaldson | <i>Tap the Magic Tree-</i> Christie Matheson <i>Stickman-</i> Julia Donaldson <i>Jaspers Bean Stalk-</i> Nick Butterworth <i>Olivers Vegetables-</i> Alison Bartlett <i>Stuck-</i> Oliver Jeffers <i>Planting a rainbow-</i> Lois Ehlert <i>Up, Down & Around-</i> Katherine Ayres <i>Foggy Foggy Forest-</i> Nick Sharratt | <i>Aaarrgghh Spider!-</i> Lydia Monks <i>The Very Busy Spider-</i> Eric Carle <i>Norman the Slug with the silly shell-</i> Sue Hendra <i>What the ladybird heard-</i> Julia Donaldson <i>Mad About Mini Beasts! -</i> Giles Andrea <i>Super worm!</i> Julia Donaldson. | <i>The Big Red Bath-</i> Julia Jarman <i>Pig in the Pond-</i> Jill Barton <i>Boat sails away</i> <i>Commotion in the Ocean-</i> Giles Andrea <i>Billy’s Bucket-</i> Kes Gray <i>Sharing a Shell –</i> Julia Donaldson <i>Hooray for Fish</i> Lucy Cousins <i>Ellie’s Magic Wellies-</i> Amy Sparkes |

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| | | | | | <i>The Very Hungry Caterpillar's Bug Hunt-</i> <i>Eric Carle</i> | |
| Learning to read including my sounds. (Phonics) | <ul style="list-style-type: none"> Children's reading curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. Children will use decoding skills for learning to read, this will involve taking apart the sounds in words (segmenting) and blending sounds together. It requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning. In some cases, children will use sight reading techniques to develop wider vocabulary. Children will have several opportunities each week to share a book with an adult, this will be highly personalised to each child. Each term children will work on a different element of comprehension listed below. Comprehension skills are the ability to understand "process" and remember the information that is read. By developing strong comprehension skills, individuals can improve their reading speed and accuracy, as well as their understanding of what they read. | | | | | |
| | Sequencing. -Arranging events into the beginning, middle and end. -Organising information and ideas in an effective manner. - | Generating and Asking Questions. -Making predictions about what happens next. Asking questions to know and find out more about what they have read. | Decoding Information - Interpreting meaning of text. Reading text, processing and understanding it's meaning | Retelling. -Orally reconstructing a story. -Performing aspects of a text-taking on character roles. -Identifying main points and events. | Summarizing. -Identifying the key points within a text and understanding its overall meaning. - Answering questions such as 'Who, what, where, when, why, how and so what?' | Visualisation. - Remembering key information and concepts. - Using senses. - Drawing images in response to text. |
| Learning to Write (formal) | <ul style="list-style-type: none"> Children's writing curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's vocabulary, composition skills, grammar, punctuation, phonics, spelling and handwriting and all the essential perquisite skills. Stimuluses, provision, and tasks will be predominantly linked to the classes focus text. Each term children will work towards producing a different genre of writing listed below. | | | | | |
| | Story mapping. - Ascribing meaning to a range of marks. - Generating ideas from a stimulus. - Sequencing key events in familiar stories. | Captions. - Use of vocabulary inked to familiar stories. - Ascribing meaning to props and pictures. | Recipes and Instructions. - Sequencing pictures, symbols, and words. - Including of verbs in my writing. - Reading what I have produced. | Character descriptions. - Use of descriptive language influenced by books. - Use of adjectives. | Recounts of past events. - Ordinal language. - Retelling events in sequence. - Consideration of writing's tense. | Poetry. - Developing creativity in my writing. - Awareness of rhyme and alliteration. - Initial sounds, alliteration. - Reading and allowed and performing my own work. |
| Learning Reasoning Skills (Numeracy) | | | | | | |
| Number | <ul style="list-style-type: none"> Coverage of counting and properties of number for all children throughout the term will be personalised and sequential ensuring children are challenged appropriately. This will typically include; counting, reading and writing numbers, matching and making up quantities, early addition and subtraction beginning with the use of pictorial and concrete prompts. Stimuluses, provision, and tasks where possible will be linked to the topic. | | | | | |
| Concept | Sequencing and Time. Roots: Following/imitating Photos and symbols of familiar activities. Beginning to Sequence familiar activities. Branches: sequencing the school day/symbols/words and pictures. Time: Awareness of time through familiar signs/symbols/words, including days of the week, important times of the day (e.g., home time or dinner.) | Categorising and Sorting/ Data handling. Roots – to make choices using preferred method of communication and explore/investigate collections of objects. Branches To categorise in a range of real-life situations. and record results | Money Roots: To make requests for a range of items – develop understanding of 'more' and 'less'! - exchanging for objects Branches: Money- Recognise coins, exchange for items, match coins to amounts | Size and Mass Roots: To connect objects to make patterns/ representations. Branches: To show an increased awareness of objects properties, including size and Mass – measure using standard and non-standard units. | Shape and Pattern Roots – to complete functional actions whilst exploring objects. Functional actions – imitate actions using objects – sequence of actions. Branches: To recognise and label features of shapes. | Capacity Roots – To investigate different techniques to fill and empty containers – filling using different techniques. Branches To investigate capacity and communicate/ record results. |
| Focused Text | The Hungry Caterpillar | | | Goldilocks and the Three Bears | Walter's wonderful web | |

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| <p>Oasis Academy Long Cross Resource Base Curriculum KS1 & Lower KS2</p>  <p>Cycle 2</p> | <p>Where am I going Today? Journeys/Environmental History & PSED</p> | <p>What do I celebrate with my family? Colours & Festivals RE & EAD</p> | <p>Can we Build it? Construction and Building DT & Physical</p> | <p>What's in my basket? People Around Me Reasoning & PSED</p> | <p>Look Up, What do you see? Environment/Position Geography</p> | <p>What do we take to the beach? Changing States Science</p> |
| Termly Celebrations | | <p><i>Diwali</i> Christmas Chanukah</p> | Chinese New Year | <p>Easter Ramadan Holi Festival</p> | Eid | New Beginnings |
| Focused Texts | <p><i>Rosie's Walk- Pat Hutchins</i> <i>We're going on a bear hunt- Michael Rosen.</i> <i>The Gruffalo- Julia Donaldson</i> <i>Goodnight Space Man- Michelle Robinson.</i> <i>Whatever Next- Jill Murphy</i> <i>Mud Walk- Joy Cowley</i> <i>Handa's Surprise- Eileen Browne.</i></p> | <p><i>Little Glow – Katie Sahota</i> <i>My Proudest Blue – Ibtihaj Muhammad</i> <i>Under the Ramadan Moon – Sylwia Whitman</i> <i>Festival of Colours – Surishtha Sehgal and Kabir Sehgal</i> <i>Father Christmas Needs Wee – Nicholas Allan</i> <i>Dear Santa – Rod Campbell</i></p> | <p><i>A House for Everyone- Jo Hirst</i> <i>Diggersaurs- Michael Whaite</i> <i>Dig, Dig Digging- Margaret Mayo</i> <i>Goodnight, Goodnight Construction site- Sherri Duskey Rinker</i> <i>Tip, Tip, Dig, Dig- Emma Garcia</i></p> | <p><i>Spot Bakes a Cake- Eric Hil</i> <i>Don't Forget the Bacon!- Pat Hutchins</i> <i>The Shopping Basket- John Burningham</i> <i>Beans on Toast- Paul Dowling</i> <i>The Jolly Postman- Allan Ahlberg</i> <i>The Smartest Giant in Town- Julia Donaldson</i> <i>Dinosaurs in the Supermarket- Timothy Knapman</i></p> | <p><i>Rosie's Hat- Julia Donaldson</i> <i>The Wind Blew- Pat Hutchins</i> <i>How to Catch a Star- Oliver Jeffers</i> <i>The Blue Balloon- Mick Inkpen</i> <i>Up! Up! Up!-Barefoot Books</i> <i>Room on the Broom- Julia Donaldson</i> <i>The Grump a Lump- Sarah Hayes</i> <i>Gordon's Great Escape- Paul Linnet</i></p> | <p><i>Kippers Beach Ball- Mick Inkpen</i> <i>The Snail and the Whale- Julia Donaldson</i> <i>Sharing a Shell- Julia Donaldson</i> <i>Barry the Fish with Fingers- Sue Hendra</i> <i>The Lighthouse Keeper's Lunch- David Armitage</i> <i>Billy's Bucket- Kes Gray</i> <i>Bea by the Sea</i></p> |
| Term Intro Event | Class Collage | <p><i>Every class is a different celebration. Every child is represented.</i> <i>Fridays are all base events, one celebration per week.</i> <i>Celebration bucket, going around the classes.</i></p> | Construction setup in hall Children's Scrap Store. | Farmers Market. Go and buy products, what do we need? Shopping lists. | Hot air balloon Balloon launch Kites | Water Sports/Water Play |

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| Stimulus/ Educational Visit | <i>Stay and Play</i> <i>Choosing a visit- Children to choose a local visit from a choice.</i> <i>Family Breakfast</i> <i>M-Shed/Steam Train</i> <i>Severn Beach Estuary</i> | <i>Spud and Sparkle</i> <i>Production</i> | <i>Blaise Castle</i> <i>Local visit LWCF</i> <i>Bike Track (local)</i> | <i>Local visit to Lidl</i> <i>Local visit to Ridingleaze</i> <i>Post office</i> <i>Hair Dressers</i> <i>Nurses</i> <i>Fire engine</i> <i>PARENTS</i> <i>Chef – CULTURAL FOODS</i> | <i>Star Dome/@Bristol</i> <i>Planetarium</i> | <i>Visit to the beach</i> <i>Clevedon/Weston/Sandbay/Cotswold</i> <i>Water Park.</i> <i>Swimming</i> <i>Wild Place</i> <i>Slim Bridge</i> |
| Learning to communicate <i>(Communication and Language including Pathway Plan, SALT Targets)</i> | Requesting/ Choice Making: <ul style="list-style-type: none"> - “more”/ “finished”/ “help” - Nouns. - One/ two-word requests. - Sentence Requests. - Requesting may include requesting a preferred individual, activity, food/drink or need. | Commenting: <ul style="list-style-type: none"> - Using verbs. - Commenting on a familiar story. - Commenting on motivating activities i.e. “blow bubbles” - Commenting on the world/ here and now i.e. “wow” and “big”. | Describing: <ul style="list-style-type: none"> - Using numerals and colours when requesting/ commenting. - Adjectives - Describing includes labelling things we see or explaining objects, wants, desires, and more. | Asking and Answering Questions <ul style="list-style-type: none"> - Asking questions includes the “5 Ws:” who, what, where, when, and why, along with “How...,” “Can...,” “Do...,” “Are you...,” yes/no, and more. - Sharing of thoughts and ideas | Expressing Feelings: <ul style="list-style-type: none"> - Communicates own physical or emotional feelings such as likes or dislikes. Takes someone's hand and puts it on a part of his body that is hurt. - Says or signs, "angry." - Says, "stomach hurts." | Conversational Language: <ul style="list-style-type: none"> - 2-way communication - Maintaining interactions - Initiating interactions - Interacting with peers - To give directions to others |
| Learning to use our bodies <i>(Gross and Fine Motor including Mark-making)</i> Swimming: All children will have an opportunity to access swimming sessions as part of the legal requirement of physical education provision. | Gross Motor: Football <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | Gross Motor: Dance/Gymnastics (SARAHS STRUCTURE) Next Year Groups?? <ul style="list-style-type: none"> - Body levels, bodily awareness, simple application. - Blankets, cloths, ribbons, pillows, roll mats. - Mat work – personal space, islands, sharing space. - Seated dance routines (Wake ‘n’ Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. - Represent emotions through expression/body language. - Mat work – sharing with a partner, mirror, follow/lead. movements, actions and “dance moves”. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | Gross Motor: Boccia/Target Games <ul style="list-style-type: none"> - Exploring sensory objects – bean bags, fluff balls, quoits. - Releasing, working towards throwing. - Sending objects towards fixed point – target. - Cause and effect of hitting target (skittles) - Communicate, aim and send to own chosen target. - Assess and evaluate accuracy of own shot, accuracy, comparison to others. - Begin to identify winners. - Turn-taking as individuals and in a team. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | Gross Motor: Dance/Gymnastics (SARAHS STRUCTURE) Next Year Groups?? <ul style="list-style-type: none"> - Body levels, bodily awareness, simple application. - Blankets, cloths, ribbons, pillows, roll mats. - Mat work – personal space, islands, sharing space. - Seated dance routines (Wake ‘n’ Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. - Represent emotions through expression/body language. - Mat work – sharing with a partner, mirror, follow/lead. Offering own movements, actions and “dance moves”. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | Gross Motor: Cricket <ul style="list-style-type: none"> - Sending, receiving and chasing objects into space. - Collecting activities (into central point). - Collecting identified objects (colour/object specific). - Negotiate a simple course (crease, bases). - Introducing multi-level actions (hit and run). - Consistent hand-eye-coordination (striking). - Begin to identify and send objects into space. Apparatus session x1 per term. Apparatus focus in Sensory Gym. | Gross Motor: EYFS/TEAM GAMES. Hide and Seek, Parachute, Hopscotch, Red/Green light, Tag, Stuck in the Mud, Musical chairs, duck duck goose. Apparatus session x1 per term. Apparatus focus in Sensory Gym. |
| | Fine: Dexterity Building hand eye coordination, using interlocking components, opening jars/bottles to retrieve desired object. | Fine Motor: Grip and Pressure Activating pressure operated toys, using button operated media e.g. blenders, squeezing bottles/shower gel, initial pencil grip (fist grip/palmer grip). | Fine Motor: Cutting Rip a range of textures using hands, manipulating scissors. Using easier textures e.g. straws, jelly cubes. | Fine Motor: Dexterity Isolating fingers confidently in motivating activities e.g. keyboard, prodding playdough. Using fastenings on clothing. | Fine Motor: Grip and Pressure To apply pressure to media purposefully e.g. icing tubes/piping bags. Using a pump for balloons etc. | Fine Motor: Cutting To use a cutting implement functionally showing control. Using scissors to follow a line/cut out a shape. |

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| Learning to be safe and stay safe | Learning to be safe within our classroom i.e. building relationships, transitions, rules and routines, responding to audio cues. | Learning to be Safe within our bodies, i.e. consent, using yes and no, recognising body parts. | Learning to be safe within our local environment. I.e. road safety, recognising audio cues, crossing the road. | Learning to be safe within the home i.e. fire safety, electrical safety, hazards and dangers in the home | Learning about people who help us and keep us safe. i.e. recognising key workers, roles, how they help us, emergency scenarios. | Learning to be Safe within the outdoor Environment i.e. sun safety, water safety, suitable clothing and footwear, |
| Learning to Explore the World | | | | | | |
| Music | Music- Exploring and Playing <ul style="list-style-type: none"> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. | Music-Vocalising and Singing <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Imitate an adults sounds | Music- Exploring and Playing <ul style="list-style-type: none"> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. | Music- Moving and dancing <ul style="list-style-type: none"> Moves whilst listening to music and can often feel and move to the pulse. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar | Music-Vocalising and Singing <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Imitate an adults sounds | Music- Moving and dancing <ul style="list-style-type: none"> Moves whilst listening to music and can often feel and move to the pulse. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar |
| Science | Science/Understanding the World: Making links – Understanding of myself, similarities and differences between myself and others. Beginning to make links between myself and the familiar environment | Science/Understanding the World: Classification - label objects and match objects and materials based on single features or properties (colour/ pattern) | Science/Understanding the World: Change - I will know that materials behave in different ways – making changes to water – observe changes and begin to comment on them. | Science/Understanding the World: Making links - show curiosity about familiar objects in my environment, Show some understanding of aspects in my familiar world. Make links between learning in the classroom and local community | Science/Understanding the World: Classification - Label objects using my preferred method of communication – look closely to observe objects – classifying objects based on more abstract concepts I.e., animals which fly | Science/Understanding the World: Change - I will know that materials behave in different ways – making changes to water – observe changes and begin to comment on them. |
| Creative (Art and Design & DT) | Creative: Malleable – representational models. <ul style="list-style-type: none"> To notice marks they have made in malleable materials. To roll, pinch and flatten malleable materials. To make a representation 3D model. | Creative: mark making- <ul style="list-style-type: none"> To use different parts of the body to make marks in sensory materials To use mark making tools purposefully to make linear and circular lines To create a observational drawing | Creative: Connection- junk modelling, buildings <ul style="list-style-type: none"> To create towers using large bricks and loose parts. To combine two items using glue or tape. To use a range of fastening to attach items. | Creative: mark making- <ul style="list-style-type: none"> To use different parts of the body to make marks in sensory materials To use mark making tools purposefully to make linear and circular lines To create a observational drawing | Creative: Connection – separating materials, scissors, tearing. <ul style="list-style-type: none"> Tearing materials to separate them. Using scissors to separate items. To separate and combine with a purpose. | Creative: colour and texture painting in the environment, observational drawing, <ul style="list-style-type: none"> To repeat an action to get the same effect. To use colours to represent life. To use purposeful marks whilst using colour. |
| Outdoor Learning | Outdoor Learning – Safety and Routines and structures- <ul style="list-style-type: none"> Base camp Safety walks Starting and finishing routines Staying in the woodland Outdoor Art – Traced Bodies- tracing bodies with sticks | Outdoor Learning –The natural world has inspired artists for generations. Large or small, colourful, or plain, textured or smooth, can nature inspire you to create a piece of transient art in your outdoor space? | Outdoor Learning – Outdoor construction <ul style="list-style-type: none"> Construction with crates, loose parts, planks, large blocks, and other natural materials | Outdoor Learning <ul style="list-style-type: none"> Story Stimulus-Chose a story linked to the outdoor environment children to have the opportunity explore aspects of the story outside, children to use the natural found objects to sequence and develop the story. | Outdoor Learning — Mud <ul style="list-style-type: none"> Paint with mud and leave the muddy concoction to dry Make a mud kitchen Splash in muddy puddles Act out a muddy story Mud sculptures and clay | Outdoor Learning – Loose parts- <ul style="list-style-type: none"> Using a variety of natural loose part explore theses in all area’s of the outdoor environment including, sand trays and woodland. Planning should reflect children schema and develop the learning from the year. |

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| Cooking | Kitchen Safety (mixing and pouring focus) <ul style="list-style-type: none"> Transitioning to kitchen with visual supports. Following early cooking routines e.g. washing hands. Collecting and carrying 'things I need' for cooking. | Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. Follow a recipes written instructions. | Cooking (knife skills) Focus – <ul style="list-style-type: none"> Chopping different textures. Using a saw action. Tearing/ripping | Cooking (mixing and Combining) Focus - <ul style="list-style-type: none"> Combining textures to create something new. Commenting on actions Mixing using a range of spoons and utensils. | Cooking Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. Follow a recipes written instructions. | General Skills Focus – <ul style="list-style-type: none"> Use a range of utensils for their intended purpose. Slice, mix, pour, cutters, pressure, mash, blend etc. |
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Learning Literacy skills


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| Learning to read including my sounds. (Phonics) | <ul style="list-style-type: none"> Children's reading curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's _____. Decoding – phonics, HFWs _____ Each term children will work on a different element of comprehension listed below. | | | | | |
| | Sequencing. -Arranging events into the beginning, middle and end. -Organising information and ideas in an effective manner. | Generating and Asking Questions. -Making predictions about what happens next. Asking questions to know and find out more about what they have read. | Decoding Information - Interpreting meaning of text. Reading text, processing and understanding it's meaning | Retelling. -Orally reconstructing a story. -Performing aspects of a text-taking on character roles. -Identifying main points and events. | Summarizing. -Identifying the key points within a text and understanding its overall meaning. - Answering questions such as 'Who, what, where, when, why, how and so what? | Visualisation. - Remembering key information and concepts. - Using senses. - Drawing images in response to text. |

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| Learning to Write (formal) | <ul style="list-style-type: none"> Children's writing curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's vocabulary, composition skills, grammar, punctuation, phonics, spelling and handwriting and all the essential perquisite skills. Stimuluses, provision, and tasks will be predominantly linked to the classes focus text. Each term children will work towards producing a different genre of writing listed below. | | | | | |
| | Story mapping. - Ascribing meaning to a range of marks. - Generating ideas from a stimulus. - Sequencing key events in familiar stories. | Captions. - Use of vocabulary inked to familiar stories. - Ascribing meaning to props and pictures. | Recipes and Instructions. - Sequencing pictures, symbols, and words. - Including of verbs in my writing. - Reading what I have produced. | Character descriptions. - Use of descriptive language influenced by books. - Use of adjectives. | Recounts of past events. - Ordinal language. - Retelling events in sequence. - Consideration of writing's tense. | Poetry. - Developing creativity in my writing. - Awareness of rhyme and alliteration. - Reading and allowed and performing my own work. |

Learning Reasoning Skills (Numeracy)

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| Number | <ul style="list-style-type: none"> Coverage of counting and properties of number for all children throughout the term will be personalised and sequential ensuring children are challenged appropriately. This will typically include; counting, reading and writing numbers, matching and making up quantities, early addition and subtraction beginning with the use of pictorial and concrete prompts. Stimuluses, provision, and tasks where possible will be linked to the topic. |
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| Concept | Mathematical Concept: Sequencing and Time. Roots: Following/imitating Photos/symbols of familiar activities- beginning to sequence activities. Branches: sequencing the school day/symbols/words and pictures. | Mathematical Concept: Categorising and sorting/Data handling. Roots – to make choices using preferred method of communication and | Mathematical Concept: Size and Mass Roots: To connect objects to make patterns/ representations Branches: To show an increased awareness of | Mathematical Concept: Money. Roots: To make requests for a range of items – develop understanding of 'more' and 'less'! - exchange for objects Branches: Money- Recognise coins, exchange for items, match | Mathematical Concept: Shape and Pattern Roots – to complete functional actions whilst exploring objects – imitate actions/ a sequence of actions. | Mathematical Concept: Capacity /data handling Roots – To investigate different techniques to fill and empty containers – filling using different techniques Branches To investigate capacity and communicate/ record results. |
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| | Time: Awareness of time through familiar signs/symbols/words, including days of the week, important times of the day (e.g., home time or dinner), First/Next Routine. | explore/investigate collections of objects. Branches To categorise in a range of real-life situations. and record results | objects properties, including size – measure using standard and non-standard units. | coins to amounts, count out 1ps to exchange e.g., 7p, drawn representations of coins, beginning to add different coins, use subtraction to give change. | Branches: To recognise and label features of shapes. | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Oasis Academy Long Cross Resource Base Curriculum UPKS2  Cycle 1 | Look in the Mirror, How have I Changed? History & PSED | How do the colours change around me? RE & Festivals | What do I need to pack for my journey? Journeys Geography & PE | Is it the same, or is it different? Outdoor Environment Reasoning | Where would we like to live? Habitats Science & DT | What do I wear when it's raining? Materials and their properties What's next for me? Transition |
| | Termly Celebrations | | <i>Diwali Christmas Chanukah</i> | <i>Chinese New Year</i> | <i>Easter/Autism Awareness/Holi Festival/Ramadan</i> | <i>Eid</i> |
| Focused Texts | <i>I am Enough - Grace Byers So Much- Trish Cooke Guess How Much I love You- Sam McBratney All are Welcome- Alexandra Penfold</i> | | <i>Lost and found - Oliver Jeffers The River – Tom Percival</i> | | | <i>Rain- Sam Usher Lubna and the Pebble- Wendy Meddour All Sorts- Pippa Goodhart and Emily Rand The Secret Sky Garden-Linda Lila and the Secret Rain- David Conway and Jude Daly Rhythm of the Rain- Grahame Baker- Smith</i> |
| Term Intro Event | <i>All children's photos LARGE SCALE – outside together. Mirrors – Mirror trays – dressing up – mark making on my photos and mirrors.</i> | <i>'Colour run' type event. Powder paint, white t shirts – top field (weather dependent)</i> | <i>Pack a bag/box for picnic on the top field – what do we need... Coats shoes boots Make sandwiches/pack food to take</i> | <i>'Opposites' activities – Warm/cold Full/empty Big/small Loud/quiet Fast slow.</i> | <i>Large scale focus on enclosure activities – Tents Covered areas Dens etc.</i> | <i>Big water event in the play ground</i> |
| Stimulus/ Educational Visit | <i>FAMILY HOUR Choosing a visit- Children to choose a local visit from a choice. E.g. farm, KW or LIDL Invite FAMILIES into classes.</i> | <i>Christmas Production Spud and Sparkle</i> | <i>Local visit to Lidl Local visit to Ridingleaze Post office 'Shopping lists, what do I need to go where?'</i> | <i>Leigh Woods Westonbirt Arboretum Kings Weston</i> | <i>Bug-Fest/bugs n stuff (bug visit company) Kings Weston - To hunt for bugs in the woods.</i> | <i>Visit to the beach Clevedon/Weston/Sandbay/Cotswold Water Park. Swimming Wild Place Slim Bridge</i> |
| Learning to communicate <i>(Communication and Language including Pathway Plan, SALT Targets)</i> | Requesting/ Choice Making: <ul style="list-style-type: none"> - "more"/ "finished"/ "help" - Nouns. - One/ two-word requests. - Sentence Requests. - Requesting may include requesting a preferred individual, activity, food/drink or need. | Commenting: <ul style="list-style-type: none"> - Using verbs. - Commenting on a familiar story. - Commenting on motivating activities i.e. "blow bubbles" - Commenting on the world/ here and now i.e. "wow" and "big". | Describing: <ul style="list-style-type: none"> - Using numerals and colours when requesting/ commenting. - Adjectives - Describing includes labelling things we see or explaining objects, wants, desires, and more. - Uses words to describe qualities of objects such as "short." | Asking and Answering Questions <ul style="list-style-type: none"> - . Asking questions includes the "5 Ws:" who, what, where, when, and why, along with "How...," "Can...," "Do...," "Are you...," yes/no, and more. - Sharing of thoughts and ideas | ICW and prepositions: <ul style="list-style-type: none"> - Follow/describe/give prepositions and exploring the positions of objects. - Follow/describe/give information carrying words effectively at an appropriate level. | Conversational Language: <ul style="list-style-type: none"> - 2-way communication - Maintaining interactions - Initiating interactions - Interacting with peers - To give directions to others |

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| <p>Learning to use our bodies (Gross and Fine Motor including Mark-making)</p> <p>Swimming: All children will have an opportunity to access swimming sessions as part of the legal requirement of physical education provision.</p> | <p>Gross Motor: Rugby</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Dance/Gymnastics (SARAH'S STRUCTURE) – Next Year Groups??</p> <ul style="list-style-type: none"> - Physical narratives (“Bear Hunt”). - Thematic explorations (the jungle, under the sea). - Seated dance routines (Wake ‘n’ Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. - Represent emotions through expression/body language. - Role-play and recreate through movement (animals). - Offering own movements, actions and “dance moves”. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Boccia/Target Games</p> <ul style="list-style-type: none"> - Exploring sensory objects – bean bags, fluff balls, quoits. - Releasing, working towards throwing. - Sending objects towards fixed point – target. - Cause and effect of hitting target (skittles) - Communicate, aim and send to own chosen target. - Assess and evaluate accuracy of own shot, accuracy, comparison to others. - Begin to identify winners. - Turn-taking as individuals and in a team. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Basketball</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Tennis</p> <ul style="list-style-type: none"> - Sharing balls/objects across a circle, within a group. - Developing reflex response to moving balls/objects. - Sending balls/objects over obstacles/barriers. - Developing reflex response to returning balls/objects. - Combine sending/receiving to create extended rallies. - Explore and apply emerging points/scoring systems. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Football</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> |
| <p>Learning to be safe and stay safe</p> | <p>Who am I becoming?</p> <ul style="list-style-type: none"> - Navigating emotions i.e. worry, disappointment. - What do I like and dislike? - What are my hopes for the year. | <p>Internet Safety</p> <ul style="list-style-type: none"> - How do I access the internet safely? - How do I communicate with others online? - | <p>Environmental Safety.</p> <ul style="list-style-type: none"> - Road safety- responding to rules/signs to keep us safe. - Awareness of stranger danger. - Knowing who can help us within the community. | <p>Relationships.</p> <ul style="list-style-type: none"> - Conflict Resolution between friends- using positive problem solving techniques. - Appropriate physical touch- what I like/dislike. - Who do I trust? | <p>Healthy Lifestyle- Diet & Nutrition</p> <ul style="list-style-type: none"> - What constitutes a healthy meal? - What do I need to do to keep my body healthy? - Helping myself when I am feeling poorly. | <p>Coping with Change-</p> <ul style="list-style-type: none"> - Recognising body changes from young to old. - Respecting your body and understanding which parts are private. - Confident to say what I like and don't like, including asking for help. |
| <p>Learning to Explore the World</p> | | | | | | |
| <p>Music</p> | <p>Music- Exploring and Playing</p> <ul style="list-style-type: none"> • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song.</p> | <p>Music-Vocalising and Singing</p> <ul style="list-style-type: none"> • Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. • Sings and chants with and to others. • Reproduces songs in individual ways. • Imitate an adults sounds | <p>Music- Moving and dancing</p> <ul style="list-style-type: none"> • Moves whilst listening to music and can often feel and move to the pulse. • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to | <p>Music- Exploring and Playing</p> <ul style="list-style-type: none"> • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. <p>Taps rhythms to accompany words, eg tapping the syllables of</p> | <p>Music- Moving and dancing</p> <ul style="list-style-type: none"> • Moves whilst listening to music and can often feel and move to the pulse. • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to | <p>Music-Vocalising and Singing</p> <ul style="list-style-type: none"> • Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. • Sings and chants with and to others. • Reproduces songs in individual ways. • Imitate an adults sounds |

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| | | | play the trumpet, piano, guitar | names/objects/ animals/lyrics of a song. | play the trumpet, piano, guitar | |
| Science | Human Body – <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Changing States – <ul style="list-style-type: none"> Changing colours Solids/Liquids/Gases | Weather/Seasons – <ul style="list-style-type: none"> Cold/hot Times of year | Animals – <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Begin to sort animals by more complex features including habitat, type, number of legs etc. Begin to order and sequence a small variety of food chains and life cycles. | Plants – <ul style="list-style-type: none"> Label plants, parts of a plant. | Everyday Materials – <ul style="list-style-type: none"> Categorising materials- including descriptive categorising (Shiny, smooth) Matching objects to its purpose |
| Creative (Art and Design & DT) | Drawing – <ul style="list-style-type: none"> Representational drawings of their favourite place. Exploring shapes, linear and curved lines. Using ‘shading’. Exploring the use of different stroke marks to achieve a desired effect. | Painting – <ul style="list-style-type: none"> Creating Representations making own selections of paint. Creating observational drawings Selecting different paintbrushes to create textures. | Design and Make – <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through preferred mode of communication, drawing, templates, mock-ups and, where appropriate, information and communication technology. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | Photography – <ul style="list-style-type: none"> Notice photos and videos of myself and those familiar to me. Notice live images looking to an iPad ‘selfie’ camera or cast onto the whiteboard. Use my iPad to take photos of the world around me, showing interest in particular objects/activities. To use mark making tools over photos I have taken. Use a digital camera to explore my environment. | Sculpture – <ul style="list-style-type: none"> Representations of different homes using a range of malleable materials. To consider colour and texture effects to create realistic representations of various homes. | Textiles – <ul style="list-style-type: none"> Sticking fabric together Making simple weaving Sewing Collage Wrapping Joining techniques |
| Outdoor Learning | Outdoor Learning – Safety and Routines and structures- <ul style="list-style-type: none"> Safety and Routines and structures- •Base camp •Safety walks •Starting and finishing routines •Staying in the woodland •Outdoor Art – Traced Bodies- tracing bodies with sticks | Natural painting – <ul style="list-style-type: none"> Creating paint using natural resources. Creating observational drawings of outdoor environment i.e. leaves, | Orienteering – <ul style="list-style-type: none"> Following maps, recognition of symbols. Navigating across a wider environment. Collaborating as a team to achieve a shared goal. | Habitats – Story Hook - Welcome Home, Bear by Il Sung Na <ul style="list-style-type: none"> Visit and explore different habitats around us e.g. forest (kingsweston), beach (Severn beach) etc. Sort animals based on their habitats. Describe features of habitats e.g. cold, wet, dry. | Collecting and recording – <ul style="list-style-type: none"> Data collection in the outdoor area. Tallying insects in the outdoor environment. Building outdoor pictures by collecting objects. | Den building – <ul style="list-style-type: none"> Making structures using outdoor foliage. Collaborating together as a team to design and build a structure. Using tools in a functional and safe manner. |
| Cooking (DT) | Kitchen Safety (mixing and pouring focus) <ul style="list-style-type: none"> Transitioning to kitchen with visual supports. Following early cooking routines e.g. washing hands. Collecting and carrying ‘things I need’ for cooking. | Cooking Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. | Communication Focus– <ul style="list-style-type: none"> Requesting preferred ingredients from a limited choice. Commenting on actions Sequencing steps of a cooking process | Weighing/Reasoning Focus – <ul style="list-style-type: none"> Pouring pre-weighed/measured ingredients. Using the correct amount of scoops e.g. ‘3 spoons of flour’ Using scales effectively for different cooking materials. | Cooking Sequencing/Reasoning Focus – <ul style="list-style-type: none"> Imitate a functional actions with/without a utensil. Follow/build a sequence of up to 3 actions. | General Skills Focus – <ul style="list-style-type: none"> Use a range of utensils for their intended purpose. Slice, mix, pour, cutters, pressure, mash, blend etc. |

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| Learning Literacy skills | | | | | | | |
| Learning to read including my sounds. (Phonics) | <ul style="list-style-type: none"> Children's reading curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's _____. Decoding – phonics, HFWs _____ Each term children will work on a different element of comprehension listed below. | | | | | | |
| | Sequencing. -Arranging events into the beginning, middle and end. -Organising information and ideas in an effective manner. | Generating and Asking Questions. -Making predictions about what happens next. Asking questions to know and find out more about what they have read. | Decoding Information - Interpreting meaning of text. Reading text, processing and understanding it's meaning | Retelling. -Orally reconstructing a story. -Performing aspects of a text-taking on character roles. -Identifying main points and events. | Summarizing. -Identifying the key points within a text and understanding its overall meaning. - Answering questions such as 'Who, what, where, when, why, how and so what? | Visualisation. - Remembering key information and concepts. - Using senses. - Drawing images in response to text. | |
| Learning to Write (formal) | <ul style="list-style-type: none"> Children's writing curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's vocabulary, composition skills, grammar, punctuation, phonics, spelling and handwriting and all the essential perquisite skills. Stimuluses, provision, and tasks will be predominantly linked to the classes focus text. Each term children will work towards producing a different genre of writing listed below. | | | | | | |
| | Story mapping. - Ascribing meaning to a range of marks. - Generating ideas from a stimulus. Sequencing key events in familiar stories. | Captions. - Use of vocabulary linked to familiar stories. Ascribing meaning to props and pictures. | Recipes and Instructions. - Sequencing pictures, symbols, and words. - Including of verbs in my writing. Reading what I have produced. | Character descriptions. - Use of descriptive language influenced by books. Use of adjectives. | Recounts of past events. - Ordinal language. - Retelling events in sequence. Consideration of writing's tense. | Poetry. - Developing creativity in my writing. - Awareness of rhyme and alliteration. - Reading and allowed and performing my own work. | |
| Learning Reasoning Skills (Numeracy) | | | | | | | |
| Number | <ul style="list-style-type: none"> Coverage of counting and properties of number for all children throughout the term will be personalised and sequential ensuring children are challenged appropriately. This will typically include; counting, reading and writing numbers, matching and making up quantities, early addition and subtraction beginning with the use of pictorial and concrete prompts. Stimuluses, provision, and tasks where possible will be linked to the topic. | | | | | | |
| Concept | Sequencing and Time. Roots: Following/imitating Photos and symbols of familiar activities. Beginning to Sequence familiar activities. Branches: sequencing the school day/symbols/words and pictures. Time: Awareness of time through familiar signs/symbols/words, including days of the week, important times of the day (e.g., home time or dinner.) | Categorising and Sorting/ Data handling. Roots – to make choices using preferred method of communication and explore/investigate collections of objects. Branches To categorise in a range of real-life situations. and record results | Shape and Pattern Roots – to complete functional actions whilst exploring objects. Functional actions – imitate actions using objects – sequence of actions. Branches: To recognise and label features of shapes. | Size and Mass Roots: To connect objects to make patterns/ representations. Branches: To show an increased awareness of objects properties, including size and Mass – measure using standard and non-standard units. | Money Roots: To make requests for a range of items – develop understanding of 'more' and 'less'! - exchanging for objects Branches: Money- Recognise coins, exchange for items, match coins to amounts | Capacity Roots – To investigate different techniques to fill and empty containers – filling using different techniques. Branches To investigate capacity and communicate/ record results. | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p>Oasis Academy Long Cross Resource Base Curriculum UPKS2</p>  <p>Cycle 2</p> | <p>Where's my favourite place to go?</p> <p>History & PSED</p> | <p>What do my friends celebrate at home?</p> <p>RE</p> | <p>Can we Design and Build it?</p> <p>Geography and DT</p> | <p>How do I bake a cake?</p> <p>Reasoning DT</p> | <p>How can I map a journey?</p> <p>Geography & DT</p> | <p>How do I know what it's made from?</p> <p>Materials and their properties</p> |
| | | | | | | <p>What's next for me?</p> <p>Transition</p> |
| Termly Celebrations | | <p><i>Diwali</i> <i>Christmas</i> <i>Chanukah</i></p> | <p><i>Chinese New Year</i></p> | <p><i>Easter</i> <i>Ramadan</i> <i>Holi Festival</i></p> | <p><i>Eid</i></p> | |
| Focused Texts | <p><i>"Oh The Places You'll Go"- Dr Suess</i> <i>"The Wonderous Road Ahead"-Julia Gray</i> <i>"Hector's Favourite Place"- Jo Rooks</i> <i>"The Boy Who Sailed The World"- Julia Green</i></p> | <p><i>"Welcome To Our World"- Moira Butterfield</i> <i>"Welcome To Our Table"- by Laura Mucha, Ed Smith</i> <i>"We All Celebrate"- by Chitra Soundar & Jenny Bloomfield</i> <i>"Let's Celebrate! Special Days Around the World"- by Kate DePalma & Martina Peluso</i></p> | <p><i>"How Was That Built?: The Stories Behind Awesome Structures"- by Roma Agrawal</i> <i>Rosa's Big Boat Experiment - Jessica Spanyol</i> <i>Everything You Need for a Treehouse - Carter Higgins & Emily Hughes</i> <i>Building a Home - Polly Faber & Klas Fahlén</i></p> | <p><i>Welcome to our table. A celebration of what children eat everywhere? – Laura Mucha</i> <i>The world in my kitchen by - Sally Brown</i> <i>Experiment with kitchen science – Nick Arnold</i> <i>Kalamata's Kitchen – Sarah Thomas</i> <i>Adventures of the dish and spoon.- Mini Grey</i></p> | <p><i>"Martha Maps It Out"- by Leigh Hodgkinson</i> <i>Yasmin the Explorer – Saadia Faruqi</i> <i>I wonder where I am? - Shinsuke Yoshitake</i> <i>Maps: From Anna to Zane – Vivian French</i> <i>As the Crow Flies: A First Book of Maps – Gail Cartman</i></p> | <p><i>What's it made from? – Bobbie Kalman</i> <i>What is it Made Of? – Annette Smith</i> <i>What Is It Made Of? - Amy S. Hansen</i> <i>Solid, Liquid or Gas? - Jane Lacey & Sernur Isik</i> <i>Rosa's Big Boat Experiment - Jessica Spanyol</i> <i>Everything You Need for a Treehouse - Carter Higgins & Emily Hughes</i> <i>The Three Little Wolves And The Big Bad Pig- Eugene Trivizas & Helen Oxenbury</i></p> |
| Term Intro Event | <p><i>All children's photos LARGE SCALE – outside together. Photos of children's favourite places (sent by parents). Large scale and provision to match those places e.g. swimming pool = paddling pool</i></p> <p><i>(FURTHER IDEAS WELCOME)</i></p> | <p><i>'Colour run' type event. Powder paint, white t shirts – top field (weather dependent)</i></p> <p><i>Schema afternoons shared between UPKS2 classes e.g. celebration buckets and shared provision.</i></p> | <p><i>Construction setup in hall Children's Scrap Store.</i></p> | <p><i>Large scale cooking and bakery afternoon.</i></p> <p><i>Class set up as a bakery/market different breads and cakes to choose and taste.</i></p> <p><i>Other class set up with cooking activities: what do we need? Flour, sugar etc. Simple recipes to follow and explore sensory.</i></p> | <p><i>Follow ordinance map around the school to different points. Stop and explore where appropriate.</i></p> <p><i>Some children to use photo cues to explore Resource Base.</i></p> | <p><i>Big water event in the play ground</i></p> |
| Stimulus/ Educational Visit | <p><i>FAMILY HOUR</i> <i>Choosing a visit- Children to choose a local visit from a choice. E.g. farm, KW or LIDL</i> <i>Invite FAMILIES into classes.</i></p> | <p><i>Spud and Sparkle Christmas Production</i></p> | <p><i>Diggerland (ambitious)</i> <i>We the curious? (@Bristol)</i></p> | <p><i>Local visit to Lidl</i> <i>Local visit to Ridingleaze Post office</i> <i>'Shopping lists, what do I need to go where?'</i></p> | <p><i>Severn Beach Estuary</i> <i>Redland park</i> <i>'How are we going to get there?'</i></p> | <p><i>Visit to the beach Clevedon/Weston/Sandbay/Cotswold Water Park.</i> <i>Swimming</i> <i>Wild Place</i> <i>Slim Bridge</i></p> |
| Learning to communicate | <p>Requesting/ Choice Making:</p> <ul style="list-style-type: none"> - "more"/ "finished"/ "help" - Nouns. - One/ two-word requests. | <p>Commenting:</p> <ul style="list-style-type: none"> - Using verbs. - Commenting on a familiar story. | <p>Describing:</p> <ul style="list-style-type: none"> - Using numerals and colours when requesting/ commenting. | <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> - . Asking questions includes the "5 Ws:" who, what, where, when, and why, along | <p>ICW and prepositions:</p> <ul style="list-style-type: none"> - Follow/describe/give prepositions and exploring the positions of objects. | <p>Conversational Language:</p> <ul style="list-style-type: none"> - 2-way communication - Maintaining interactions - Initiating interactions |

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| <p>(Communication and Language including Pathway Plan, SALT Targets)</p> | <ul style="list-style-type: none"> - Sentence Requests. - Requesting may include requesting a preferred individual, activity, food/drink or need. | <ul style="list-style-type: none"> - Commenting on motivating activities i.e. "blow bubbles" - Commenting on the world/ here and now i.e. "wow" and "big". | <ul style="list-style-type: none"> - Adjectives - Describing includes labelling things we see or explaining objects, wants, desires, and more. | <ul style="list-style-type: none"> with "How...," "Can...," "Do...," "Are you...," yes/no, and more. - Sharing of thoughts and ideas | <ul style="list-style-type: none"> - Follow/describe/give information carrying words effectively at an appropriate level. | <ul style="list-style-type: none"> - Interacting with peers - To give directions to others |
| <p>Learning to use our bodies (Gross and Fine Motor including Mark-making)</p> <p>Swimming: All children will have an opportunity to access swimming sessions as part of the legal requirement of physical education provision.</p> | <p>Gross Motor: Football</p> <ul style="list-style-type: none"> - Introducing and exploring a range of balls. - Sharing balls – emerging passing and receiving skills. - Travelling with balls – across space and to a fixed point. - Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets). - Sending and receiving balls to a peer, across space with accuracy. - Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses. - Developing team play towards a common objective. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Dance/Gymnastics (SARAH'S STRUCTURE) Next Year Groups??</p> <ul style="list-style-type: none"> - Body levels, bodily awareness, simple application. - Blankets, cloths, ribbons, pillows, roll mats. - Mat work – personal space, islands, sharing space. - Seated dance routines (Wake 'n' Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. - Represent emotions through expression/body language. - Mat work – sharing with a partner, mirror, follow/lead. - Offering own movements, actions and "dance moves". <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Boccia/Target Games</p> <ul style="list-style-type: none"> - Exploring sensory objects – bean bags, fluff balls, quoits. - Releasing, working towards throwing. - Sending objects towards fixed point – target. - Cause and effect of hitting target (skittles) - Communicate, aim and send to own chosen target. - Assess and evaluate accuracy of own shot, accuracy, comparison to others. - Begin to identify winners. - Turn-taking as individuals and in a team. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Dance/Gymnastics (SARAH'S STRUCTURE) Next Year Groups??</p> <ul style="list-style-type: none"> - Body levels, bodily awareness, simple application. - Blankets, cloths, ribbons, pillows, roll mats. - Mat work – personal space, islands, sharing space. - Seated dance routines (Wake 'n' Shake) - Moving to contrasting tempo, levels and direction. - Identifying and using all body parts in movement. - Represent emotions through expression/body language. - Mat work – sharing with a partner, mirror, follow/lead. - Offering own movements, actions and "dance moves". <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: Cricket</p> <ul style="list-style-type: none"> - Sending, receiving and chasing objects into space. - Collecting activities (into central point). - Collecting identified objects (colour/object specific). - Negotiate a simple course (crease, bases). - Introducing multi-level actions (hit and run). - Consistent hand-eye-coordination (striking). - Begin to identify and send objects into space. <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> | <p>Gross Motor: EYFS/TEAM GAMES. Hide and Seek, Parachute, Hopscotch, Red/Green light, Tag, Stuck in the Mud, Musical chairs, duck duck goose.</p> <p>Apparatus session x1 per term. Apparatus focus in Sensory Gym.</p> |
| | <p>Fine: Dexterity Building hand eye coordination, using interlocking components, opening jars/bottles to retrieve desired object.</p> | <p>Fine Motor: Grip and Pressure Activating pressure operated toys, using button operated media e.g. blenders, squeezing bottles/shower gel, initial pencil grip (fist grip/palmer grip).</p> | <p>Fine Motor: Cutting Rip a range of textures using hands, manipulating scissors. Using easier textures e.g. straws, jelly cubes.</p> | <p>Fine Motor: Dexterity Isolating fingers confidently in motivating activities e.g. keyboard, prodding playdough. Using fastenings on clothing.</p> | <p>Fine Motor: Grip and Pressure To apply pressure to media purposefully e.g. icing tubes/piping bags. Using a pump for balloons etc.</p> | <p>Fine Motor: Cutting To use a cutting implement functionally showing control. Using scissors to follow a line/cut out a shape.</p> |
| <p>Learning to be safe and stay safe</p> | <p>Who am I becoming? -Navigating emotions i.e. worry, disappointment. -What do I like and dislike? - What are my hopes for the year</p> | <p>Relationships. -Conflict Resolution between friends- using positive problem solving techniques. -Appropriate physical touch- what I like/dislike. - Who do I trust?</p> | <p>Internet Safety -How do I access the internet safely? -How do I communicate with others online?</p> | <p>Healthy Lifestyle- Diet & Nutrition -What constitutes a healthy meal? -What do I need to do to keep my body healthy? -Helping myself when I am feeling poorly.</p> | <p>Environmental Safety. -Road safety- responding to rules/signs to keep us safe. -Awareness of stranger danger. Knowing who can help us within the community.</p> | <p>Coping with Change- -Recognising body changes from young to old. -Respecting your body and understanding which parts are private. -Confident to say what I like and don't like, including asking for help.</p> |
| <p>Learning to Explore the World</p> | | | | | | |
| <p>Music</p> | <p>Music- Exploring and Playing</p> <ul style="list-style-type: none"> • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, eg tapping the | <p>Music-Vocalising and Singing</p> <ul style="list-style-type: none"> • Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. • Sings and chants with and to others. • Reproduces songs in individual ways. • Imitate an adults sounds | <p>Music- Exploring and Playing</p> <ul style="list-style-type: none"> • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, eg tapping the | <p>Music- Moving and dancing</p> <ul style="list-style-type: none"> • Moves whilst listening to music and can often feel and move to the pulse. • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg | <p>Music-Vocalising and Singing</p> <ul style="list-style-type: none"> • Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. • Sings and chants with and to others. • Reproduces songs in individual ways. • Imitate an adults sounds | <p>Music- Moving and dancing</p> <ul style="list-style-type: none"> • Moves whilst listening to music and can often feel and move to the pulse. • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar |

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| Science | Weather/Seasons – <ul style="list-style-type: none"> Cold/hot Times of year | Human Body – Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Environmental– Looking after our world To recognise key features of a healthy environment and identify simple actions to help care for it. | Changing States – <ul style="list-style-type: none"> Changing colours Solids/Liquids/Gases | Plants – Label plants, parts of a plant. | Everyday Materials – <ul style="list-style-type: none"> Categorising materials- including descriptive categorising (Shiny, smooth) Matching objects to its purpose |
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| Learning to Write (formal) | <ul style="list-style-type: none"> Children's writing curriculum will be highly personalised and sequential ensuring all children are challenged appropriately. This will involve developing children's vocabulary, composition skills, grammar, punctuation, phonics, spelling and handwriting and all the essential perquisite skills. Stimuluses, provision, and tasks will be predominantly linked to the classes focus text. Each term children will work towards producing a different genre of writing listed below. | | | | | |
| | Story mapping. - Ascribing meaning to a range of marks. - Generating ideas from a stimulus. Sequencing key events in familiar stories. | Captions. - Use of vocabulary inked to familiar stories. Ascribing meaning to props and pictures. | Recipes and Instructions. - Sequencing pictures, symbols, and words. - Including of verbs in my writing. Reading what I have produced. | Character descriptions. - Use of descriptive language influenced by books. Use of adjectives. | Recounts of past events. - Ordinal language. - Retelling events in sequence. Consideration of writing's tense. | Poetry. - Developing creativity in my writing. - Awareness of rhyme and alliteration. - Reading and allowed and performing my own work. |
| Learning Reasoning Skills (Numeracy) | | | | | | |
| Number | <ul style="list-style-type: none"> Coverage of counting and properties of number for all children throughout the term will be personalised and sequential ensuring children are challenged appropriately. This will typically include; counting, reading and writing numbers, matching and making up quantities, early addition and subtraction beginning with the use of pictorial and concrete prompts. Stimuluses, provision, and tasks where possible will be linked to the topic. | | | | | |
| Concept | Mathematical Concept: Sequencing and Time. Roots: Following/imitating Photos/symbols of familiar activities- beginning to sequence activities. Branches: sequencing the school day/symbols/words and pictures. Time: Awareness of time through familiar signs/symbols/words, including days of the week, important times of the day (e.g., home time or dinner), First/Next Routine. | Shape and Pattern Roots – to complete functional actions whilst exploring objects. Functional actions – imitate actions using objects – sequence of actions. Branches: To recognise and label features of shapes. | Mathematical Concept Capacity Roots – To investigate different techniques to fill and empty containers – filling using different techniques. Branches To investigate capacity and communicate/ record results. | Mathematical Concept: Size and Mass Roots: To connect objects to make patterns/ representations Branches: To show an increased awareness of objects properties, including size – measure using standard and non-standard units. | Mathematical Concept: Money. Roots: To make requests for a range of items – develop understanding of 'more' and 'less'! - exchange for objects Branches: Money- Recognise coins, exchange for items, match coins to amounts, count out 1ps to exchange e.g., 7p, drawn representations of coins, beginning to add different coins, use subtraction to give change. | Categorising and Sorting/ Data handling. Roots – to make choices using preferred method of communication and explore/investigate collections of objects. Branches To categorise in a range of real-life situations. and record results |