

	Finding Things Out					Communicating My Ideas	Design and Create		Understanding my World			My Wellbeing
Reaching Higher	Maths	Science	Computing	Literacy	Drama	Music	Art	DT	Humanities	Citizenship	PSHE	PE

Building On	<p><u>Finding Things Out</u></p> <p>Counting and properties of number</p> <p>Pupils should have opportunities to; Join in with number songs - counting, body percussion clapping... copy actions or follow a simple sequence.</p> <p>Count to find a quantity.</p> <p>Recognise confidently one, two and three in different representations.</p> <p>Recognise numerals with growing confidence.</p> <p>Begin to use ordinal numbers.</p> <p>Begin to record numbers</p> <p>Explore more and less.</p>	<p>Measure</p> <p>Group and classify objects according to size.</p> <p>Explore objects, position and relationships, stacking, building etc.</p> <p>Become familiar with the names of common 2D and 3D shapes.</p> <p>Explore capacity understanding the concept of full and empty.</p> <p>Explore measurement; tall, short, long</p> <p>Explore weight and mass exploring heavy and light</p> <p>Explore coin recognition and know that coins have different values.</p> <p>Geometry</p> <p>Begin to understand position and the relationship between objects</p>	<p>Exploration</p> <p>Explore movement through pushing and pulling.</p> <p>Remember responses and apply generalised knowledge in similar situations.</p> <p>With support make simple observations.</p> <p>Communicate awareness of change in light sound or movement.</p> <p>Show interest in living things, handling, observing or commenting.</p> <p>To explore images and videos, through different medias.</p> <p>To develop knowledge of and interact with technology of various forms.</p> <p>Begin to explore different technology formats through different modes.</p> <p>Explore with senses.</p>	<p>Problem solving</p> <p>Demonstrate understanding of object permanence, recall what has been seen or heard.</p> <p>Show awareness of similarities and differences, notice change, e.g. position, shape or number</p> <p>Follow models and join in familiar activities, anticipate what to do or what is next with contextual cues.</p> <p>Explore objects and materials, experiment with physical changes. Show that simple actions produce predictable results.</p>	<p><u>Communicating My Ideas</u></p> <p>Developing consistent responses, making choices, requests and expressing opinions.</p> <p>Take control of environment, and opportunities</p> <p>To interact with a device/ program to purposefully cause a reaction.</p> <p>To use a program to create an individual piece of work.</p> <p>Be able to navigate/ manipulate the environment they are interacting with.</p>	<p>Reading and writing</p> <p>Reading:</p> <p>Explore a range of texts fiction, non-fiction poetry.</p> <p>Begin to relate story to own immediate experiences.</p> <p>Hold books and turn pages if appropriate</p> <p>Can point to or find specific word on request when accompanied by symbol and/or Makaton sign</p> <p>Writing:</p> <p>Forms some letters correctly from memory .</p> <p>Begins to own name with a capital letter (if appropriate).</p> <p>Grammar:</p> <p>Introduce speech punctuation in books etc (grammar)</p> <p>Develop an awareness of use/mark correct tense when communicating with AAC (Grammar)</p> <p>Begin to develop understanding of sentence Structure, with spaces, capitals and punctuation</p> <p>Speaking & Listening (Including use of AAC)</p> <p>Listen & respond</p> <p>Share opinion</p> <p>Request a turn</p> <p>Begin to initiate & respond to comments</p> <p>Listen in group context to others with growing independence</p> <p>Follow simple instructions with 2/3 key words</p> <p>Growing use of pronouns such as I, we etc.</p>	<p><u>Design & Create</u></p> <p>Explore materials and techniques.</p> <p>Be intentional in the ways in which they explore and use materials or objects.</p> <p>Begin to create systematically, repeating actions to get the same effect.</p> <p>Follow a model, try to imitate actions of others.</p> <p>Respond to the actions of others.</p> <p>Know and respond to start and stop and other simple creative instructions.</p> <p>Pretend play using props and tools in role play, know when they or others are in role.</p> <p>Pretend to be other people or animals, use props for alternative purposes.</p> <p>Respond to different options.</p> <p>Show preferences and make choices and begin to use these preferences when designing or creating.</p> <p>Show interest in an increasing range of activities, take part in familiar and routine activities.</p> <p>Build, shape and mould, exploring materials and limit.</p> <p>Seek to repeat and perhaps improve design.</p> <p>Make marks and actions intentionally.</p> <p>Develop awareness of their actions when using a programs.</p> <p>Explore devices that can capture and record information.</p> <p>To use various methods of accessible technology to allow them to create music</p>
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Building on	<p><u>Understanding My World</u></p> <p>To be aware of other uses of technology in their environment</p> <p>To use different access modes to cause a reaction with their environment.</p> <p>To take part in using technology to explore and experience environments.</p> <p>Know familiar places and people, including in the local community.</p> <p>Understand and describe different places/environments or habitats.</p> <p>Know where to go in our own environment for particular things and that particular places may have a particular purpose.</p> <p>Develop understanding about caring for our environment and living together in community</p> <p>Handle and explore artefacts, comment and classify, understand some are natural and others are man-made.</p> <p>To explore how technology is all around us and part of our everyday life</p> <p>To look how technology has changed through the years.</p>	<p><u>My Wellbeing</u></p> <p>To develop sense of self and our place in different groups, family, friends, school, community etc.</p> <p>Respond to others in the group, their views, opinions and needs.</p> <p>Cooperate in small groups.</p> <p>Show concern and be able to respond to the needs of others.</p> <p>Understand the changes that happen as we grow.</p> <p>Join in physical exercise</p> <p>Actively participate in PE and physiotherapy programmes</p> <p>Begin to take some responsibility for physical wellbeing</p> <p>Learning to deal with difficult emotions.</p> <p>Exploring and applying strategies to regulate mood and feelings.</p>
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Reaching Higher	Curriculum Skill Set Two					
	Number Explore, identify, read 0-20 Count in 1s, 2s, 5s Introduce 0-100 Identify one more and one less <20 Add & subtract one digit numbers from 10. Compare size/amount, estimate. Order numbers correctly and say next number in familiar sequence. Count out and count how many to 10 accurately and reliably. With support begin to do missing number problems.	Science Living Things: Identify living and non-living things Identify and classify plants and animals and their habitats Explore use of classification keys with support. Identify sources of food, including simple food chains. Observe and describe plant growth, explore requirements for plant life and growth, describe how habitats affect this. Explore the part played by flowers in plant life cycles. Understand that animals have offspring and basic needs for survival. Understand need for exercise, hygiene and eating healthy food. Understand animals have skeletons and muscles for movement and protection. Identify why materials are suited to different tasks. Describe basic needs for plants and impact of changing these. Describe if things are alive, dead or never lived	Computing To be able to use key words to identify computing objects/ programs. To explore technology that allow us to communicate. To be aware that you can store and organise information on the computer Demonstrate knowledge of the use of simple icons- print, back, delete, up and down Manipulate familiar programs using some methods of interacting with the user face e.g., mouse, touch screen, switches, eye gaze, keyboard Input information into a computer. Navigate and manipulate familiar websites To be able to navigate themselves through the computers program to open up programs Learn about accessing programs that will allow interaction with others- FaceTime, Skype. To be able to take image and video and view past images and erase them. To understand the influence of technology on modern and how we interact with it. Identify a range of digital objects we use in our day to day life To be able to be aware of needing to input information into a set location To be able to input/program information into a device/ program to make it move or react in a certain way. To be able to complete some simple sequencing, looking at	English Reading Read, with support, a wide range of literature - English literature, fiction, non-fiction, poetry, functional texts. Choosing and reading books independently for challenge interest and enjoyment. Decode words using phonetic strategies. To use a variety of clues to support reading- text, picture, initial sounds Retell familiar stories. Join in with predictable phrases Recite some rhymes and poems by memory. To identify and use a range of familiar verbs, nouns and adjectives. To confidently read HFWs and common exception words.	Drama & Music Music Develop the ambience of music in relation to cultural traditions. Developing knowledge, skills and understanding through the integration of performing, composing and listening. Learn about the varying styles of music groups’ play and reinforce the concept of rhythm. Identify pitch/ dynamics and timbre as elements of music.	Art & Design Art Context Students will learn about the history of art, craft, design and architecture from ancient times to the present day. They will learn about influential artists, designers and architects. Students will use a range of medium and techniques including drawing, painting and sculpture. Students may use sketchbooks to collect, record, review and evaluate ideas if appropriate. They will have the opportunity to improve their skills in a variety of different media and learn new techniques. They will evaluate their own work and the work of others.
	Geometry & Measurement Explore features of a clock. Awareness that certain events happen at certain times in the day. Awareness of simple/small units of time 1m, 5m, 10m, 30m, 1hr. Use appropriate time/ordering vocabulary. Make comparisons between objects, use appropriate comparative vocabulary. Addition and subtraction with money up to 20. Recognise & name common 3D and 2D shapes on request. Explore symmetry. Using a range of apparatus to measure weight. Compare capacity of containers. Use non-standard / standard units of measure to measure familiar objects. Identify coins and know their values. Use terminology of position & movement with growing confidence.	Materials Identify and group everyday materials thinking about their uses. Explore changing materials, squashing, bending, freezing melting. Relate changes of state to temperature. Describe states of matter and changes. Explore and describe soils and rocks. Describe in very simple terms how fossils are formed	E-Safety Develop awareness on what is safe to go on and not (safe surfing) Know that everything on the internet cannot be trusted. Be aware who they can speak to about something on the internet that they are concerned about. To learn that online is different than real life. To become aware of their actions and learn to anticipate actions.	Writing Application of growing vocabulary to writing. Use phonological awareness to attempt to write words. To begin spelling HFW with increasing accuracy. With support, sequence sentences to form short narratives Begin to write simple sentences Record ideas sentence by sentence To show awareness and understanding of basic grammar and punctuation. To write phrases, lists, letters and captions for a range of purposes.	Drama Developing listening and interaction skills Interaction within a group Participate in role play and performance improvising, rehearsing and performing play scripts and poetry in order to generate language, using role, intonation , tone volume mood, silence, stillness and action to add impact	Design & Technology Begin to explore design in domestic and local contexts (e.g. home, health, leisure and culture) Design in industrial contexts (engineering, manufacturing, construction, food energy, agriculture and fashion) Generate, develop, model and communicate ideas Select from and use a range of tools and materials Build and improve structures Explore and use mechanisms with support (e.g. levers, wheels) Recognise characteristics of familiar products. Discuss tools and materials that they are using. Develop awareness of food hygiene Develop awareness of how to use an oven, hob, microwave and kettle Make no-cook snacks such as sandwiches Hold/use knives etc safety with adult support and develop chopping and peeling skills. Know how to open cans and heat its contents (stirring and gentle heat)
	Problem Solving Copy/continue simple patterns Notice odd one out and describe why Begin to describe position and movement, including whole and half turns.	Forces and magnets Explore pushes and pulls and compare how things move on different surfaces. Explore magnetic forces and know magnets have two poles. Classify objects as magnetic and non-magnetic.		Spoken Language: Use of Standard English in a range of formal and informal contexts, including classroom discussion Giving short speeches and presentations, expressing own ideas and keeping to the point. Improvising, rehearsing and performing play scripts. Poetry in order to generate language, using role, intonation, tone volume mood, silence, stillness and action to add impact, or AAC system. Listen and respond appropriately Build vocabulary With support, begin to use the telephone to make enquiries etc.		
	Statistics Use tally to record Match/group/sort objects using hoops. Record data with bar chart, pictogram, simple Venn diagrams etc. Interpret simple tables & pictograms Collect information to solve simple problems	Working scientifically/Enquiry skills Explore the world and ask own questions about what they notice Begin to use simple scientific language Record simple data Use simple measurements and equipment to gather data (hand lenses and egg timers etc) Observe changes Use simple features to compare, group and classify Carry out simple comparative tests With help begin to notice patterns and relationships				
	Fractions Recognise & use 1/2 of a shape or quantity.					

Reaching Higher	<p>Humanities</p> <p>History</p> <p>Aware of changes in their living memory</p> <p>Aware of story behind key events e.g. Bonfire Night, Great Fire of London</p> <p>Put people, events and objects on a simple timeline.</p> <p>Begin to use words such as recently, decade and century.</p> <p>Identify differences between the ways of life in different times.</p> <p>Ask and answer questions about the past using simple sources of information including photographs, video, artefacts, visits etc.</p>	<p>Citizenship/PSHE/RSE</p> <p>Know what qualities make a good friend</p> <p>Developing a healthy, safer lifestyle, to maintain personal hygiene</p> <p>Know about staying healthy and clean, germs & how to reduce their spread</p> <p>To be aware of safety when using equipment</p> <p>Staying safe in school/home/outside</p> <p>People who help to keep us safe</p> <p>Understand elements of puberty in the context of self</p> <p>To know what parts of our body are private</p> <p>To recognise, name and deal with their feelings in a positive way</p> <p>Learning to manage different feelings, explore various tools to deal with difficult emotions.</p>	<p>PE</p> <p>Movement</p> <p>Developing and maintaining individual basic movement patterns</p> <p>Maintaining and developing muscle stretch through routine individual stretching activities</p> <p>Developing balance and weight bearing using walkers for example.</p> <p>Incorporating physiotherapy goals into PE sessions</p> <p>Participation in a small group with an adult supporting</p> <p>Music to engage in calm and high energy activities</p>	<p>Whole School Activities and celebrations</p> <p>Assemblies and collective worship</p> <p>Christmas Performance</p> <p>Easter celebration</p> <p>Multicultural awareness days</p>
	<p>Geography</p> <p>Identify seasonal weather patterns in UK</p> <p>Identify locations of hot & cold areas of the world</p> <p>Locate countries relevant to us in relation to UK/Europe map</p> <p>Describe local & familiar features using geographical vocabulary</p> <p>Use vocab such as points of compass, motorway, river etc.</p> <p>Record info on map or plan.</p> <p>Use maps or globes to find places.</p> <p>To use books and pictures to help them ask and respond to questions.</p> <p>Draw maps of real or imaginary places.</p> <p>Describe and compare places beyond own locality.</p> <p>Notice how places have changed.</p> <p>Observe and describe changes in different environments e.g. heavy rain.</p>		<p>Head control</p> <p>Body awareness of prone and supine</p> <p>Movements used to support stretching and body alignment</p>	
	<p>RE</p> <p>Understand different cultural/religious practices / celebrations</p> <p>Understand roles of familiar families and different kinds of families</p> <p>Describe some religious ideas from stories and some basic religious beliefs.</p> <p>Name some religious symbols and say what some religious words mean.</p> <p>Begin to describe messages and meanings that are expressed through some religious stories and symbols.</p>		<p>Maintaining postures</p> <p>To develop and sustain pupils’ ability to maintain postures, as directed by physiotherapists in pupils individual physical plans.</p> <p>Positioning programmes may include:</p> <p>Lying on their stomach (prone), lying on their back (supine), lying on their side, sitting in a chair, sitting on a flat surface/bench, sitting on the floor, kneeling standing in a standing frame.</p>	
			<p>Motor abilities</p> <p>To develop and sustain pupils’ motor abilities, as directed by physiotherapists and occupational therapists in pupils individual physical plans.</p> <p>Motor skills programmes may include developing pupils’ abilities to make and sustain movements in the following areas: head, arms, hands, legs, trunk etc.</p>	
			<p>Physical participation</p> <p>To participate actively in daily routines (dressing, undressing, personal, care, eating, drinking- if it is appropriate).</p> <p>To experience and become familiar with a range of settings in the school and local community.</p>	
			<p>Independence</p> <p>To develop and sustain movement to promote independence, as directed by physiotherapists and occupational therapists in pupils’ individual physical plans.</p> <p>Independent movement programmes may include: walking, moving between postures, using a walker, wheelchair mobility, floor mobility, hand and arm function.</p>	

Social and emotional wellbeing -PSHE safeguarding/British values/ RSE
Cognition and learning - Creative curriculum (DT /art/music/drama) Humanities (geography/history) Computing Science RE Maths Literacy
Communication
Physical wellbeing

NB The curriculum should be driven by the needs, ability and interests of the particular class that is being taught. Although broad themes should stay the same, some aspects of the curriculum will not be suitable for all