

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

Building On	<p><b><u>Finding Things Out</u></b> <b>Counting and properties of number</b> Pupils should have opportunities to; join in with number songs - counting, body percussion clapping... copy actions or follow a simple sequence. Count to find a quantity. Explore ‘one, two and three’. Explore more and less. Begin to recognise numerals. Begin to use ordinal numbers. Begin to record numbers if appropriate.</p>	<p><b>Measure</b> Group and classify objects according to size. Explore objects, position and relationships, stacking, building etc. Become familiar with some names of 2D and 3D shapes. Explore capacity and introduce the concept of full and empty. Explore measurement; tall, short, long Explore weight and mass exploring heavy and light Explore coin recognition</p> <p><b>Geometry</b> Begin to understand position and the relationship between objects for example ‘on’ or ‘under’.</p>	<p><b>Exploration</b> Explore movement through pushing and pulling. Remember responses and apply knowledge in similar situations. Communicate an awareness of change in light sound or movement. Show interest in living things, handling, observing or commenting. To explore images and videos, through different medias. To develop knowledge of and interact with technology of various forms. Begin to explore different technology formats through different modes. Explore with senses.</p>	<p><b>Problem solving</b> Demonstrate understanding of object permanence (an object continues to exist even if it cannot be seen or heard) and recall what has been seen or heard. Show awareness of similarities and differences, notice change, e.g. position, shape or number. Follow models and join in familiar activities, anticipate what to do or what is next with contextual cues. Explore objects and materials, experiment with physical changes. Show that simple actions produce predictable results.</p>	<p><b>Communicating my Ideas</b> Developing consistent responses, making choices, requests and expressing opinions. Take control of environment and opportunities. To interact with a device/ program to purposefully cause a reaction. With support, to use a program to create a piece of work. Be able to navigate/ manipulate the environment they are interacting with.</p>	<p><b><u>Reading and writing</u></b> <b>Reading:</b> Show engagement and anticipation during familiar stories/songs Holds books and turn pages if appropriate</p> <p><b>Speaking &amp; Listening (Including use of AAC)</b> Listen &amp; respond. Request a turn With support, begin to Initiate &amp; respond to comments Listen in a group context with a growing independence Begin to follow instructions with 2/3 key words Begin to use symbol pronouns such as ‘I’ when supported.</p>	<p><b><u>Design &amp; Create</u></b> Explore materials and techniques. Be intentional in the ways in which they explore and use materials or objects. Begin to create systematically, repeating actions to get the same effect. Respond to the actions of others. Know and respond to start and stop and other simple creative instructions. Pretend play using props and tools in role play, know when they or others are in role. Pretend to be other people or animals, use props for alternative purposes expressively. Respond to different options. Show preferences and make choices and begin to use these preferences when designing or creating Show interest in an increasing range of activities, take part in familiar and routine activities. Build, shape and mould, exploring materials and limits. Make marks and actions intentionally. Develop awareness of their actions when using a program. Explore devices that can capture and record information. To use various methods of accessible technology to allow them to create music</p>
	<p><b><u>Understanding My World</u></b> To be aware of uses of technology in their environment To use different access modes to cause a reaction with their environment. To take part in using technology to explore and experience environments. Know familiar places and people, including in the local community. Understand and describe different places/environments or habitats. Know where to go in our own environment for particular things and that particular places may have a particular purpose. Develop understanding about caring for our environment and living together in community. Handle and explore artefacts, comment and classify, understand some are natural and others are made. To explore how technology is all around us and part of our everyday life. To begin to look how technology has changed through the years.</p>	<p><b><u>My Wellbeing</u></b> To develop sense of self and our place in different groups, family, friends, school, community etc. Respond to others in the group, their views, opinions and needs. With support cooperate in small groups. Show concern and be able to respond to the needs of others. Understand and identify some of the changes that happen as we grow. Join in physical exercise at own level. Actively participate in PE and physiotherapy programmes. Begin to learn to recognise and deal with difficult emotions. Exploring and applying strategies to regulate mood and feelings.</p>					

Curriculum skills set one

Reaching Higher	<p><b>Maths</b></p> <p><b>Number &amp; Calculation</b> Explore / Identify numbers 0-10 One to One correspondence – sorting activities Identify ‘more’ and ‘less’ Use language, e.g.(how many, more, less, most) Understand ‘one’ as a single object Introduce symbols and with written words one, two, three Sing ‘ number rhymes, songs, stories Introduce numbers 3 -10</p> <p><b>Geometry &amp; Measure</b> Explore concepts and have exposure to vocabulary for comparison e.g. (heavy, light, tall, small, full, empty, long, short, fast, slow) Know that significant events happen at the same time each day Understand and identify days of the week/timetables Make pictures and patterns with 2D shapes Sorting shapes – those that ( e.g., roll/do not roll) Observe similarities and differences of 2D and 3D shapes Explore coins and their values through ‘shop play.’</p> <p><b>Problem Solving</b> Gain attention, request and obtain objects Trial and error approach to movement, building self-awareness Obtain desired object through trial and error</p> <p><b>Data handling</b> Show an awareness of how to collect data. To answer questions and talk about a very simple bar chart, table or pictogram.</p>	<p><b>Science</b></p> <p><b>Plants &amp; Animals</b> Identify common animals and plants. Describe and compare observable features. Describe basic structure of plants and animals Describe basic needs of animals or plants to survive. Describe what happens when seeds or bulbs grow. Name outer parts of body and senses Describe where animals may live.</p> <p><b>Materials</b> Describe properties of everyday materials. Compare and group materials</p> <p><b>Seasons</b> Observe seasonal changes Describe the weather</p> <p><b>Light and Sound</b> Describe the properties of light and sound and be able to identify sources.</p> <p><b>Electricity</b> Understand if objects use electricity. Recognise the need to be safe around electricity.</p>	<p><b>Computing</b> Recognising familiar programs Use various access modes to interact with technology. Use technology to interact and control toys or devices Use and develop cause and effect skills through switching, eye gaze, touch screen, rollerball, joysticks etc. Develop an understanding of an everyday impact of technology and technologies used at home and school. Be able to apply skills developed across platforms and on various systems, such as methods of interacting with it and how the layout of the program/ device. Use reasoning and logic to predict behavior of a simple program Begin to develop skills on how to manipulate texts. To be able to identity favourite website and complete simple navigational skills. To be able to input a very simple piece of information into a program: i.e. numbers in a game or letters in a matching activity. To be able to use a device to take an image, or recording. To be able to use key words to identify computing objects/ programs. To explore technology that allow us to communicate. To become aware of their actions and learn to anticipate actions.</p> <p><b>E-Safety</b> Develop an emerging awareness about E-safety.</p>	<p><b>English</b></p> <p><b>Reading</b> Explores a range of texts fiction, non-fiction poetry Relate story to own experiences. Can point to or find specific/familiar word on request. Begins to show an awareness of punctuation (pauses at full stop). Begins to recognise a beginning, middle and end in stories Joins in with predictable phrases. Anticipate and join in using a repetitive line in a story. Know which way to hold a book, turn the page. Understand that text is read from left to right. Begin to develop inner reading voice To begin to become familiar with some HFW. To know letter names and sounds.</p> <p><b>Writing</b> Understand that marks convey meaning. Develop mark making if appropriate. Exposure to letters and sounds. Understanding of letters and sounds – linked to real life and own agenda and games. Begin to order words to create a sentence. Begins to form some letters correctly if applicable. Begins to write names with capital letters if applicable.</p> <p><b>Grammar</b> Begin to understand basic sentence structure, using spaces, capitals and punctuation Begins to have an awareness of tenses.</p> <p><b>Speaking &amp; Listening (AAC)</b> Developing fundamental communication skills. Listen &amp; respond. Develop predictable opportunities for sharing news. Develop ability to initiate a conversation for example, ‘I have something to say’. Respond to comments and express an opinion. Express wants and needs. Control and deliver a message pre recorded Maintain attention and participation for a time</p>	<p><b>Drama &amp; Music</b></p> <p><b>Music</b> Show anticipation of an activity through song cue. Recognise and join in with familiar songs and rhymes Request, sing and join in with familiar songs. Listen to music from different cultures e.g. calypso, hip hop bhangra. Explore and play a range of musical instruments. Request, make a choice for a preferred instrument. Develop vocalisations through a variety of activities (sensory room etc.) Make and combine sounds musically Make sounds that are different – high/low, loud/quiet etc.</p> <p><b>Drama</b> Developing listening skills Interaction with a small group Participate in pretend play. Explore feelings through a variety of activities Learning through role play and exploration</p>	<p><b>Art &amp; Design</b></p> <p><b>Art</b> Explore range of materials, making choices and expressing preferences. Develop approaches of pattern making. Explore colour mixing through finger painting Develop individual use of tools, giving as much independence as possible.</p> <p><b>Design &amp; Technology</b> Explore range of junk materials. Experience of using a variety of tools. Explore different textures and smells associated with a variety of foods. Gain a basic awareness of food hygiene and know where foods need to be stored (milk in fridge etc) Know that kettles, ovens and microwaves can be hot. Know that knives are sharp and hold to store them safely.</p>
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Curriculum skills set one

Reaching Higher	<u>Humanities</u> <b>History</b> Show understanding and anticipation of familiar routines at home and school Build an understanding that they have taken part in past events (building memory books of past events) Recall motivating past events (Christmas plays, birthdays, and family occasions). Through photographs build an understanding of changes in their appearance (baby – child) To put objects or events in the order in which they happened. To use common words to describe the passing of time (before, after, yesterday, a long time ago) To become familiar with stories from the past. To ask why people acted in the way they did. To ask and answer questions about the past using pictures, books and stories. Events/ Trips Opportunities to dress up and experience a new experience linking this to another person’s job, or a different time of life	<u>Citizenship/PSHE/RSE</u> <b>Feeling safe</b> Safety in familiar situations Learning about people who keep us safe and healthy  <b>Identity</b> What makes us and other people special people, their roles and responsibilities. Co-operating and working with others.	<b>PE</b> <b>Movement</b> Developing and maintaining individual basic movement patterns Maintaining and developing muscle stretch through routine individual stretching activities such as yoga. Developing balance and weight bearing using walkers and standing frames. Incorporating physiotherapy goals into PE sessions Participation in a small group Co-operation with an adult supporting Music to engage in calm and high energy activities	<u>Whole School Activities and celebrations</u>  Assemblies and collective worship Christmas Performance Easter celebration Multicultural awareness days
	<b>Geography</b> Explore and feel secure within their own immediate environment Describe own locality in basic terms. Recognise changes. Navigate to different places within immediate environment. To follow directive language (turn round, go to ...) To hear basic geographical vocabulary when walking around the local area far, up, down, left, right, bigger, smaller etc. To gain an understanding of what a map is (bird’s eye view). Begin to know maps and globes represent real places. Find out about places and talk about them using pictures. Use stories to draw maps of real or imaginary places.	<b>PSHE</b> Identify the differences between boys and girls. Identify and celebrate different types of families Identify changes that happen to us since birth. Understand that everyone needs to be cared for Identify people around us who care for us- formatting!	<b>Maintaining postures</b> To develop and sustain pupil’s ability to maintain postures, as directed by physiotherapists in pupil’s individual physical plans. Positioning programmes may include: lying on their stomach (prone), lying on their back (supine), lying on their side, sitting in a chair, sitting on a flat surface, sitting on the floor, kneeling, standing in a standing frame, and bench work.	
	<b>RE</b> Developing an awareness and appreciation of different cultures of our peers. Showing and understanding that different families celebrate different cultural events throughout the year. Visiting different religious buildings. Retell elements of religious stories	<b>Life skills</b> Develop our own independence: toilet training, transfers, dressing, eating & drinking, Develop understanding of familiar routines Recognise unforeseen changes and learns to cope with this change Participating in play Taking turns with a partner, in a small group and in a large group	<b>Motor abilities</b> To develop and sustain pupil’s motor abilities, as directed by physiotherapists and occupational therapists in pupils individual physical plans. Motor skills programmes may include developing pupils abilities to make and sustain movements in the following areas: head, arms, hands, legs, trunk	
			<b>Physical participation</b> To participate actively in daily routines (dressing, undressing etc) personal care, eating, drinking, etc if it is appropriate. To experience and become familiar with a range of settings in the school and local community.	
			<b>Independence</b> To develop and sustain movement to promote independence, as directed by physiotherapists and occupational therapists in pupils’ individual physical plans. Independent movement programmes may include: walking, moving between postures, using a walker, wheelchair mobility, floor mobility, hand and arm function etc.	

Social and emotional wellbeing - PSHE safeguarding/British values/ RSE

Cognition and learning - Creative curriculum (DT /art/music/drama) Humanities (geography/history/RE) Computing Science 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