

Blue Curriculum Pathway

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Our Curriculum

My curriculum fulfils our academy vision – to inspire, to raise aspirations and to create brighter tomorrows.

I approach my learning through multi-sensory hands on experiences, which stimulate, challenge and engage me to develop my life skills and open up my world, make me happy, resilient and independent, and give me a voice.

My curriculum is underpinned by the Early Years Framework, the National Curriculum and the EQUALS curriculum, which are adapted and enhanced to make the Redgate Primary curriculum.

We believe that...

- I should be able to demonstrate the academy ways of 'Caring, Sharing & Learning Together'.
- I should be ready to learn and as such, time is given to prepare me for learning.
- I should have first-hand experiences and a multi-sensory approach to learning which allows me to develop my knowledge and skills.
- I should be part of my communities (class, school and wider society).
- The curriculum should be flexible to meet my needs.
- I should have enrichment opportunities, which enhance my curriculum offer.
- All my achievements are valued and celebrated.

Who are the learners on the Blue pathway?

- I am working at Engagement Step 6 / Progression Step 1
- I am working at an experiential level
- I have significant intellectual and/or cognitive difficulties
- I may have sensory processing difficulties, communication difficulties and limited self-help skills
- I need adult support to meet my personal and educational needs

My Curriculum Offer

- Communication: Reading, Writing & Spoken Language
- Thinking & Problem Solving: Maths, Science & Computing
- Personal Development: PSHE
- Creativity: Art & Design & Music
- Understanding of the world: Geography & History

This pathway bridges the gap between me being an early sensory learner towards being a subject specific learner

Starting Points & End Points

Area	Starting Point	End Point
Communication: Reading	I am starting to use emerging conventional communication through greeting known people, initiating interactions and I respond to options or choices	<ul style="list-style-type: none"> • I can listen and respond to familiar rhymes and stories • I show some understanding of how a book works
Communication: Writing		<ul style="list-style-type: none"> • I understand that marks and symbols convey meaning
Communication: Spoken Language		<ul style="list-style-type: none"> • I can repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols • I have an understanding of at least 50 words including names for familiar objects
Thinking & Problem Solving: Maths	I can explore objects and events for more extended periods and I am starting to problem solve	<ul style="list-style-type: none"> • I am aware of number activities and counting • I am developing my object permanence and will search for objects when they are out of sight, hearing or touch • I can classify objects when there is a big contrast e.g. big & small, heavy & light, full & empty • I can transfer my knowledge into other activities and show application of my knowledge
Thinking & Problem Solving: Science		<ul style="list-style-type: none"> • I will explore objects and materials and I can make changes to the materials and observe the results of my actions • I can communicate my awareness of simple observations and changes • I will have a basic understanding about growing
Thinking & Problem Solving: Computing		<ul style="list-style-type: none"> • I can make a selection to communicate, I know that my actions produce a predictable result • I can explore different devices and electronic content and make something happen • I can work with an adult to keep myself safe online

Area	Starting Point	End Point
Personal Development: PSHE	I am starting to use emerging conventional communication through greeting known people, initiating interactions and I respond to options or choices	<ul style="list-style-type: none"> I can express my feelings, needs likes and dislikes
Creativity: Art & Design	I can initiate artistic activities and actively explore different art mediums. I can try potential solutions when I face a problem.	<ul style="list-style-type: none"> I am developing my awareness of cause and effect through creativity
Creativity: Music	I can initiate musical interactions and will explore musical instruments in different ways	<ul style="list-style-type: none"> I know what music is and can respond I can make sounds using instruments and my body I can communicate about familiar musical activities or name familiar instruments
Understanding the World: Geography	I can actively explore the environments in which I access and use environmental cues to support me to develop my responses	<ul style="list-style-type: none"> I can extend my skills to help me notice and explore my world
Understanding the World: History	I can respond to familiar items/photos from my past	<ul style="list-style-type: none"> I can recognise myself and other people in pictures of the recent past
PE	I can move around a space and explore a range of sports equipment.	<ul style="list-style-type: none"> I know how to move and my movement patterns are established. I can perform single actions such as rolling, running, or jumping

Intent, Implementation & Impact



My Communication

***Communication is at the heart of being a social human being
Motivation, means and mate: It's all you need to communicate***

Intent – Our Aims

- Deliver a communication curriculum that meets my individual needs.
- Communication is a core skill and I have opportunities to develop my skills of reading, writing, and spoken language.
- I am taught key life skills that are a pre-requisite for my educational, emotional, and social progress.
- Develop my functional reading, writing and communication; however, we understand that for me, not all of these aims may be achievable, but more a process of active engagement, exploration and experiences.

Implementation – How am I taught to communicate?

- Communication is within all areas of my curriculum.
- I access a range of communication methods to enable me to choose and develop my preferred form of communication.
- My daily routines are planned and centred on developing my communication skills.
- I am exposed to a variety of language (key words, signs and symbols) to develop my vocabulary.
- Teaching as appropriate to me through explicit literacy lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, external provider visits and trips within the community.
- A range of teaching strategies to facilitate the teaching of communication including intensive interaction, direction, demonstration, modelling, scaffolding, facilitating, explanation and discussion, questioning, guided exploration, investigations, listening/responding and evaluating.
- I have practical and enriching opportunities to enhance my learning, not only academically, but also socially and emotionally.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to communicate?

- I am supported and equipped to become an effective communicator, with the means to make choices and express my opinions, wants, and needs within the wider world.
- I will make measurable progress within my communication skills to prepare me to become a contributing member of society.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Thinking & Problem Solving

Teaching children to think and problem solve as independently as they possibly can is not an option, it is a necessity

Intent – Our Aims

- Foster my curiosity, independence and develop my resilience by being able to problem solve and apply and generalise the skills I have learned into adulthood.
- Develop key life skills that are a pre-requisite for my educational, emotional and social progression.
- Develop my cognitive skills of exploring investigating questioning and problem solving.
- Develop my cognitive skills through mathematical, scientific and technological concepts.

Implementation – How am I taught to think and problem solve?

- Thinking and problem solving is within all areas of my curriculum.
- Teaching as appropriate to me through explicit maths and science lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, external provider visits and trips within the community.
- A range of teaching strategies to facilitate the teaching of thinking and problem solving including, play, direction, demonstration, modelling, scaffolding, facilitating, explanation and discussion, questioning, guided exploration, investigations, listening/responding and evaluating.
- Time to explore, experiment and solve problems with reducing adult interventions.
- I have practical and enriching opportunities to enhance my learning, not only academically, but also socially and emotionally.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to think and problem solve?

- I am able to use apply and generalise my skills to enable me to function with the maximum level of independence.
- I will have the ability to reach out, explore and comprehend my immediate and wider world.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Personal, Social, Health & Emotional Development

To understand who we are and appreciate how we connect with others

Intent – Our Aims

- Develop my personal, social and emotional skills so as I am happy, comfortable, regulated and ready to engage with learning.
- I am happy, comfortable, regulated and ready to engage with learning.
- I have a voice in the academy and play a positive role in contributing to the life of the academy and the wider community.
- I understand right from wrong and understand consequences
- I receive practical and enriching opportunities to enhance my learning.

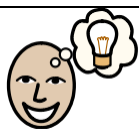
Implementation – How am I taught to develop my personal, social & emotional skills?

- Personalised Relationships and Health Education.
- Weekly PE activities promote a healthy life style (physical abilities and independence)
- Teaching as appropriate for me through explicit lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, assemblies, class assemblies, class discussions, external provider visits and trips within the community.
- Daily routines that embed the learning and development of my independence, personal care, including, teeth cleaning and eating.
- Activities to promote my personal safety and my voice with all children being actively involved in whole school decision making through the School Council.
- I am given unbiased information that informs my life choices and enables me to make choices that lead to personal fulfilment.
- I have access to external agencies such as Speech & Language therapists as required.
- Repetition is key for me to practise and embed my new skills.

Impact – How I benefit from developing my personal, social & emotional skills?

- I will be prepared to become a contributing member of society.
- I am healthy and can demonstrate an improved understanding of my world and myself.
- I am able to make choices and express my opinions, wants and needs.
- I develop my independence enabling me to take care of my personal needs and choices.
- I develop my resilience, mental and spiritual wellbeing, my ability to communicate my views, feelings, and I am sensitive to the feelings of others enabling me to build positive relationships.
- I will understand the importance of family life, friendships, stable relationships, respect, love and care.
- I will have an understanding of how citizens can influence decision-making through the democratic process.

- I will appreciate that living under the rule protects individuals and is essential for their wellbeing and safety.
- I will develop my physical fitness, agility, flexibility, strength and fine and gross motor skills through PE.
- I am encouraged to have an ethos of mutual respect, listening to others, respecting their opinions and understanding societies rules and consequences.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Creativity

Something new is created out of the encounter between the familiar and unfamiliar

Intent – Our Aims

- I engage with the world and people, initially my experiences are all accidental but as time progresses my actions become intentional, and my creativity emerges.
- I develop my curiosity, initiative, and spontaneity and have pleasure in my actions.
- All children regardless of disability can access the arts.
- I have opportunities to access theatres and arts activities.
- I have engaging, exciting and motivating opportunities that can greatly enhance my learning not only academically but also socially and emotionally.

Implementation – How am I taught to be creative?

- I am given time to explore and create. The focus is the process and not the end result.
- I am observed when exploring and creating. Many times, my response is predictable but sometimes I demonstrate a new action, which is developed by providing new and challenging experiences to encourage further risk taking.
- I have opportunities to engage and enrich my experiences. These include immersive days, visits, theatre groups, Inspire events and music from outside providers as well as opportunities to explore the cultural calendar.
- Creative opportunities are facilitated for me through my teacher having a deep understanding of me and supporting me with new experiences such as visiting a theatre.
- Multi-sensory immersive experiences to explore creativity and theme days where cultures, festivals and other events are celebrated.
- If I display a talent / an interest for any area of the arts, I have opportunities to build on my talents/interests through targeted interventions.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to be creative?

- I experience life-enhancing experiences through the arts that can greatly enhance my learning not only academically but also socially and emotionally.
- I have opportunities to experience and take part in creativity activities that may otherwise have been limited because of my SEND or being socially disadvantaged.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



The World About Me

The desire to extend learners' understanding of learning beyond that which is immediately apparent

Intent – Our Aims

- Develop life experiences to extend my understanding beyond that which is immediately apparent.
- Broaden my knowledge and understanding of my world around me.

Implementation – How am I taught about my world?

Implementation






























- Fostering an interest in the topic and by the delivery of the teaching that must engage my curiosity.
- A creative approach to give me the experience as close to the real thing as possible.
- Teaching is delivered through a holistic approach, not as discrete subjects.
- Daily routines, experiences and sessions that include cultural cooking, role play, drama and dressing up, music, stories, RE and immersive sessions, science (discovery) and outdoor visits in the local community that encompass learning about routes and places.
- Daily routines of the classroom and school community as well as through visits with the local community (shops, cafes, parks, libraries, garden centres, residential homes, bowling, swimming and other educational visits linked topic themes). All visits have an educational aim and objective.
- Delivery in the outdoor environment through experiences and sessions.
- Explore festivals and celebrations both religious and non-religious.
- Repetition is key for me to practise and embed my new skills.

Impact – How do our children benefit from learning about their world?

- The world about me curriculum provides me with practical and enriching opportunities to enhance my learning, not only academically but also socially and emotionally.
- I have opportunities to develop my knowledge and understanding of the world around me and enriching life experiences of who I am, where I come from and the communities I am part of.
- I have opportunities to develop my ability to access and cope with life outside school.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.

Theme Cycle

We have a whole school thematic approach which follows a three year cycle. There is the option of doing two themes each term. The teacher and the needs of the children within the class decide this.

	Autumn	Spring	Summer
Cycle A 2024-2025 2027-2028	Me & My Class – People  People	Toys & Games – Old & New   Toys Games	Heroes  Heroes
	Space  Space	The Seasons/Weather – Spring   Weather Spring	Festivals & Carnivals   Festivals Carnivals
Cycle B 2022-2023 2025-2026	Me & My Class – People  People	On the Farm / Life Cycles   Farm Life cycles	Seaside / Water   Seaside Water
	The Seasons/Weather – Autumn   Weather Autumn	Creepy Crawlies / Habitats   Creepy Crawlies Habitats	Pirates  Pirates
Cycle C 2023-2024 2026-2027	Me & My Class – People  People	Local Holidays / Journeys   Local holidays Journeys	The Seasons/Weather – Summer   Weather Summer
	Light & Dark – Winter    Light Dark Winter	Foreign Holidays  Holidays	Under the Sea  Under the sea

Cycle A Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle A	Autumn	Spring	Summer
Reading	See Suggested Reading Spine & Other texts linked to the topic for class text		
Writing	Stories with familiar settings & non-fiction writing Fantasy world / Adventure Story & non-fiction	Label / list / caption / instructions Stories with familiar settings & explanation	Traditional fairy tales & stories with historical settings / myths & legends Poetry & cultural tales
Spoken Language	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Maths	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
Science	Animals including humans - Ourselves [body parts] Earth & Space - Planets	Forces – Pushes and Pulls, magnets Seasonal changes, plants	Animals including humans – Moving & Growing [skeleton and muscle] Light & Sound sources
Computing	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
PSHE	Relationships: <u>Families & Friendships</u> (Roles of different people; families; feeling cared for) <u>Safe Friendships</u> (Recognising privacy; staying safe; seeking permission) <u>Respecting ourselves and others</u> (How behaviour affects others; being polite and respectful)	Living in the wider world: <u>Belonging to a community</u> (What rules are; caring for others' needs; looking after the environment) <u>Media literacy & digital resilience</u> (Using the internet and digital devices; communicating online) <u>Money and Work</u> (Strengths and interests; Jobs in the community)	Health & Wellbeing: <u>Physical health & mental wellbeing</u> (Keeping healthy; food and exercise; hygiene routines; sun safety) <u>Growing & changing</u> (Strengths and interests; Jobs in the community) <u>Keeping safe</u> (How rules and age restrictions help us; keeping safe online)
Art & Design	Element: Pattern, Texture & Form Printing Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives. Add sand, glue, sawdust for texture. Colour collections. Vocabulary. Emotional aspect of using colour. Suggested Artists: Keith haring Wassily Kandinsky, Jackson Pollack, Peter Thorpe	Element: Shape, Line & Space Drawing: Different Media Use a variety of media to make marks/draw visual elements. line, shape, tone and space. Observational work: Objects. Draw from memory and imagination. Vocabulary of marks. Length, thickness, straight, curved, etc. Suggested Artists: Bridgit RILEY Zaria Foreman	Element: Pattern, Texture & Tone Design & Craft: Clay, sculptures & mixed materials Experimenting with plasticine, clay and dough. 3D junk materials. Clay- rolling cutting coiling. Using clay to make pots, pinch, coil or slab built pots. Making impressions on materials. Sorting, discussing and feeling different fabrics and threads. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Suggested Artist: Gustav Klimt, Henri Moore
Music	Music and singing are used as vehicles for delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences can be found here https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ		

Cycle A	Autumn	Spring	Summer
Music	<p>Listening and responding - consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences</p> <p>Performing imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>	<p>Listening and responding - consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences</p> <p>Performing – imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>	<p>Listening and responding – consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences</p> <p>Performing – imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>
Humanities (History & Geography)	<p>G- Geographical skills and fieldworks H- Cause and consequence Using geographical skills around school Identifies who they are and their belongings e.g their bag, house, toys, family, class The history of space travel The now of space travel The physical geography of space and the planets</p>	<p>G- Human and physical Geography H- Understanding connections Toys & Games – Mine, My Parents and Grandparents Toys used at different age stages baby/toddler/teenager Differences between objects Where are toys & games made? Recall toys and their actions Weather and climate making comments What to wear in different weather types</p>	<p>H- Historical enquiry and interpretation G- Place Knowledge Local Heroes – Nottinghamshire Historical hero's Explore and describe artefacts from the past and present Carnivals around the world Experience celebrations in school Using geographical skills around school</p>
PE	Multi-Skills Gymnastics	Dance KS2 Swimming	Net & Wall and Athletics KS2 Swimming
RE	Harvest (Christianity) Diwali (Hinduism, Judaism, Sikhism) Advent (Christianity) Christmas (Christianity) New year's day (Christianity) World Religion Day (explore all religions)	Chinese New Year (Ancient Myths) Holi (Hinduism) Easter (Christianity)	Al-Hijra- New Year (Islam) Pesach Passover (Judaism)

Cycle B Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle B	Autumn	Spring	Summer
Reading	See Suggested Reading Spine & Other texts linked to the topic for class text		
Writing	Stories with familiar settings & non-fiction writing Newspaper	Stories with familiar settings Chronological and non-chronological report Lists, captions, labels, Descriptive writing	Poetry Drama
Spoken Language	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Maths	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
Science	Animals including humans – Health & growth [digestion] Seasonal changes	Plants - Growing & eating Life cycles of animals	Properties of Materials – Solids, Liquids & Gases and changes rocks
Computing	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
PSHE	Relationships: Families & Friendships (Roles of different people; families; feeling cared for) Safe Friendships (Recognising privacy; staying safe; seeking permission) <u>Respecting ourselves and others</u> (How behaviour affects others; being polite and respectful)	Living in the wider world: Belonging to a community (What rules are; caring for others' needs; looking after the environment) <u>Media literacy & digital resilience</u> (Using the internet and digital devices; communicating online) Money and Work (Strengths and interests; Jobs in the community)	Health & Wellbeing: Physical health & mental wellbeing (Keeping healthy; food and exercise; hygiene routines; sun safety) <u>Growing & changing</u> (Strengths and interests; Jobs in the community) <u>Keeping safe</u> (How rules and age restrictions help us; keeping safe online)
Art & Design	Element: Pattern, Texture & Form Collage and textiles Use a combination of materials that are cut torn and glued Using a variety of materials to make a collage. Using a variety of objects to print. Use objects to make Pattern and sequence. Enjoy playing with and using a variety of textiles and fabric.	Element: Shape, Line & Form Drawing 3D sculpture Use a variety of media to draw visual elements. line, shape, tone and space. Observational work: Objects. Draw from memory and imagination. Vocabulary of marks. Length, thickness, straight, curved, etc. Exposure to textures and different techniques for recording patterns, objects and pictures. Suggested Artist: Edvard Munch, Lowry	Element: Colour, Tone & Pattern Painting and printing Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, etc Add sand, glue, sawdust for texture. Colour collections. Emotional aspect of using colour. Suggested Artist: Miro, Paul Klee
Music	Music and singing are used as vehicles for delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences can be found here https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7qzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ		
Music	Listening and responding - consistently respond to sounds and music engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences Performing imitate clusters of sounds made by another (call and response)	Listening and responding - consistently respond to sounds and music engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences Performing – imitate clusters of sounds made by another (call and response)	Listening and responding – consistently respond to cue sounds and music engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences Performing – imitate clusters of sounds made by another (call and response)

Cycle B	Autumn	Spring	Summer
	<p>respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others ·</p> <p>Perform with others as part of an ensemble</p> <p>Composing -</p> <p>intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>	<p>respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others ·</p> <p>Perform with others as part of an ensemble</p> <p>Composing -</p> <p>intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>	<p>respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe'</p> <p>take turns during musical interactions with others ·</p> <p>Perform with others as part of an ensemble</p> <p>Composing -</p> <p>intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves</p> <p>make patterns through a regular beat e.g. repeating a simple drum beat</p> <p>intentionally produce patterns through change e.g. getting faster or louder</p>
Humanities (History & Geography)	<p>G- Locational knowledge</p> <p>G- Geographical skills and fieldworks</p> <p>Where do they live/ where is their class</p> <p>Uses maps to explore their home or local area</p> <p>Records and noticed changes in the weather and outdoors e.g. colour of leaves, the temperature</p> <p>Weather and climate</p>	<p>G- Human and physical Geography</p> <p>H- Understanding connections</p> <p>G- Geographical skills and fieldworks</p> <p>Farming- where does food come from, where does food grow</p> <p>How foods have change from a different era</p> <p>Food found in the shops and in various locations</p> <p>Locations you might find different life cycles</p> <p>Use tools such as magnifying glass to look at habitats and insects</p> <p>Insets from different countries and environments</p>	<p>G- Geographical skills and fieldworks</p> <p>H- British and world history</p> <p>Water- effects water can cause</p> <p>Where do we find water</p> <p>Water cycle</p> <p>Keeping safe</p> <p>History of pirates and locations around the world, what does piracy look like now</p> <p>Historic stories about pirates and treasure</p>
PE	<p>Multi-Skills</p> <p>Gymnastics</p>	<p>Dance</p> <p>KS2 Swimming</p>	<p>Net & Wall and Athletics</p> <p>KS2 Swimming</p>
RE	<p>Harvest (Christianity)</p> <p>Diwali (Hinduism, Judaism, Sikhism)</p> <p>Advent (Christianity)</p> <p>Christmas (Christianity)</p> <p>New year's day (Christianity)</p> <p>World Religion Day (explore all religions)</p>	<p>Chinese New Year (Ancient Myths)</p> <p>Holi (Hinduism)</p> <p>Easter (Christianity)</p>	<p>Baisakhi (Sikhism)</p> <p>Wesak-Budah Day (Buddhism)</p>

Cycle C Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle C	Autumn	Spring	Summer
Reading	See Suggested Reading Spine & Other texts linked to the topic for class text		
Writing	Stories with familiar settings & non-fiction writing Fantasy world Adventure story	Informative Persuasive Story with real life setting Comic/graphic novel	Poetry Fantasy world Adventure story
Spoken Language	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Maths	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
Science	Animals including humans – variation & classification [comparing animal groups] Electricity	Forces – transport. Habitat	Seasonal changes Life cycles [plants and animals]
Computing	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
PSHE	Relationships: <u>Families & Friendships</u> (Roles of different people; families; feeling cared for) <u>Safe Friendships</u> (Recognising privacy; staying safe; seeking permission) <u>Respecting ourselves and others</u> (How behaviour affects others; being polite and respectful)	Living in the wider world: <u>Belonging to a community</u> (What rules are; caring for others' needs; looking after the environment) <u>Media literacy & digital resilience</u> (Using the internet and digital devices; communicating online) Money and Work (Strengths and interests; Jobs in the community)	Health & Wellbeing: <u>Physical health & mental wellbeing</u> (Keeping healthy; food and exercise; hygiene routines; sun safety) <u>Growing & changing</u> (Strengths and interests; Jobs in the community) <u>Keeping safe</u> (How rules and age restrictions help us; keeping safe online)
Art & Design	Element: Pattern, Texture & Line Drawing: Different Media experiment with drawing lines using fingers and tools in a variety of materials investigate both wet and dry materials explore big movements with the whole body while drawing, experiment with a variety of tools for drawing lines draw on a variety of surfaces Suggested Artist: Andy Warhol	Element: Sculpture, 3D form & Space Design & Craft: Clay & mixed materials Use fabric, wool or thread to make models with recycled items Experiment with plasticine, clay and dough. 3D junk materials. Clay- rolling cutting coiling. Making impressions on materials. Sorting, discussing and feeling different fabrics and threads. Suggested Artist: Frank Stella, Salvador Dali	Element: Pattern, Texture & Tone Painting: Colour mixing Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, etc Add sand, glue, sawdust for texture. Colour collections. Emotional aspect of using colour. Suggested Artist: Mark Rothko, Pier Mondrian
Music	Music and singing are used as vehicles for delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences can be found here https://dalp.sharepoint.com/w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny30mUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ		
Music	Listening and responding - consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences	Listening and responding - consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences	Listening and responding - consistently respond to cue sounds and music in relation to events, people or places in wider contexts · engage and respond to repeating sounds · respond to simple patterns of change in sounds begin to demonstrate preferences

Cycle C	Autumn	Spring	Summer
	<p>Performing imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves make patterns through a regular beat e.g. repeating a simple drum beat intentionally produce patterns through change e.g. getting faster or louder</p>	<p>Performing imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves make patterns through a regular beat e.g. repeating a simple drum beat intentionally produce patterns through change e.g. getting faster or louder</p>	<p>Performing imitate clusters of sounds made by another (call and response) respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' take turns during musical interactions with others · Perform with others as part of an ensemble</p> <p>Composing - intentionally make simple patterns in sound by repeating them e.g. playing each c note on the keyboard in turn, ascending then descending octaves make patterns through a regular beat e.g. repeating a simple drum beat intentionally produce patterns through change e.g. getting faster or louder</p>
Humanities (History & Geography)	<p>H- Historical terminology The Passage of Time – Me & Homes Months of the year and daytime light Place location Recall events and build on the past</p>	<p>G- Place Knowledge G- Locational knowledge H- Understanding connections Uses maps to plan journeys Local journeys within school Notices or experience differences between England and other countries Using geographical skills around school (staycation & abroad) and how they have changed over time Their own holiday or events from the past</p>	<p>G- Human and physical Geography Weather and climate Water Animals under the sea/ beach/ rockpools</p>
PE	<p>Multi-Skills Gymnastics</p>	<p>Dance KS2 Swimming</p>	<p>Net & Wall and Athletics KS2 Swimming</p>
RE	<p>Rosh Hashanah – New year (Judaism) Harvest (Christianity) Diwali (Hinduism, Judaism, Sikhism) Advent (Christianity) Christmas (Christianity) New year's day (Christianity) World Religion Day (explore all religions)</p>	<p>Chinese New Year (Ancient Myths) Holi (Hinduism) Easter (Christianity)</p>	<p>Ramadan (Islam)</p>

Curriculum Enrichment

At Redgate primary Academy, we pride ourselves on the additional opportunities we provide for our children beyond their excellent curriculum. We believe that so much more can be learned outside of the curriculum with experiences that give children awe and wonder. Enrichment experiences, forest school and educational visits, are integral to the experiences of children and their personal and holistic development.

The experiences are designed to build character. They teach independence through learning of functional life skills that impact positively upon children beyond their time in school, and can develop their appreciation for cultural and community issues, teamwork and responsibility. They teach social and emotional skills, which include the ability to respond to problems, cooperate and work well with others, build relationships, manage emotions and cope with difficult situations.

- We organise a wide range of educational visits to suit all interests and abilities.
- We organise a range visits to places within the local community.
- We experience multi-sensory immersive experiences and outdoor forest school within the academy.
- We have opportunities to make contact with visitors from the local community and wider diverse social communities.
- We organise creative experiences with opportunities for dance drama and music.

Our children have diverse needs and as such, the following experiences are a 'menu' from which the teacher can choose relevant experiences. It is not a prescriptive list of activities that must take place.

Cycle A Enrichment

Information to be compiled

Cycle B Enrichment

	AUTUMN Themes: The seasons / Weather-Autumn	SPRING Themes: Creepy Crawlies / habitats	SUMMER Themes: Pirates
Class Themed Visits	<ul style="list-style-type: none"> Autumn walk- Rufford/Clumber Park, Sherwood Pines Creswell crags Pleasley community Orchard Brierley Park Arable farm- Marshall farms- harvest Church - Christmas workshops Santa's grotto 	<ul style="list-style-type: none"> White Post Farm Little roots allotment Willow tree farm Brierley park Community Orchard Stonebridge city farm Perlethorpe Butterfly house- Sheffield, Yorkshire wildlife park, Wheel gate Hardwick hall grounds Church- Easter workshops 	<ul style="list-style-type: none"> Mr Mulligans Pirate golf course Captain Jack's Pirate adventure workshop Rufford park/Sherwood forest- treasure hunt Bridlington Pirate ship ride Wheel gate Arable farm Marshalls farm Year 6 pupils Residential: Mill Adventure Base 4th & 5th May 2023
Local Community Visits	<ul style="list-style-type: none"> Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park Library-Ladybrook/Mansfield Corner shop/supermarket Sure start Mansfield Museum 	<ul style="list-style-type: none"> Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park Library-Ladybrook/Mansfield Corner shop/supermarket Sure start Mansfield Museum 	<ul style="list-style-type: none"> Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park Library-Ladybrook/Mansfield Corner shop/supermarket Sure start Mansfield Museum
Academy multi-sensory Immersion experiences & Theatre of Possibilities	<ul style="list-style-type: none"> Academy grounds-Forest school Hall-Autumn Hall- Diwali Hall- Bonfire night Hall- winter wonderland Classes-Virtual Pantomime Christmas Performance for Parents Christmas fair 	<ul style="list-style-type: none"> Academy grounds-Forest school Chinese new year – dragon dance In classes -Valentine's day Hall- Mother's day Hall -Easter story 	<ul style="list-style-type: none"> Academy grounds-Forest school Hall- Father's day Hall – sea /pirate story
Events	<ul style="list-style-type: none"> Halloween 31st Oct Bonfire night 5th Nov Remembrance day 11th Nov Children in need 18th Nov Christmas jumper day 8th Dec 	<ul style="list-style-type: none"> Valentine's day 14th Feb Shrove Tuesday 21st Feb World book day 2nd Mar Comic relief 17th Mar Mothers day 19th Mar Easter - Outdoor egg hunt 30th Mar 	<ul style="list-style-type: none"> Autism Awareness day 2nd Apr King's coronation 6th May 2023 Pride month 1st June Father's day sun 18th June Armed forces day 24th Jun Special Olympics starts 17th July
Visitors in	<ul style="list-style-type: none"> Inspire music provider Assemblies: Chris Firth- Church community liaison 	<ul style="list-style-type: none"> Inspire music provider Chinese person Assemblies: Chris Firth- Church community liaison White post farm 	<ul style="list-style-type: none"> Theatre company /Panto –peter pan, the night pirates Assemblies: Chris Firth- Church community liaison
Sport	<ul style="list-style-type: none"> Fundamentals Gymnastics 	<ul style="list-style-type: none"> Dance full term KS2 swimming 	<ul style="list-style-type: none"> KS2 swimming Sports day

Cycle C Enrichment

Information to be compiled



My Communication Medium Term Plan

The curriculum allows time for focus to be given to each strand of communication each day.

The theme cycle adds the flavour and different contexts to the development of communication skills

Reading	Writing	Spoken Language
<p>Word Reading</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> I know my name I know what a book is and its purpose I know that letters and symbols convey meaning <p>Required Skills:</p> <ul style="list-style-type: none"> I can identify some letters and symbols in the environment I can identify the letters in my name I can repeat words or phrases from familiar texts I can choose and listen to books I can remember the sequence of events in a familiar text I can recognise familiar objects with symbols I can find the title of a book <p>Comprehension</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> I know how to ask a simple question I know how to answer a simple question I know that text and symbols convey meaning I know how to handle a book appropriately <p>Required Skills:</p> <ul style="list-style-type: none"> I can join in with actions, words, rhymes and phrases when prompted from familiar texts I can listen to stories and join in with discussions I can read picture books on my own, I can handle a book appropriately, starting at the front cover, turning pages carefully one at a time and finishing at the back cover. I can describe pictures in books I can ask simple, 'what', 'where' and 'who' questions I can answer simple questions I can match pictures and objects to each other I can show anticipation in familiar stories 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know that marks and symbols convey meaning <p>Required skills:</p> <ul style="list-style-type: none"> I can make purposeful marks or symbols in my preferred mode I show intention when making marks 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know between 10 and 50 single words, signs, phrases, objects of reference or symbols I know how to name familiar objects I know how to communicate about events and my feelings I have an understanding of at least 50 single words for familiar objects, actions and people <p>Required skills:</p> <ul style="list-style-type: none"> I can repeat copy and imitate up to 50 single words I can respond appropriately to simple requests in familiar situations I can use a repertoire of objects or symbols I can use single words, signs and symbols I understand cause and effect in familiar events I can use a string of sounds to babble



My Thinking & Problem Solving: Maths Medium Term Plan

Autumn	Spring	Summer
Using & Applying		
I can transfer my knowledge into other activities and show application whilst focussed on a different activity		
<p style="text-align: center;"><u>Number & Place Value</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know the difference between “one” and “lots” I know the difference between “one gone” and “all gone” I hear the terms one, lots and all gone. I show awareness of number activities and counting I know about 1:1 correspondence <p>Required Skills:</p> <ul style="list-style-type: none"> I can identify groups of “one” and “lots” I can ask for “one more” & give “one more” I can give “one” & give “lots” I can communicate “gone” or “all gone” I can match objects 1-1 <p style="text-align: center;"><u>Addition, Subtraction, Multiplication & Division</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that two of the same can go “together” I know objects can be sorted into groups of 2 I know that ANY objects can be counted (to 2) I hear the term ‘together’ <p>Required Skills:</p> <ul style="list-style-type: none"> I can match objects 1-1 I can match pairs I can make groups of 2 I can give 2 to each person/toy I can count groups of objects 1,2 – 1-2, - 1,2 ... <p style="text-align: center;"><u>Fractions</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that a “whole” item can be split into two pieces. I hear the term “half” <p>Required Skills:</p>	<p style="text-align: center;"><u>Weight</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I notice things get harder to lift if they are “heavy” I know that increasing the amount of one object will make it heavier e.g. holding a box in one hand I hear the terms “heavy and light” I know a balance measures “heavy” and “light” as a comparison <p>Required Skills:</p> <ul style="list-style-type: none"> I can use the term “heavy” and “light” correctly in relation to objects I can pick up a collection/range of objects with a bag and/or tool I can communicate that more objects on a box/bag makes it heavier and less makes it lighter <p style="text-align: center;"><u>Length</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I hear and respond to the terms “big” and “small” I know that objects can be compared with the terms big and small. I know that adding another block of unifix makes the line “longer” <p>Required Skills:</p> <ul style="list-style-type: none"> I can use the term “big” and “small” correctly in relation to objects I can select big or small objects I can add or remove blocks to make a set bigger or smaller <p style="text-align: center;"><u>Capacity</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that a range of vessels can be filled with liquids or small objects I hear and respond to the terms “full” and “empty” I know that liquids or small objects can be transferred from one vessel to another. <p>Required Skills:</p> <ul style="list-style-type: none"> I can fill containers with objects and liquid 	<p style="text-align: center;"><u>Properties of Shape</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that some objects roll I know shapes can have the same look but be different sizes I know that colour is a property of shapes I know that objects have permanence and can only fit through matching holes. <p>Required Skills:</p> <ul style="list-style-type: none"> I can build a tower of 5-7 blocks I can trace a roughly straight line I can find objects that do and do not roll I can match 2D shapes of different sizes and colours I can match colours in different shapes I can trace circular movements I can place solid objects through the correct shape hole <p style="text-align: center;"><u>Position & Direction</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to rearrange shapes to complete a simple puzzle I hear the terms “in”, “out”, “up” and “down” I know how to match a repeating pattern of objects I know how to place the correct 3D objects on their 2D representation <p>Required Skills:</p> <ul style="list-style-type: none"> I can assemble puzzles with 4-6 pieces I can identify movement with the terms “in”, “out”, “up” and “down” I can place objects in a line I can watch staff rebuild I can place objects “on top” of each other I can complete a matching activity using 3D objects and 2D representations

Autumn	Spring	Summer
Using & Applying		
I can transfer my knowledge into other activities and show application whilst focussed on a different activity		
<ul style="list-style-type: none"> I can break a pliable “whole” into pieces I can fold card roughly into half I can share small quantities between people I can share objects one per person 	<ul style="list-style-type: none"> I can transfer objects and liquids from one container to another <p style="text-align: center;">Temperature</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that ice melts to make water I know that water freezes to make ice. I know that a cooker, grill, oven etc. makes things hot I hear and recognise the words “hot” and “cold” I understand a cooker makes things hot I understand a fridge/freezer keeps objects cold <p>Required Skills:</p> <ul style="list-style-type: none"> I can describe water as hot or cold I can identify which appliances make things Hot and which make them cold. I can choose items that are hot or cold when asked. <p style="text-align: center;">Time</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know some regular events in a school day I know I am awake in the day and sleep at night when it is dark. <p>Required Skills:</p> <ul style="list-style-type: none"> I can sort things I do in the “day” and “night” e.g. sleep, go to school, play. I can choose clothing for day and night I show anticipation of a daily event I move to the correct space for a regular event e.g. coming in from play and sitting at the snack corner. <p style="text-align: center;">Money</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that coins are used in shops (role play) I know that coins can be swapped for items (role play) I know that there are a range of coins and notes available (role play) <p>Required Skills:</p> <ul style="list-style-type: none"> I can understand the concept of transitions I can play shop and correctly employ coin exchange 	<p style="text-align: center;">Data</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know objects can be described using a single characteristic e.g. the red one I know that objects of two different types can be grouped e.g. red bears and green bears. <p>Required Skills:</p> <ul style="list-style-type: none"> I can place objects in an already formed group using one characteristic I can group a range of objects into two simple sets (cars and animals) I can sort objects by one obvious criteria

Autumn	Spring	Summer
Using & Applying		
I can transfer my knowledge into other activities and show application whilst focussed on a different activity		
	<ul style="list-style-type: none"> I can identify coins I can match coins 	

My Thinking & Problem Solving - Science Medium Term Plan

Autumn	Spring	Summer
<p><u>Animals including humans – Health & Growth [digestion]</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know all animals need food to survive I know different animals eat different foods. I know the difference between food and non-food I know that different foods have different textures I know how to eat a variety of foods with a knife, fork and spoon. I know the basic process of digestion <p>Required Skills:</p> <ul style="list-style-type: none"> I can communicate what different animals eat I can match animals to their main food source I can sort items into food and non-food I can mix liquid and solid foods and observe the effect when eating I can try food and give a preference [taste and feel] I can choose correct cutlery for a given food. I can explain that food goes in your mouth, your body uses the bits it wants and the rest is expelled. <p><u>Seasonal changes</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that the daytime sky changes (clouds) I know that light comes from the sun and is darkened by clouds. I know that at night there are stars visible I know that other artificial light sources can be used when the sun has set. 	<p><u>Plants – Growing & Eating</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know plants and seeds can look different but remain plants/seeds I know that plants grow from seeds I know that some food is grown by farmers I know flour is made from seeds (grain) I know where fruit and vegetables come from (not supermarket) I know we eat leaves and roots as well as fruit I know what seeds need to grow in and that they need water and sunlight. I know what happens to a leaf/plant if it is left in the dark. I know what happens to a plant if it is not watered <p>Required Skills:</p> <ul style="list-style-type: none"> I can identify one characteristic of a plant/seed for more than one variety. I can identify a variety of items as plants or seeds I can notice and point to plants in my environment I can collect leaves with assistance and examine the difference (e.g. board leaf, pine needles, grass) I can recognise and name a range of fruit and veg I can taste and comment on a range of fruit and veg I can notice the change in texture when veg is cooked I can comment on the effect of no light or water on a plants growth. <p><u>Life cycles of animals</u></p> <p>Key knowledge:</p>	<p><u>Properties of Materials – solids, liquids & gases</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know objects have different textures (touch) I know some names for properties of materials I know a magnet sticks to metal objects I know a mixture is more than I thing put together and can have different textures I know some objects melt from solid to liquid I know that cooking (applying heat) can change an item of food. I know when an item is “wet” or “dry” <p>Required Skills:</p> <ul style="list-style-type: none"> I can explore texture in my immediate environment I can identify one property of a material e.g. shiny, hard ... I can sort objects that stick to a magnet I can describe a mixture I have made I can find materials with a specific property I can observe experiments to see how some objects melt I can select items/pictures that will or will not melt, under normal conditions, and conduct an experiment to find out I can comment on changes between raw and cooked foods e.g. egg, bread I can label items as “wet” or “dry” <p><u>Rocks</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know through experimentation that rocks sink

Autumn	Spring	Summer
<ul style="list-style-type: none"> • I know that in Autumn some trees lose their leaves • I know basic weather and climate differences between summer, autumn and winter. • I know there is appropriate clothing for different seasons related to keeping warm and keeping dry. • I know that the rise and fall of the sun causes day and night. • I know that the sun makes us warm and the lack of it (clouds and night-time) makes us cooler. <p>Required Skills:</p> <ul style="list-style-type: none"> • I can sort objects related to summer, autumn and winter (including clothing). • I can observe dropped leaves (and create a collage) • I can match summer trees and autumn trees and winter trees in a pictorial timeline • I can notice changes when in the sun and in the shadow • I can explore light and shadow • I can record some differences between day and night (sun, moon, stars, shadows etc.) 	<ul style="list-style-type: none"> • I know that humans have babies • I know that people change as they grow older • I know that some animals lay eggs • I know I will become an adult <p>Required Skills:</p> <ul style="list-style-type: none"> • I can link photos of different animals to their offspring • I can sequence 5 stages of the human life cycle (baby, child, adolescent, adult, old age) • I can separate animals that have babies or lay eggs (birds). • I can comment on my own growth (through photographs) 	<ul style="list-style-type: none"> • I know rocks may change their look if wet. • I know that rocks are strong • I know that rocks do not melt <p>Required Skills:</p> <ul style="list-style-type: none"> • I can experiment with rocks sinking or floating • I can observe what happens (or does not happen) when rocks get wet. • I can experiment with breaking rocks to notice their strength. • I can match a variety of rocks by size, colour and texture • I can conduct experiments on rocks e.g. pouring water on it.



My Thinking & Problem Solving – Computing Medium Term Plan

Autumn	Spring	Summer
<p><u>What is a computer?</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to access different digital devices I know about cause and effect <p>Required Skills:</p> <ul style="list-style-type: none"> I can explore different technology I can use different digital devices. I can access content using an appropriate access device. <p><u>Multimedia</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to explore a range of digital content I know how to make very simple digital content <p>Required Skills:</p> <ul style="list-style-type: none"> I can access a range of multimedia content I can demonstrate a preference for a piece of content from a selection I can use technology to explore digital content I can create very simple digital content e.g. make marks in an art package <p><u>Online Safety</u></p> <ul style="list-style-type: none"> I can access appropriate digital content online – adult support 	<p><u>Data</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that digital content can come in a range of formats I know how to sort objects in a digital resource <p>Required Skills:</p> <ul style="list-style-type: none"> I can access content in a range of formats, e.g. image, video, audio. I can identify objects of a single category. I can indicate 1 or lots of an object represented in a digital resource. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> I can access appropriate digital content online – adult support. 	<p><u>Programming and Algorithms</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know about cause and effect I know how to repeat an action to get the same outcome again <p>Required Skills:</p> <ul style="list-style-type: none"> I can make something happen using technology. I can expect an outcome from an action when using technology. I can repeat an action to trigger a specific outcome. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> I can access appropriate digital content online – adult support.



My Personal, Social, Health and Emotional Development Medium Term Plan

Autumn	Spring	Summer
<p style="text-align: center;"><u>Relationships</u> <u>Families and Friendships</u> (Roles of different people; families; feeling cared for)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • I know who is in my immediate family (who I live with) • I know who the main caregivers in my life are (in my immediate family and other main caregiving adults e.g. teachers, doctors etc) • I know who my extended family members are e.g. uncles cousins etc) • I know I belong to a class group • I know that my peers have families too • I can notice differences between self and peers and with our different family units <p>I can feel the security, love and care that my immediate family and main caregivers provide I have awareness of my changing emotions I notice that I feel different emotions towards different people</p> <p>Required Skills:</p> <ul style="list-style-type: none"> • I can trust and cooperate with my immediate family and main caregivers • I can engage in interactions with extended member of family and peers • I can develop friendships with others • I can accept differences between myself and peers and our diverse families • I can identify and label basic emotions – happy, sad, angry • I can identify and label emotions excited, love, worried, scared • I can initiate communication with a trusted person e.g. a 	<p style="text-align: center;"><u>Living in the Wider World</u> <u>Belonging to a Community</u> (What rules are; caring for others' needs; looking after the environment)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • I know about examples of rules in different situations, e.g. class rules, rules at home, rules outside • I know that different people have different needs e.g. some need more help or help with different things • I know some how we care for people, animals and other living things in different ways • I know ways I can look after the environment, e.g. recycling <p>Required Skills:</p> <ul style="list-style-type: none"> • I can listen to and follow/be supported to follow rules in a range of different situations e.g. class rules, rules at home, rules outside • I can recognise when I need someone or something and I can recognise that others need different things and different types/more or less help • I can follow others demonstration and physically care for living things in different ways e.g. helping a friend, taking care and being gentle near insects and growing plants in the environment • I can willingly take part in activities that help look after the environment such as collecting rubbish for recycling <p><i>Suggested Texts: Going to the Volcano by Andy Stanton (To join in) My world your world by Melanie Walsh (to share the world with lots of people)</i></p>	<p style="text-align: center;"><u>Health & Wellbeing</u> <u>Physical Health and Mental Wellbeing</u> (Keeping healthy; food and exercise; hygiene routines; sun safety)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • I know about basic hygiene routines, e.g. hand washing • I know what it means to be healthy and why it is important e.g. understand about germs and how it feels to be well/unwell • I know about healthy and unhealthy foods, including sugar intake • I know about physical activity and how it keeps people healthy • I know about different types of physical play activities, including indoor-outdoor and on screen-based. • I know some ways to take care of myself on a daily basis • I know how to keep safe in the sun • I know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, teachers and key adults e.g. Midday supervisors <p>Required Skills:</p> <ul style="list-style-type: none"> • I can willingly take part in /carry out daily hygiene routines e.g. washing hands before eating • I can recognise when I feel well and when I feel unwell • I can identify some things I do that keep me healthy e.g. daily washing and cleaning teeth, food, drink, rest and sleep and physical movement, exercise or play • I can take part in daily movement/exercise and can recognise when I need to rest • I can identify foods that I can eat lots of and a little

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<p>family member teacher, to ask for help</p> <ul style="list-style-type: none"> I can initiate communication with a trusted person e.g. a family member or teacher to let them know I am worried about something <p><i>Suggested Texts: My grandpa is amazing by Nick Butterworth (to recognise people of different ages) Eroll's garden by Gillian Hibbs (to work together)</i></p> <p>Safe Relationships (Recognising privacy; staying safe; seeking permission)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know when somewhere on my body, or my feelings are hurt I know which parts of my body are private and should only be seen by myself and key main caregivers I know who my key main caregivers are and who are friends and strangers I can identify different types of touch and can recognise how they make myself and others feel (e.g. hugs, tickling, kisses and punches) I know what types of touch is appropriate to use with different people e.g. parents & siblings, friends, strangers I can recognise if touch makes me feel uncomfortable, unhappy or unsafe I know what to do if someone makes me feel uncomfortable, unhappy or unsafe. I know who a stranger is and how I should behave different towards them <p>Required Skills:</p> <ul style="list-style-type: none"> I can locate all given parts of my body upon request I can recognise the people that I have a relationship with e.g. family, caregivers, friends and I know the types of touch that are acceptable with each of these people I can recognise the different types of touch I 	<p>Media Literacy and Digital Resilience (Using the internet and digital devices; communicating online)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how and why people use the internet I know the benefits of using the internet and digital devices I know how people find things out and communicate safely with others online <p>Required Skills:</p> <ul style="list-style-type: none"> I can/ can be supported, to use a computer functions to access the internet I can access the internet for a key purpose e.g. to find an image or information about a specific subject I can identify the functions of different digital devices e.g. computer to access the internet to find information, camera for taking photographs and videos clips and a phone to communicate with another person I can use/ accept support to use these digital devices safely according to their function I can follow/ be supported, to follow safety rules when finding things out or communicating with others using digital devices <p>Money and Work (Strengths and interests; Jobs in the community)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know what my own strengths are in school I know what different strengths and interests are needed to do different jobs I know some people are in the community who's job it is to help me I can identify some jobs and the work people do in the community. <p>Required Skills:</p>	<p>of e.g. lots of vegetables, little sugary foods.</p> <ul style="list-style-type: none"> I can take part/carry out some self help skills as part of my daily routine I can identify some ways to stay safe in the sun e.g. sun hat/cream/glasses I can identify people that help me regularly e.g. parents, key adults in school I can recognise other people who can help me e.g. doctor, nurse, dentist etc. <p><i>Suggested Texts: Max the champion by Sean stockdale, Alex strick & Ros Asquith (to understand that our bodies work in different ways)</i></p> <p>Growing and Changing (Recognising what makes them unique and special; feelings; managing when things go wrong)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know what makes me special and unique including my likes, dislikes and what I am good at I know ways to manage my emotions and whom to tell when finding things difficult, or when things go wrong I know how they are the same and different to others I know about different kinds of feelings that I may be experiencing I know how to recognise feelings in themselves and others I know how feelings can affect how people behave <p>Required Skills:</p> <ul style="list-style-type: none"> I can express/identify my likes, dislikes, preferences and what I can do well or am good at I can use some strategies to help me feel calm when things are going wrong or are difficult I can show some resilience to bounce back after difficulties I can recognise ways that I am similar and different to my friends/others

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<p>can give, receive (e.g. hugs, tickling, kisses and punches)</p> <ul style="list-style-type: none"> I can express/communicate how different types of touch makes me feel I can recognise the emotion that touch makes others feel I can show empathy towards another in response to noticing their feelings I can communicate with another to give/ not give them permission to enter my personal space I can communicate with a trusted adult to seek help when I am feeling uncomfortable, unhappy or unsafe <p>Respecting ourselves and others (How behaviour affects others; being polite and respectful) <i>Key knowledge:</i></p> <ul style="list-style-type: none"> I can label a range of emotions and recognise these within myself, my friends/others I know my actions and actions of my friends/others can have a negative or positive impact I know what polite and respect means and I know ways to be polite and respectful towards my friends/others I know when my friends/others are being unkind towards me and my belongings or those of my friends, in and out of school I know about the class rules, being kind to others, sharing and taking turns <p>Required Skills:</p> <ul style="list-style-type: none"> I can label each basic emotion I display in the moment as I express it e.g. happy, sad, angry I can recognise that my behaviour can affect how my friends/others feel I can behave in a polite and respectful way to my friends/others e.g. 	<ul style="list-style-type: none"> I can identify something I like and that I'm good at doing, in and out of school I can recognise the skills needed to do a job I can identify some people in the community that can help me and I can recognise what they need to do the job I can recognise some jobs that happen in the community e.g. shop keeper, police 	<ul style="list-style-type: none"> I can recognise my changing emotions and can identify how I feel in the moment I can recognise feelings being displayed by my friends/others and can identify the emotions they are feeling I can recognise when a friend is happy or sad by their actions/behaviour <p><i>Suggested Texts: Elmer by David McKee (to like the way I am) Hair, it's a family affair by Mylo Freeman (to be proud of me)</i></p> <p>Keeping Safe (How rules and age restrictions help us; keeping safe online) <i>Key knowledge:</i></p> <ul style="list-style-type: none"> I know how rules can help to keep me and my friends/others safe I know why some things have age restrictions, e.g. TV and film, games, toys or play areas I know basic rules for keeping safe online I know whom to tell if they see something online that makes them feel unhappy, worried, or scared <p>Required Skills:</p> <ul style="list-style-type: none"> I can listen to and follow rules I can recognise how following the rules keeps me and others safe I can stick to the rules and boundaries in place for restricting , e.g. TV and film, games, toys or play areas and can recognise that these restrictions are not different for older children I can listen to and follow the rules for keeping safe when online I can seek out/approach and communicate with an adult to tell them of something online or someone in real life has made them feel unhappy, worried or scared

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<p>helping, sharing, taking turns and being friendly</p> <ul style="list-style-type: none"> • I can modify my behaviour if it is making a friend/other feel sad, worried or frustrated • I can communicate my feelings to another if I feel my friends or others are being unkind or not being polite and respectful towards me • I can follow the class rules and can see that my friends and others follow them too <p><i>Suggested texts: Ten Little Pirate by Mike Brownlow & Simon Rickerty (To play with boys and girls) Want to play trucks? By Bob Graham (to find ways to play together)</i></p>		

My Creativity Medium Term Plan



Autumn	Spring	Summer
Art & Design		
<p>Key knowledge:</p> <ul style="list-style-type: none"> I have an awareness of cause and effect in a creative process I know how to explore materials systematically to make a collage I know how to make intentional marks and show an awareness of my marks I know how to apply familiar techniques e.g. glue and stick to create a pattern <p>Required Skills:</p> <ul style="list-style-type: none"> I can explore materials independently I can repeat my actions to have the same effect I can show preferences and make choices of tools and materials 	<p>Key knowledge:</p> <ul style="list-style-type: none"> I have an awareness of the marks I make in a creative process I have an interest in mark making tools and materials I know how to apply familiar techniques to create a sculpture or drawing <p>Required Skills:</p> <ul style="list-style-type: none"> I can use a tool to make marks I can manipulate pliable materials by rolling pressing and cutting I can copy actions to make marks and movements 	<p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to use more than one colour/form of media at a time. I know how to unintentionally mix and blend colours I know how to use familiar tools in a creative process <p>Required Skills:</p> <ul style="list-style-type: none"> I can notice changes in colour I can show a preference for colours and patterns I can imitate the use of tools and actions to create art work I have some control using paintbrushes and tools in a creative process
Music		
<p><u>Listening and responding</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know what music is I know that I can use my actions / vocalisations in response to music <p>Required Skills:</p> <ul style="list-style-type: none"> I can respond to the music through my actions e.g. stop and start I can use simple terms to describe music I can give an appropriate response to music I can listen to and engage with a range of music both familiar and unfamiliar I can make vocal or physical sounds when hearing music I can respond to changes in sound or music with body movements <p><u>Performing</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to make a sound using an instrument I know simple words linked to the instrument and how to turn these into actions I know that I can play alongside others <p>Required Skills:</p> <ul style="list-style-type: none"> I can show some control with an instrument I can play a range of simple instruments in the manner that I have been shown I can take part in musical performances with others I can follow simple verbal instructions on what to do with an instrument e.g. shake, hit, stop, start I can tell the difference between singing and speaking <p><u>Composing</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to make a sound using my hands I know how to make a sound using an instrument <p>Required Skills:</p> <ul style="list-style-type: none"> I can make a range of sounds on an instrument I can play random rhythms on instruments I can create sounds on an instrument in response to a word I can clap my own short rhythm 		



The World About Me Medium Term Plan

Autumn	Spring	Summer
<p><u>Locational Knowledge</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know my own name I begin to know the names of familiar peers and staff I know where familiar equipment is located I know key areas in an immediate location and close proximity <p>Required Skills:</p> <ul style="list-style-type: none"> I can respond to my name I can look towards familiar people around me I can point/ label the pictures of familiar people I can engage with a range of equipment I can request/ move towards preferred equipment I can respond to picture/symbol or verbal prompts and move towards a location within my immediate environment I can move to areas within my close setting such as playgrounds, toilet, coat peg with success <p><u>Geographical skills and fieldworks</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know the weather changes I know the names different types of weather I know what to wear in different weather types I know physical changes that happen in each season <p>Required Skills:</p> <ul style="list-style-type: none"> I can ask simple 'what?' questions I can use symbols or copy/say new words for the weather I can demonstrate a curiosity towards the weather outdoors sometimes asking questions I can identify what pieces of clothing are worn in each weather type I can begin to notice the leaves on the trees and how 	<p><u>Human and Physical Geography</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to use my senses to explore a range of vegetables I know how to make simple comments about foods that I have explored I know the names and can identify a range of shops I know how to make simple comments about different types of buildings I know that plants grow <p>Required Skills:</p> <ul style="list-style-type: none"> I can smell, touch and taste a range of foods I can use words/symbols/signing to identify my likes and dislikes I can explore where foods are grown I can visit a range of foods shops I can identify a shops logo I can record which food types come different places (butchers/bakery/grocery) I can recall the basic needs of a seed <p><u>Understanding connections</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know about past and present and I show an awareness of past activities that I have participated with <p>Required Skills:</p> <ul style="list-style-type: none"> I can engage in a range of new activities I can recall key aspects from a previous session and show anticipation towards a task <p><u>Geographical skills and fieldworks</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know how to respond to questions about my immediate experience I know how to comment on and ask simple questions about the natural world I have the willingness to explore something new outside 	<p><u>Geographical skills and fieldworks</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that certain objects float and certain objects sink I know how to answer simple questions about a task I know how to identify and classify animals that live in water I know water can erode landmarks <p>Required Skills:</p> <ul style="list-style-type: none"> I can explore a range of objects that sink and float I can make items float I can identify what animals live under the sea I can identify which objects can be found under the sea I can explore the impact the sea has on marine life in rock pools <p><u>British and world History</u></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> I know that seaside holidays were different in the past I know that pirates stole treasure I know a boat/ship travels on the water <p>Required Skills:</p> <ul style="list-style-type: none"> I can identify and sort a range of photographs from holidays in the past and present I can listen to a range of stories about pirates I can role play holidays and pirates I can recall a key phrase from the story I can explore a range of boats on water

<p>they are different in each season</p> <ul style="list-style-type: none"> I can show an awareness that ice and snow melt and water can freeze at an exploratory level 	<ul style="list-style-type: none"> I know that different animals live in different habitats <p>Required Skills:</p> <ul style="list-style-type: none"> I can identify and sort a range of insects I can explore an insects habitat underground and record my findings I can move around and access a new outdoor environment I can identify and sort which animals lives in each habitat (tadpole/water, worm/soil) 	
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