

# Yellow Curriculum Pathway

Our Curriculum .....	3
Who are the learners on the Yellow pathway? .....	3
My Curriculum Offer.....	4
Starting Points & End Points .....	4
Intent, Implementation & Impact .....	6
My Communication .....	6
My Thinking & Problem Solving .....	7
My Personal, Social, Health & Emotional Development .....	8
My Creativity .....	10
The World About Me .....	11
Theme Cycle.....	12
Cycle A Long-Term Plan .....	13
Cycle B Long Term Plan .....	15
Cycle C Long Term Plan .....	17
Curriculum Enrichment.....	19
Cycle A Enrichment .....	20
Cycle B Enrichment .....	21
Cycle C Enrichment .....	22
My Communication Medium Term Plan.....	23
My Thinking & Problem Solving: Maths Medium Term Plan .....	25
My Thinking & Problem Solving - Science Medium Term Plan.....	28
My Thinking & Problem Solving – Computing Medium Term Plan.....	30
My Personal, Social, Health and Emotional Development Medium Term Plan.....	32
My Creativity Medium Term Plan.....	37
The World About Me Medium Term Plan .....	39

## 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 Yellow pathway?

- I am working at Progression Step 2 to Progression Step 3/4
- I am working at a subject specific level on pre-key stage standards
- I have 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, although this reduces as I develop

## My Curriculum Offer


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

## Starting Points & End Points

Area	Starting Point	End Point
Communication: Reading	<ul style="list-style-type: none"> <li>• I can listen and respond to familiar rhymes and stories</li> <li>• I show some understanding of how a book works</li> </ul>	<ul style="list-style-type: none"> <li>• I will be able to read a growing repertoire of familiar words</li> <li>• I will be able to read my own name</li> <li>• I will be able to recognise at least half the alphabet</li> </ul>
Communication: Writing	<ul style="list-style-type: none"> <li>• I understand that marks and symbols convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• I will be aware that writing can have a range of purposes</li> <li>• I will have an understanding of how text is arranged on the page</li> <li>• I will be able to write my name</li> </ul>
Communication: Spoken Language	<ul style="list-style-type: none"> <li>• 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</li> <li>• I have an understanding of at least 50 words including names for familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>• I will be able to link up to four key words, signs or symbols to communicate about my own experiences</li> </ul>
Thinking & Problem Solving: Maths	<ul style="list-style-type: none"> <li>• I am aware of number activities and counting</li> <li>• I am developing my object permanence and will search for objects when they are out of sight, hearing or touch</li> <li>• I can classify objects when there is a big contrast e.g. big &amp; small, heavy &amp; light, full &amp; empty</li> <li>• I can transfer my knowledge into other activities and show application of my knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• I will be able to join in rote counting to beyond 10</li> <li>• I will be able to describe, recognise and copy simple repeating patterns and sequences</li> <li>• I will be able to compare objects focusing on one dimension</li> </ul>
Thinking & Problem Solving: Science	<ul style="list-style-type: none"> <li>• I will explore objects and materials and I can make changes to the materials and observe the results of my actions</li> <li>• I can communicate my awareness of simple observations and changes</li> <li>• I will have a basic understanding about growing</li> </ul>	<ul style="list-style-type: none"> <li>• I will be able to observe changes and patterns in objects and communicate these</li> <li>• I will be able to identify common materials, their properties and be able to sort them</li> </ul>
Thinking & Problem Solving: Computing	<ul style="list-style-type: none"> <li>• I can make a selection to communicate, I know that my actions produce a predictable result</li> </ul>	<ul style="list-style-type: none"> <li>• I can use ICT to communicate and present my ideas</li> </ul>

Area	Starting Point	End Point
	<ul style="list-style-type: none"> <li>I can explore different devices and electronic content and make something happen</li> <li>I can work with an adult to keep myself safe online</li> </ul>	
Personal, Social, Health & Emotional Development	<ul style="list-style-type: none"> <li>I can simply express my feelings, needs likes and dislikes</li> <li>I have an understanding of "Yes" and "No"</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate my feelings, opinions and ideas in simple phrases</li> <li>I can join in a range of activities in 1:1 situations, small groups or large groups</li> <li>I have a basic understanding of right &amp; wrong</li> <li>I have an understanding of rules and boundaries</li> <li>I understand my peers have different opinions and feelings</li> </ul>
Creativity: Art & Design	<ul style="list-style-type: none"> <li>I am developing my awareness of cause and effect through creativity</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my ideas using materials and processes working in 2D and 3D</li> </ul>
Creativity: Music	<ul style="list-style-type: none"> <li>I know what music is and can respond</li> <li>I can make sounds using instruments and my body</li> <li>I can communicate about familiar musical activities or name familiar instruments</li> </ul>	<ul style="list-style-type: none"> <li>I can use my voice expressively and creatively</li> <li>I can play instruments musically</li> <li>I can listen with concentration and understand a range a music</li> <li>I experiment and create sounds using the different dimensions of music</li> </ul>
Understanding the World: Geography	<ul style="list-style-type: none"> <li>I can extend my skills to help me notice and explore my world</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to recognise features of places (physical, natural, human, manmade)</li> </ul>
Understanding the World: History	<ul style="list-style-type: none"> <li>I can recognise myself and other people in pictures of the recent past</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to say whether events and objects belong in the past or present</li> </ul>
PE	<ul style="list-style-type: none"> <li>I know how to move and my movement patterns are established.</li> <li>I can perform single actions such as rolling, running, or jumping</li> </ul>	<ul style="list-style-type: none"> <li>I can perform basic movements including running, jumping, throwing and catching, as well as showing balance, agility</li> <li>I can generalise my skills into different activities and co-ordination</li> <li>I can participate in team games, developing simple tactics for attacking and defending</li> <li>I can perform dances using simple movement patterns.</li> </ul>

## Intent, Implementation & Impact

	<p><b>My Communication</b></p> <p><b><i>Communication is at the heart of being a social human being</i></b> <b><i>Motivation, means and mate: It's all you need to communicate</i></b></p>
<p style="text-align: center;"><b>Intent – Our Aims</b></p>	
<ul style="list-style-type: none"><li>• Deliver a communication curriculum that meets my individual needs.</li><li>• Communication is a core skill and I have opportunities to develop my skills of reading, writing, and spoken language.</li><li>• I am taught key life skills that are a pre-requisite for my educational, emotional, and social progress.</li><li>• Develop my functional reading, writing and communication; however, we understand that for me, not all these aims may be achievable, but more a process of active engagement, exploration and experiences.</li></ul>	
<p style="text-align: center;"><b>Implementation – How am I taught to communicate?</b></p>	
<ul style="list-style-type: none"><li>• Communication is within all areas of my curriculum.</li><li>• I access a range of communication methods to enable me to choose and develop my preferred form of communication.</li><li>• My daily routines are planned and centred on developing my communication skills.</li><li>• I am exposed to a variety of language (key words, signs and symbols) to develop my vocabulary.</li><li>• 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.</li><li>• 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.</li><li>• I have practical and enriching opportunities to enhance my learning, not only academically, but also socially and emotionally.</li><li>• Repetition is key for me to practise and embed my new skills.</li></ul>	
<p style="text-align: center;"><b>Impact – How do I benefit from learning to communicate?</b></p>	
<ul style="list-style-type: none"><li>• 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.</li><li>• I will make measurable progress within my communication skills to prepare me to become a contributing member of society.</li><li>• My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.</li></ul>	



## 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 curiosity, independence and develop 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**

- I develop my personal, social and emotional skills.
- 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?**

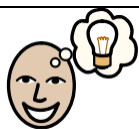
- Personalised Relationships and Health Education.
- Weekly PE activities promote a healthy lifestyle (physical abilities and independence)
- Teaching as appropriate for me through explicit lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school 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 the 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, and 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
<b>Reading</b>	See Suggested Reading Spine & Other Books		
<b>Writing</b>	Stories with familiar settings & non-fiction writing Fantasy world & Adventure Story	Label / list / caption / instructions Stories with familiar settings & explanation	Traditional fairy tales & stories with historical settings / myths & legends Poetry & cultural tales
<b>Spoken Language</b>	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
<b>Maths</b>	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
<b>Science</b>	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
<b>Computing</b>	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
<b>British Values / SMSC</b>	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		
<b>PSHE</b>	<b>Relationships:</b> <u>Families &amp; Friendships</u> (Making friends; feeling lonely and getting help) <u>Safe Friendships</u> (managing secrets; resisting pressure and getting help; recognising hurtful behaviour) <u>Respecting ourselves and others</u> (Recognising things in common and differences; playing and working cooperatively; sharing opinion)	<b>Living in the wider world:</b> <u>Belonging to a community</u> (Belonging to a group; roles and responsibilities; being the same and different in the community) <u>Media literacy &amp; digital resilience</u> (How the internet is used; assessing information online) <u>Money and Work</u> (What money is; needs and wants; looking after money)	<b>Health &amp; Wellbeing:</b> <u>Physical health &amp; mental wellbeing</u> (Health choices and habits; what affects feelings; expressing feelings) <u>Growing &amp; changing</u> (Growing older; naming body parts; moving class or year) <u>Keeping safe</u> (Safety in different environments; risk and safety at home; emergencies)
<b>Art &amp; Design</b>	<b>Element: Pattern, Texture &amp; Form</b> <b>Printing</b> 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	<b>Element: Shape, Line &amp; Space</b> <b>Drawing: Different Media</b> 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	<b>Element: Pattern, Texture &amp; Tone</b> <b>Design &amp; Craft: Clay, sculptures &amp; mixed materials</b> 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
<b>Music</b>	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. Guidance, Planning and activities can be found here <a href="https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ">https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf</a>		

<b>Music</b>	<p><b>Listening and responding -</b> Recognise short &amp; long sounds Discriminate between fast &amp; slow Discriminate between obvious differences in pitch: high &amp; low Discriminate between loud &amp; quiet demonstrate preferences</p> <p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> (re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key .</p>	<p><b>Listening and responding –</b> Recognise short &amp; long sounds Discriminate between fast &amp; slow Discriminate between obvious differences in pitch: high &amp; low Discriminate between loud &amp; quiet demonstrate preferences</p> <p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key</p>	<p><b>Listening and responding –</b> Recognise short &amp; long sounds Discriminate between fast &amp; slow Discriminate between obvious differences in pitch: high &amp; low Discriminate between loud &amp; quiet demonstrate preferences</p> <p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key</p>
<b>Humanities (History &amp; Geography)</b>	<p><b>G- Geographical skills and fieldworks</b> <b>H- Cause and consequence</b> 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><b>G- Human and physical Geography</b> <b>H- Understanding connections</b> Toys &amp; Games – Mine, My Parents and Grandparents Toys used at different age stages baby/toddler/teenager Differences between objects Where are toys &amp; games made? Recall toys and their actions Weather and climate making comments What to wear in different weather types</p>	<p><b>H- Historical enquiry and interpretation</b> <b>G- Place Knowledge</b> 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>
<b>PE</b>	Multi-Skills Gymnastics	Dance KS2 Swimming	Net & Wall and Athletics KS2 Swimming
<b>RE</b>	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
<b>Reading</b>	See Suggested Reading Spine & Other Books		
<b>Writing</b>	Stories with familiar settings & non-fiction writing Newspaper	Stories with familiar settings Chronological and non-chronological report Lists, captions, labels, Descriptive writing	Poetry Drama
<b>Spoken Language</b>	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
<b>Maths</b>	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
<b>Science</b>	Animals including humans – Health & growth [digestion] Seasonal changes	Plants - Growing & eating Life cycles of animals Different habitats	Properties of Materials – Solids, Liquids & Gases and changes rocks
<b>Computing</b>	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
<b>British Values / SMSC</b>	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		
<b>PSHE</b>	<b>Relationships:</b> <u>Families &amp; Friendships</u> (Making friends; feeling lonely and getting help) <u>Safe Friendships</u> (managing secrets; resisting pressure and getting help; recognising hurtful behaviour) <u>Respecting ourselves and others</u> (Recognising things in common and differences; playing and working cooperatively; sharing opinion)	<b>Living in the wider world:</b> <u>Belonging to a community</u> (Belonging to a group; roles and responsibilities; being the same and different in the community) <u>Media literacy &amp; digital resilience</u> (How the internet is used; assessing information online) <u>Money and Work</u> (What money is; needs and wants; looking after money)	<b>Health &amp; Wellbeing:</b> <u>Physical health &amp; mental wellbeing</u> (Health choices and habits; what affects feelings; expressing feelings) <u>Growing &amp; changing</u> (Growing older; naming body parts; moving class or year) <u>Keeping safe</u> (Safety in different environments; risk and safety at home; emergencies)
<b>Art &amp; Design</b>	<b>Element: Pattern, Texture &amp; Form</b> <b>Collage and textiles</b> 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.	<b>Element: Shape, Line &amp; Form</b> <b>Drawing 3D sculpture</b> 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	<b>Element: Colour, Tone &amp; Pattern</b> <b>Painting and printing</b> 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
<b>Music</b>	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. Planning and activities can be found here <a href="https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ">https://dalp.sharepoint.com/:w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ</a>		
<b>Music</b>	<b>Listening and responding -</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences and begin to recreate rhythms <b>Performing</b> perform an independent part as part of an ensemble piece	<b>Listening and responding –</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences and begin to recreate rhythms <b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group,	<b>Listening and responding –</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences and begin to recreate rhythms <b>Performing</b> perform an independent part as part of an ensemble piece

Cycle B	Autumn	Spring	Summer
	improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune <b>Composing</b> - (re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key <b>Suggested songs/music</b>	perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune <b>Composing</b> - re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key <b>Suggested songs/music</b> -	improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune <b>Composing</b> - re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key
<b>Humanities (History &amp; Geography)</b>	<b>G- Locational knowledge</b> <b>G- Geographical skills and fieldworks</b> Where do they live/ where is their class Uses maps to explore their home or local area Records and noticed changes in the weather and outdoors e.g colour of leaves, the temperature Weather and climate	<b>G- Human and physical Geography</b> <b>H- Understanding connections</b> <b>G- Geographical skills and fieldworks</b> Farming- where does food come from, where does food grow How foods have changed from a different era Food found in the shops and in various locations Locations you might find different life cycles Use tools such as magnifying glass to look at habitats and insects Insets from different countries and environments	<b>G- Geographical skills and fieldworks</b> <b>H- British and world history</b> Water- effects water can cause Where do we find water Oceans around the world Water cycle Keeping safe History of pirates and locations around the world, what does piracy look like now Historic stories about pirates and treasure
<b>PE</b>	Multi-Skills Gymnastics	Dance KS2 Swimming	Net & Wall and Athletics KS2 Swimming
<b>RE</b>	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)	Baisakhi (Sikhism) Wesak-Budah Day (Buddhism)



## 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
<b>Reading</b>	See Suggested Reading Spine & Other Books		
<b>Writing</b>	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
<b>Spoken Language</b>	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
<b>Maths</b>	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
<b>Science</b>	Animals including humans – variation & classification [comparing animal groups] Electricity	Forces – transport. Habitat	Seasonal changes Life cycles [plants and animals]
<b>Computing</b>	Communicating Online Safety – Content, Contact & Conduct	Finding Out Online Safety – Content, Contact & Conduct	Computing Online Safety – Content, Contact & Conduct
<b>British Values / SMSC</b>	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		
<b>PSHE</b>	<b>Relationships:</b> <u>Families &amp; Friendships</u> (Making friends; feeling lonely and getting help) <u>Safe Friendships</u> (managing secrets; resisting pressure and getting help; recognising hurtful behaviour) <u>Respecting ourselves and others</u> (Recognising things in common and differences; playing and working cooperatively; sharing opinion)	<b>Living in the wider world:</b> <u>Belonging to a community</u> (Belonging to a group; roles and responsibilities; being the same and different in the community) <u>Media literacy &amp; digital resilience</u> (How the internet is used; assessing information online) <u>Money and Work</u> (What money is; needs and wants; looking after money)	<b>Health &amp; Wellbeing:</b> <u>Physical health &amp; mental wellbeing</u> (Health choices and habits; what affects feelings; expressing feelings) <u>Growing &amp; changing</u> (Growing older; naming body parts; moving class or year) <u>Keeping safe</u> (Safety in different environments; risk and safety at home; emergencies)
<b>Art &amp; Design</b>	<b>Element: Pattern, Texture &amp; Line</b> <b>Drawing: Different Media</b> 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	<b>Element: Sculpture, 3D form &amp; Space</b> <b>Design &amp; Craft: Clay &amp; mixed materials</b> 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	<b>Element: Pattern, Texture &amp; Tone</b> <b>Painting: Colour mixing</b> 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
<b>Music</b>	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. Planning and activities can be found here <a href="https://dalp.sharepoint.com/w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ">https://dalp.sharepoint.com/w:/s/RPA-AllStaffTeam/EYepZMx39rFHmh7gzny3omUB9j9Mky-qB5qF5GHG2trOnA?e=aA0BSJ</a>		
<b>Music</b>	<b>Listening and responding -</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences	<b>Listening and responding –</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences	<b>Listening and responding –</b> Recognise short & long sounds Discriminate between fast & slow Discriminate between obvious differences in pitch: high & low Discriminate between loud & quiet demonstrate preferences

Cycle C	Autumn	Spring	Summer
	<p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> (re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key</p>	<p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> (re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key</p>	<p><b>Performing</b> perform an independent part as part of an ensemble piece improvise with others in a group, perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune</p> <p><b>Composing -</b> (re)create simple pieces, increasingly in tune and in time Experiment and improvise on simple pieces they have heard, varying them slightly e.g. changing the pitch or key</p>
<b>Humanities (History &amp; Geography)</b>	<p><b>H- Historical terminology</b> The Passage of Time – Me &amp; Homes Months of the year and daytime light Place location Recall events and build on the past</p>	<p><b>G- Place Knowledge</b> <b>G- Locational knowledge</b> <b>H- Understanding connections</b> Uses maps to plan journeys Local journeys within school Notices or experience differences between England and other countries Using geographical skills around school (staycation &amp; abroad) and how they have changed over time Their own holiday or events from the past</p>	<p><b>G- Human and physical Geography</b> Weather and climate Water Animals under the sea/ beach/ rockpools</p>
<b>PE</b>	<p>Multi-Skills Gymnastics</p>	<p>Dance KS2 Swimming</p>	<p>Net &amp; Wall and Athletics KS2 Swimming</p>
<b>RE</b>	<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

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

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><b>Word Reading</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that words, symbols and pictures convey meaning</li> <li>I know how to read a growing number of familiar words including my name</li> <li>I can identify letters of the alphabet and their sounds</li> <li>I know how a book works</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can say a single sound for 10+, 15+ and 20+ graphemes</li> <li>I can read words with known graphemes with support</li> <li>I can read words and symbols in the environment</li> <li>I can identify letters of the alphabet by their sound</li> <li>I can move my finger from left to right when reading text</li> <li>I can read a book in an appropriate way</li> <li>I can find letters from my name in a book and the environment</li> <li>I can echo a staff member saying CVC words</li> <li>I can blend some CVC words with support</li> <li>I can say the sound of some of the letters in my name</li> <li>I can say the sound of some letters of the alphabet</li> <li>I can identify the initial letter of my name</li> <li>I can identify the name of 10, 20 then all letters</li> <li>I can relate letter sound to letter name</li> <li>I can sort words and letters from numbers</li> <li>I can recognise some common written words</li> <li>I can read a few common exception words</li> <li>I can read accurately by blending sounds in words with two and three known graphemes</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to produce meaningful marks or symbols relating to my name, familiar words, actions, images or events</li> <li>I know the difference between letters and symbols</li> <li>I know how to group letters and leave spaces between them</li> <li>I know how to form some letters correctly</li> <li>I know that writing can have a range of purposes and communicate meaning</li> <li>I know how to write my name with an appropriate use of upper and lower case letters or appropriate symbols</li> </ul> <p><b>Required skills:</b></p> <ul style="list-style-type: none"> <li>I can trace, overwrite or copy shapes and straight line patterns</li> <li>I can copy letter forms</li> <li>I can make marks including some letters (up to 20+ lower case by the end of the pathway) with the intention of conveying meaning</li> <li>I can colour a picture and try to stay in the lines</li> <li>I can sequence two pictures</li> <li>I can sequence letters, symbols or words for one or two simple words from my memory</li> <li>I can write my name with upper and lower case letters</li> <li>I can answer simple questions about my writing</li> <li>I can create my own narrative</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to combine two key ideas</li> <li>I know how to initiate and maintain short conversations</li> <li>I know how to use up to four key words to communicate simple ideas, events or stories</li> </ul> <p><b>Required skills:</b></p> <ul style="list-style-type: none"> <li>I can combine single words, signs or symbols to communicate</li> <li>I can use over 50 words</li> <li>I can ask simple questions to obtain information</li> <li>I can use prepositions such as "in" or "on" and pronouns such as "my" or "it"</li> <li>I can use regular plurals correctly</li> <li>I can communicate about the present, past and future</li> <li>I can contribute appropriately in 1:1 and small group discussions and role play</li> <li>I can use conjunction to link ideas or add new information</li> <li>I can use possessives</li> <li>I can role play confidently</li> <li>I can use conjunctions that suggest cause</li> </ul>

Reading	Writing	Spoken Language
<p><b>Comprehension</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know that books tell a story</li> <li>• I know that characters and events in a story / poem can affect me and my feelings</li> <li>• I know how to answer simple questions regarding the story / poem</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can join in with predictable phrases from a familiar story or rhyme</li> <li>• I can answer simple question which demonstrate my understanding of the story</li> <li>• I can role play simple stories</li> <li>• I can find my favourite book</li> <li>• I can predict what will happen in a repetitive story</li> <li>• I can identify if the reader changes parts in a familiar story</li> <li>• I can talk about my favourite story</li> <li>• I can read my writing aloud</li> <li>• I can express my feelings relating to a story or poem</li> <li>• I can derive meaning from text in the environment</li> <li>• I can sit in a group and listen to a story</li> <li>• I can recount a short sequence of events</li> <li>• I can describe characters and events</li> <li>• I can find letter, words and pages in a book I am reading</li> </ul>		





## My Thinking & Problem Solving: Maths Medium Term Plan

Autumn	Spring	Summer
<p><b><u>Number &amp; Place Value</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the order of number for 0 – 10</li> <li>I know that when counting the last number represents the amount</li> <li>I know the number names from 0 – 10</li> <li>I know which numerals match to their quantity.</li> <li>I know the meaning of more, less, before and after.</li> <li>I know how to write numerals to 5 correctly</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can rote count to 10</li> <li>I can count objects up to 10 with number names in order</li> <li>I can compare 2 quantities to 10 using the term “less”, “larger”, “more” &amp; “smaller”</li> <li>I can match numerals to objects to 10</li> <li>I can count objects to 10 and find the number “before” and “after” a given number</li> <li>I can correctly write numbers to 5</li> </ul> <p><b><u>Addition, Subtraction, Multiplication &amp; Division</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the meaning of “how many are left”, “how many have gone?”, “how many now” “add”, “altogether”, “make”, “more” &amp; “take away”</li> <li>I know how to share objects to 10 into two groups</li> <li>I know that groups can have more or less than each other</li> <li>I know that groups can be combined or split.</li> <li>I can use a mathematical representation for combining and splitting.</li> </ul> <p><b>Required Skills:</b></p> <p>I can use real life objects to:</p> <ul style="list-style-type: none"> <li>Add one more and count how many now</li> </ul>	<p><b><u>Weight</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know objects can be heavier and lighter</li> <li>I know some comparative language for weight (heavier/lighter)</li> <li>I know that special tools are used for measuring weight (balance and scales)</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can find objects “heavier/lighter” than a given object.</li> <li>I can identify objects and heavy or light</li> <li>I can engage with an adult using scales/balance</li> </ul> <p><b><u>Length</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that objects can be longer or shorter than others.</li> <li>I know some comparative language linked to length/size shortest”, “longest”, “shorter”, “longer”</li> <li>I know that a line must be straight to measure</li> <li>I know that special tools are used to measure length</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can order a range of objects by length (size)</li> <li>I can answer questions related to comparative length (shortest”, “longest”, “shorter”, “longer”)</li> <li>I can draw a representation of a line</li> <li>I can draw a straight line with a rule.</li> <li>I can use measuring tool for the correct purpose in role play.</li> </ul> <p><b><u>Capacity</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know objects will only fit in a bigger box/container.</li> <li>I can fill and empty containers using the language “full” and “empty”</li> <li>I know some containers hold more than others</li> </ul>	<p><b><u>Properties of Shape</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the meaning of “corners” and “sides” linked to 2D shapes</li> <li>I know the key features of simple shapes helping me draw representations</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can describe shapes by number of corners and sides</li> <li>I can draw around shapes</li> <li>I can draw simple shapes</li> <li>I can find 2D shapes on objects and around the environment</li> </ul> <p><b><u>Position &amp; Direction</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that patterns are repeated</li> <li>I know that it is possible to rotate a puzzle piece to complete a puzzle</li> <li>I know the meaning of “forwards”, “backwards” &amp; “turn” and other positional language</li> <li>I know how to respond to and use positional language when building with geometric construction materials</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can create patterns with real life objects and counters</li> <li>I can complete a puzzle of up to 10 pieces</li> <li>I can follow instructions involving positional language</li> <li>I can respond to and use simple positional or directional language</li> <li>I can follow positional and directional instructions</li> </ul> <p><b><u>Data</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to record weather by choosing a</li> </ul>

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Remove one and count how many left</li> <li>I can identify more or less when comparing 2 groups from 0-9</li> <li>I can combine two equal groups to make one whole (using a part whole diagram)</li> <li>I can split a group to make two smaller groups ) using a part whole diagram)</li> <li>I can (with support) record mathematical operations (+ &amp; -) using standard symbols.</li> </ul> <p style="text-align: center;"><b><u>Fractions</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the term half is related to splitting into two equal pieces.</li> <li>I know how to share objects into groups</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can respond with some relevance to the term "half"</li> <li>I can talk about half in conversations, with some accuracy.</li> <li>I can share everyday objects into two equal groups.</li> </ul> <p style="text-align: center;"><b><u>Using &amp; Applying</u></b></p> <ul style="list-style-type: none"> <li>I can transfer my knowledge into other activities and show application whilst focussed on a different activity</li> </ul>	<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can put objects in a sensible sized box/container</li> <li>I can transfer from one container to another noticing that some will not fill the second vessel or will cause it to overflow.</li> <li>I can order two containers by capacity</li> </ul> <p style="text-align: center;"><b><u>Temperature</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know ways of heating things up and cooling things down</li> <li>I know temperature can be described as hot, warm or cold</li> <li>I know I can feel temperature on my hands (and other body parts e.g. cheek, foot)</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can list ways of heating things up and cooling them down</li> <li>I can describe things as hot, warm and cold.</li> <li>I can complete temperatures (hotter/colder) using the sense of touch.</li> </ul> <p style="text-align: center;"><b><u>Time</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know some events have a regular order</li> <li>I know time refers to events that have happened</li> <li>I know time refers to events that will happen "later", "next", "this afternoon" etc.</li> <li>I know the correct use of "did" and "will do"</li> <li>I know that night follows day</li> <li>I know the name of some days</li> <li>I know the meaning of morning, afternoon and night-time</li> <li>I know a clock measures time</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can sequence a minimum of 4 daily events</li> <li>I can recall what I did "a short time ago"</li> </ul>	<p>correct symbol and placing it in the correct position</p> <ul style="list-style-type: none"> <li>I know how to choose and place a correct symbol in the correct position</li> <li>I know how to use a selection of marks to record data</li> <li>I know how to complete a tally when collecting data</li> <li>I know how to record using simple pictorial chart</li> <li>I know how to complete a simple bar chart representation</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can place the correct symbol in the correct place to record information or display a choice.</li> <li>I can use simple marks to record data</li> <li>I can use a tally to record information (with/without support)</li> <li>I can complete simple pictorial chart</li> <li>I can identify similar and difference within a group of objects, symbols, pictures</li> </ul> <p style="text-align: center;"><b><u>Using &amp; Applying</u></b></p> <ul style="list-style-type: none"> <li>I can transfer my knowledge into other activities and show application whilst focussed on a different activity.</li> </ul>

Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>• I can understand simple language for future events and past events</li> <li>• I can use the correct verb “did” or “will do”</li> <li>• I can sequence morning, afternoon and night</li> <li>• I can say the names of the weekdays in sequence (e.g. with a song)</li> </ul> <p style="text-align: center;"><b><u>Money</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>• I know coins increase in value from bronze to silver then gold colour</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>• I can sort coins by colour</li> <li>• I can place coins in order of value</li> </ul> <p style="text-align: center;"><b><u>Using &amp; Applying</u></b></p> <ul style="list-style-type: none"> <li>• I can transfer my knowledge into other activities and show application whilst focussed on a different activity</li> </ul>	



## My Thinking & Problem Solving - Science Medium Term Plan

Autumn	Spring	Summer
<p><b><u>Animals including humans – Health &amp; Growth [digestion]</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the different ways animals eat</li> <li>I know that carnivores and herbivores have different teeth</li> <li>I know we have different teeth for different tasks</li> <li>I know that animals (including humans) eat different parts of plants and their nuts/seeds</li> <li>I know that some animals eat meat, some plants and some eat both</li> <li>I know the basic process of digestion (chewing, swallowing, digestive system, excretion)</li> <li>I know that salt and water are essential for ALL life</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can match food to the animal that eats it</li> <li>I can identify carnivore or herbivore teeth</li> <li>I can explain the different uses of our own teeth</li> <li>I can recall food that is plant or animal</li> <li>I can name plant parts that humans eat [leaves, flowers/buds, roots, berries and nuts]</li> <li>I can explain our digestive system in basic terms</li> </ul> <p><b><u>Seasonal Changes</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that the sun creates warmth and light</li> <li>I know that clouds make the temperature go down</li> <li>I know the weather I might expect in the seasons</li> <li>I know what temperature I might expect in each season</li> <li>I know things I may expect, see, hear and feel in each season</li> <li>I know the four seasons in order</li> </ul>	<p><b><u>Plants – Growing &amp; Eating</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that leaves grow on plants, and I know their purpose</li> <li>I know some plants we eat and some we do not</li> <li>I know the names of a range of fruit and vegetables</li> <li>I know leaves can look different to others</li> <li>I know seeds can look very different to each other</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can differentiate and identify plant life e.g. leaf, flower, tree, etc.</li> <li>I can differentiate between food plants and non-food plants</li> <li>I can compare and contrast two similar fruit or vegetables</li> <li>I can collect and observe different leaves from the local environment (field trip)</li> <li>I can observe and describe/draw different seeds</li> <li>I can observe the effect of putting a plant in the dark</li> </ul> <p><b><u>Life cycles of animals</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that infant animals are cared for by their parents in different ways</li> <li>I know mammals have live young and birds and reptiles lay eggs</li> <li>I know that babies grow in the mother's womb</li> <li>I know that babies grow in eggs</li> <li>I know the lifecycle of the butterfly/frog</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can name a range of animals (pets, wild, farm)</li> <li>I can match pictures of different infant and adult animals</li> </ul>	<p><b><u>Properties of Materials – solids, liquids &amp; gases</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that some materials can be physically changed</li> <li>I know that some changes are reversible</li> <li>I know that heat causes a change from solid-liquid-gas/vapour</li> <li>I know that two materials can sometime be separated</li> <li>I know that two materials can sometimes NOT be separated</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can manipulate items and change their shape</li> <li>I can describe textures of different materials</li> <li>I can watch water boil and observe what happens (bubbles, steam)</li> <li>I can suggest what might happen if some materials are heated</li> <li>I can separate materials by hand</li> <li>I can separate mixtures using filter paper</li> <li>I can find materials that are magnetic and use a magnet to separate two materials</li> <li>I can list different liquids and solids</li> <li>I can expose different materials to different processes and record findings</li> <li>I can observe and comment on changes of materials e.g. wax or water</li> </ul> <p><b><u>Rocks</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know there are different types of rocks and that they can produce patterns (rock formation and line of strata).</li> <li>I know that rocks are very old</li> <li>I know that rocks can be eroded by wind and water</li> <li>I know what fossils are and that they are found in rocks</li> </ul>

Autumn	Spring	Summer
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can describe how different weather affects what people choose to wear and experience</li> <li>I can recall things I might see, hear and feel in different seasons</li> <li>I can describe weather I have experienced</li> <li>I can track changes in seasons through deciduous trees and other characteristics</li> <li>I can name the seasons in order</li> <li>I can place annual events in their respective season</li> </ul>	<ul style="list-style-type: none"> <li>I can name different animal homes (nest, den, barn, hutch etc.)</li> <li>I can order the 5 stages of life in a human (foetus, baby, child, adult, elder)</li> </ul>	<ul style="list-style-type: none"> <li>I know that crystals and diamonds etc. are found in rocks</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can list non-living things found in soil</li> <li>I can take part in experimental sieving to find pebbles/rocks in soil</li> <li>I can separate sand from larger pebbles and view the sand with a magnifying glass and comment on what they see</li> <li>I can identify differences in pictures of different rock/rock strata formations giving one simple difference</li> <li>I can describe two main ways of erosion (water and wind)</li> <li>I can describe a difference in sedimentary, igneous, metamorphic and conglomerate examples of rocks</li> </ul>



## My Thinking & Problem Solving – Computing Medium Term Plan

Autumn	Spring	Summer
<b>Online Safety</b>		
<ul style="list-style-type: none"> <li>I can choose appropriate content to watch or listen to; know that some online content is inappropriate; know that some information is private</li> <li>I recognise inappropriate content and know to tell an appropriate adult; describe what makes a good friend; know that some information is private and shouldn't be shared with everyone</li> </ul>		
<p><b>What is a computer?</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know I can control the information displayed on a screen</li> <li>I know that you can access the same content on different devices</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can access content using an appropriate access device</li> <li>I can recognise different digital devices</li> <li>I can recognise different devices are used for different purposes.</li> <li>I can choose appropriate technology from a limited selection to fulfil a familiar task</li> <li>I can recognise that you can access content on a digital device</li> <li>I can use a mouse/touchscreen or appropriate access device to target and select options on screen</li> <li>I can recognise and use a range of digital devices; recognise commonly used parts of a computer e.g. mouse, screen, keyboard</li> <li>I can recognise that information and media can be stored on a digital device</li> </ul> <p style="text-align: center;"><b>Multimedia</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that you can control multimedia content, e.g. play &amp; stop music, create digital art</li> <li>I know different digital devices have different functions</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can create simple digital content e.g. digital art</li> <li>I can operate a digital device with support to fulfil a task</li> <li>I can choose media from a selection for a given purpose</li> <li>I can choose media from a selection to convey information</li> <li>I can operate a digital device independently to fulfil a task</li> </ul>	<p style="text-align: center;"><b>Data</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to collect and sort data</li> <li>I know how to answer simple questions about the data</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can sort familiar objects into 2 or more given categories</li> <li>I can count to 3 objects represented in a digital resource</li> <li>I can recognise content in a range of formats e.g. text, image, video, audio</li> <li>I can answer basic questions about information displayed in images</li> <li>I can identify text, image, video and audio content</li> <li>I can collect simple data on a topic</li> <li>I can present simple data using images</li> </ul>	<p style="text-align: center;"><b>Programming and Algorithms</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that I can control a computer</li> <li>I know that I can control a digital device</li> <li>I know how to sequence two or three steps to get a desired outcome</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can control technology for a purpose</li> <li>I can recognise the success or failure of an action when using technology</li> <li>I can follow simple instructions to control a digital device</li> <li>I can recognise that we control computers</li> <li>I can identify the steps of a known task</li> <li>I can try alternative approaches to achieve a goal when using technology</li> <li>I can input a short sequence of instructions to control a device</li> <li>I can recognise that we control computers by giving them instructions</li> <li>I can order two or three steps of a known task</li> </ul>

<ul style="list-style-type: none"><li>• I can select basic options in a familiar application to change appearance of media, e.g. font size, font style, colour</li><li>• I can choose a digital device from a selection to complete a specific task</li><li>• I can present information using appropriate software with support</li></ul>		
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## My Personal, Social, Health and Emotional Development Medium Term Plan

Autumn	Spring	Summer
<p><b><u>Relationships</u></b>  <b><u>Families and Friendships</u></b>            (Making friends; feeling lonely and getting help)  <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know some ways of how to be a good friend e.g. kindness, listening, honesty</li> <li>I know some different ways that people meet and make friends</li> <li>I know some strategies for positive play with friends, e.g. joining in, including others</li> <li>I know what is meant by 'an argument and know what can cause an argument between friends</li> <li>I know how to positive resolve arguments between friends</li> <li>I know how to recognise that I need help, and to ask for help, when I am feeling upset or lonely</li> <li>I know how to get help for someone else when they are feeling upset or lonely</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate traits of being a good friend by being kind, listening and being honest</li> <li>I can initiate interaction with another person that is positive and friendly, e.g. smiling, communicating</li> <li>I can recognise when a friend and I disagree and this becomes negative communication called having 'an argument'</li> <li>I can identify what might cause me to have an argument with friends</li> <li>I can use calming strategies to help me communicate positively in attempt to resolve an argument/disagreement</li> <li>I can identify when I need help from an adult when having a disagreement with a friend</li> </ul>	<p><b><u>Living in the Wider World</u></b>  <b><u>Belonging to a Community</u></b>            (Belonging to a group; roles and responsibilities; being the same and different in the community)  <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>I know about different rights and responsibilities that I have in school and the wider community</li> <li>I know about how a community can help people from different groups to feel included</li> <li>I can recognise that we are all equal, and ways in which I am the same and different to others in my community, the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>I can recognise the purpose and value of the internet in everyday life</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can cope with and be part of a range of different groups e.g. class, teams, faith groups</li> <li>I can recognise the role I have to play within a group and how this can be a different role for different groups</li> <li>I can demonstrate responsibility by carrying out my tasks within my role</li> <li>I can exert my rights and show self will and determination to be listened to and have my voice heard. take on responsibility for know</li> <li>I can recognise fairness and can recognise when myself and others are treated equally.</li> <li>I can show fairness and treat others equally</li> <li>I can recognise when I feeling included as part of a group</li> </ul>	<p><b><u>Health &amp; Wellbeing</u></b>  <b><u>Physical Health and Mental Wellbeing</u></b>            (Health choices and habits; what affects feelings; expressing feelings)  <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know about the choices that people make in daily life that could affect their health</li> <li>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>I know what can help people to make healthy choices and what might negatively influence them</li> <li>I know about habits and that sometimes they can be maintained, changed or stopped</li> <li>I know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>I know that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>I know about the things that affect feelings both positively and negatively</li> <li>I know strategies to identify and talk about my feelings</li> <li>I know about some of the different ways people express feelings e.g. words, actions, body language</li> <li>I recognise how feelings can change overtime and become more or less powerful</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I Can make a good choice and recognise I am making a good or bad</li> </ul>



<ul style="list-style-type: none"> <li>I can seek out an adult and communicate with them to ask for help for myself or a friend when feeling upset or lonely</li> </ul> <p><i>Suggested Texts: The great big book of families by Mary Hoffman &amp; Ros Asquith (to understand what diversity is) Amazing by Steve Antony (To think about what makes a good friend)</i></p> <p><b>Safe Relationships</b> (managing secrets; resisting pressure and getting help; recognising hurtful behaviour)</p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to recognise hurtful behaviour including online</li> <li>I know what to do and whom to tell if I see or experience hurtful behaviour, including online</li> <li>I know what bullying is and different types of bullying</li> <li>I know how someone might feel if they are being bullied</li> <li>I know the difference between happy surprises and secrets that may make them feel uncomfortable or worried, and how to get help</li> <li>I know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>I know how to ask for help if I feel unsafe, worried or uncomfortable and know the words to use</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can identify what my body feels like when I am angry or upset</li> <li>I can show/describe what feeling means angry or upset</li> <li>I can recognise that behaviour which hurts others' bodies, feelings is wrong</li> <li>I can recognise/identify when people are being kind or unkind, with to me or others</li> <li>I can recognise/ identify what teasing means and</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise when others are included regardless of their differences (e.g. protected characteristics, Gender reassignment, disability, sex, sexual orientation, age, race, religion or belief, marriage &amp; civil partnership, pregnancy and maternity) and can use some strategies to include others e.g. sharing, waiting a turn</li> <li>I can use the internet purposefully for everyday life e.g. to find information, places, facts etc, and can see the value of using it</li> </ul> <p><i>Suggested Texts: The first slodge by Jeanne Willis (to understand how we share the world) Blown away by Rob Biddulph (able to work with everyone in my class) What the jackdaw saw by Julia Donaldson &amp; Nick Sharrat (to communicate in different ways) All are welcome by Alexandra Penfold &amp; Suzanne Kaufman (to know I belong)</i></p> <p><b>Media Literacy and Digital Resilience</b> (How the internet is used; assessing information online)</p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how the internet can be used positively for leisure, for school and for work</li> <li>I can recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>I know strategies to recognise whether something they see online is true or accurate</li> <li>I can evaluate whether a game is suitable to play or a website is appropriate for my age-group</li> <li>I can make safe, reliable choices from search results</li> <li>I know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p>choice (e.g. in relation to food, exercise, sleep)</p> <ul style="list-style-type: none"> <li>I can recognise when a friend or others is making a good or bad choice</li> <li>I can recognise some things that help people make good choices and what can negatively influence them e.g. encouragement to take part in regular physical activity</li> <li>I can recognise if I have a habit and can recognise if it is impacting positively or negatively on my health</li> <li>I can continue or change my behaviour to do things that help keep me healthy</li> <li>I can express my feelings e.g. verbal/ non-verbal using body language, and can recognise that my friends/others may express their feelings in a different way to me</li> </ul> <p><i>Suggested Texts: How to be a lion by Ed Verde (to have self-confidence)</i></p> <p><b>Growing and Changing</b> (Growing older; naming body parts; moving class or year)</p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know about the human life cycle and how people grow from young to old</li> <li>I know how our needs and bodies change as we grow up</li> <li>I can identify and name the main parts of the body including external genitalia (private parts) e.g. vagina, penis, testicles (<b>Non-Statutory</b>)</li> <li>I know about change as people grow up, including new opportunities and responsibilities, including joining new groups, setting new goals</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can recognise myself in a photo when I was younger and now and can see the difference</li> <li>I can compare two photos of myself from younger and now and can identify how I have changed, e.g. grown in height, grown hair etc</li> </ul>
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<p>how people who are teased might feel</p> <ul style="list-style-type: none"> <li>• I can identify/give reasons why teasing or name calling is not acceptable</li> <li>• I know how to ask for help be seeking out an adult if others are excluding me or a friend or being unkind to us</li> <li>• I can recognise or identify what is meant by hurtful behaviour and bullying (including verbal, physical, emotional)</li> <li>• I can recognise bullying can happen online</li> <li>• I can recognise the feelings that I have when I am happy and the different feeling I have when I feel worried or scared</li> <li>• I can recognise that feeling worried or scared is unacceptable and I need to seek help from a trusted adult.</li> <li>• I can reach out to alert an adult to express when I feel worried or scared</li> <li>• I can recognise I have can say 'no' and 'refuse' to do something or to go into a situation that makes me feel uncomfortable, worried or scared</li> </ul> <p><b><u>Respecting ourselves and others</u></b> (Recognising things in common and differences; playing and working cooperatively; sharing opinion) <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know what it means to like the same things, have similar views and experiences and that it means I have things in common with friends, classmates and other people</li> <li>• I know that friends can have both similarities and differences</li> <li>• I know how to play and work cooperatively with friends in different groups and situations</li> <li>• I know how to share ideas and listen to others, take part in discussion</li> </ul>	<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can follow safety rules to use the internet safely</li> <li>• I can use the internet positively for leisure e.g. to search and obtain the costing for a new game/toy, for school e.g. to find topic based info to support learning.</li> <li>• I can recognise identify how people in school and other jobs in the community use the internet for their work</li> <li>• I can recognise/ be supported to recognise some signs when an image is not the true image and has been altered or adapted and can listen and understand why this might happen</li> <li>• I can look carefully when viewing images online and can decide, with support whether the image is accurate or untrue</li> <li>• Before playing an online game I can follow safety rules and remember, be supported to, remember to check the age suitability</li> <li>• I can recognise and alert and adult if I feel the content in a game is unsuitable</li> <li>• I can alert an adult, communicate to inform an adult if I view something online that makes me feel uncomfortable, worried or scared</li> </ul> <p><b><u>Money and Work</u></b> (What money is; needs and wants; looking after money) <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know what money is and its different forms e.g. coins, notes</li> <li>• I know ways to pay for things e.g. debit card, electronic payments</li> <li>• I know what money is used for</li> <li>• I know how money can be kept and looked after</li> <li>• I know about getting, keeping and spending money</li> <li>• I know that people are paid money for a job they do</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and order photos of a baby, infant, junior, adult, and old person</li> <li>• I can name/label or locate, more complex body parts including external genitalia (private parts) e.g. vagina, penis, testicles (Non-Statutory)</li> <li>• I can recognise some physical and emotional changes, as I grow older into adults, including signs of puberty and the onset of menstruation</li> <li>• I can identify what happens during puberty, including mood swings, emotional changes, menstruation, and wet dreams/ejaculation, hair growth, skin and voice</li> <li>• I can accept help to manage these changes</li> <li>• I can accept help and prepare myself for the changes</li> <li>• I can seek for /accept support to prepare for new opportunities and to set new personal goals</li> </ul> <p><b><u>Keeping Safe</u></b> (Safety in different environments; risk and safety at home; emergencies) <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• I know how to help keep myself safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• I can identify potential unsafe situations</li> <li>• I know the difference between a private and a public place</li> <li>• I can identify/explain what is appropriate to do in a private and public place (including masturbation)</li> <li>• I can identify some places that are private and public</li> <li>• I can identify who is responsible for keeping me safe in these situations</li> </ul>
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<p>and give reason for own views</p> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can recognise when my friends, classmates or other people have similar experiences, likes, views, opinions and preferences.</li> <li>• I can demonstrate alertness and ready to listen to others</li> <li>• I can demonstrate good listening and turn taking in school</li> <li>• I can demonstrate some actions and words that show I am being polite and courteous to other people</li> <li>• I can demonstrate ways of working cooperatively</li> <li>• I can demonstrate understanding of what we mean by 'being fair' to one another</li> <li>• I can demonstrate some ways sharing opinions, thoughts and ideas on things that matter to me</li> <li>• I can understand why listening to others points of views helps us get on with others</li> <li>• I can recognise and describe why 'turn taking' can help everyone feel included</li> </ul> <p><i>Suggested Texts: The odd egg by Emily Gravett (to understand what makes someone feel proud) Can I join your club? By John Kelly &amp; Steph Laberis (To welcome different people)</i></p>	<ul style="list-style-type: none"> <li>• I know how to recognise the difference between wants and needs</li> <li>• I know how people make choices about spending money, including thinking about needs and wants</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can recognise money in its different forms and can name the forms e.g. coins, notes.</li> <li>• I can recognise what money is use for</li> <li>• I can identify items that are sold in a shop (including online)</li> <li>• I can identify places or situations where money is used to pay for things e.g. shops, café, bus train</li> <li>• I can recognise some different ways that I can pay for things e.g. coins, notes, bankcards, online, phone payment</li> <li>• I can identify/explain some ways to keep money safe</li> <li>• I can identify where we might get money from and for what reasons e.g. birthday presents from family or relatives or pocket money from a family member</li> <li>• I can identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us live</li> <li>• I can identify, explain some ways of keeping money safe that might be better than others</li> <li>• I can identify what is meant by 'need' and 'want' in relation to spending money</li> <li>• I can give/show some examples of what might be a 'need' and a 'want'</li> <li>• I can explain what it means to say money and why we might need to do it</li> <li>• I can recognise what it meant by the term 'afford' (in the context of money)</li> <li>• I can identify some possible consequences of losing money, on</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to avoid and can remove myself from a dangerous situation</li> <li>• I know how to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• I know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• I know how to respond if there is an accident and someone is hurt</li> <li>• I know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can show caution and recognise risks in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• I can follow/accept support to follow safety rules and boundaries in familiar and unfamiliar environment such as in school, online and 'out and about'</li> <li>• I can recognise the feeling of uncertainty and can notice when situations might be unsafe</li> <li>• I can alert an adult and can identify who can is supposed to look after me and keep me safe in these situations</li> <li>• I can take action to avoid a dangerous situation or can physically remove myself from a dangerous situation</li> <li>• I can show caution and follow/be supported to follow safety rules to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• I can recognise/identify different things that people can put in their body or on their skin and Know these things can</li> </ul>
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	ourselves and others; whom to go to or how to seek help if this happens	change how they feel (e.g. medicines and creams) <ul style="list-style-type: none"><li>• I can alert and adult and seek help is someone is hurt</li><li>• I can identify key people who can help me and can follow rules including calling 999 to seek help in an emergency</li></ul>
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## My Creativity Medium Term Plan

Autumn	Spring	Summer
<b>Art and Design</b>		
Pattern /texture /form Collage /Textiles	Shape /line /form Drawing/ 3D sculpture	Colour /tone /pattern Painting/ Printing
<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to show an intention to create and begin to communicate my ideas</li> <li>I know how to develop my ideas and use materials and tools purposefully</li> <li>I know how to use a growing vocabulary to describe my work</li> <li>I know how to describe the results of my actions in a creative process</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can gather and sort materials</li> <li>I can group materials according to similarities e.g. colour or texture</li> <li>I can communicate my preferences and describe textures</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to show control with the use of tools for a purpose</li> <li>I know I need to practise the skills I use in a creative process</li> <li>I know how to communicate my preferences in a creative activity using appropriate language</li> <li>I know how to create using materials in 2 and 3 dimensions</li> <li>I know how to describe the results of my actions in a creative process</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can use a dagger and pincer grip</li> <li>I can show increased control using tools for a purpose</li> <li>I can communicate my preferences and describe the effects of my actions on materials</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to communicate my ideas and experiences using colour in a creative process</li> <li>I know how to represent simple ideas through my work</li> <li>I know how to make selections of tools and materials which I need that are appropriate for the task</li> <li>I know how to describe what I like and see in others artwork</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can create a repeating pattern</li> <li>I can name primary colours</li> <li>I can use printing and painting tools in a creative process</li> <li>I can select colours and use them in my work</li> <li>I can mix colours to achieve a desired effect</li> </ul>
<b>Music</b>		
<u>Listening &amp; Responding</u>		
<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know that music elicits an emotion</li> <li>I know which music I like and dislike and can tell you why</li> <li>I know that music can be expressed through movement</li> <li>I know that music can sound different</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>I can listen to longer pieces of music without distraction</li> <li>I can communicate simply how a piece of music makes me feel</li> <li>I can show appreciation for a performance</li> <li>I can show some understanding of the mood of the music through dance</li> <li>I can give simple reasons why I like or dislike a piece of music</li> <li>I can move to music in different ways</li> <li>I can generalise the name of some instruments</li> <li>I can show a preference for songs</li> <li>I can listen to and comment simply about different music</li> <li>I can describe the notes and tempo I have heard using simple language</li> <li>I can recognise the difference between loud, quiet and silence</li> <li>I can listen to recorded and live music</li> <li>I can clap back short rhythmic patterns of up to four beats</li> <li>I can explore and describe different sounds which come from the same instrument</li> <li>I can indicate long, short, high and low sounds in a piece of music</li> </ul>		
<u>Performing</u>		
<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to use my voice to sing</li> </ul>		

- I know how to control my voice when singing
- I know how to make different notes/sounds with an instrument
- I know how to perform rhymes
- I know how to work independently and co-operatively
- I know the names of familiar instruments

#### Required Skills:

- I can participate in action songs
- I can play or sing a high, low, longer, short, loud or quiet notes when asked
- I can sing a familiar song with others
- I can play an instrument at the same time as another
- I can sort string, brass/woodwind or percussion instruments with support
- I can hold and play classroom instruments in an appropriate way
- I can explore instruments and work out how to make sounds with them
- I can perform a solo or in a group
- I can try different ways to make a sound using an instrument
- I can sing a growing range of songs
- I can name some familiar instruments
- I can follow the lead to clap or walk to a pulse
- I can sing action songs
- I can sing songs with and without an accompaniment
- I can perform a rhyme on my own
- I can rehearse with others in a small group
- I can mouth or chant the words with an accompaniment
- I can complete call and response melodies

#### Composing

##### Key knowledge:

- I know how to create short rhythmic / musical sequences
- I know how to represent music through symbols

##### Required Skills:

- I can repeat a simple rhythmic pattern
- I can order symbols from left to right
- I can create short melodies using a range of notes and rhythms
- I can compose music using symbols to represent high, low, long, short, loud and quiet notes
- I can create sounds to accompany a story, picture or feeling
- I can create a short musical sequence that combines long and short sounds
- I can create a rhythmic sequence which changes tempo
- I can create a musical sequence which has a beginning and an end



## The World About Me Medium Term Plan

Autumn	Spring	Summer
<p><b><u>Locational Knowledge</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know familiar places within school</li> <li>I know known places around school and home</li> <li>I know my own address including house number</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>I can successfully move to a place when given a verbal or symbolised prompt</li> <li>I can independently move to a place within school when asked</li> <li>I can respond when seeing familiar places around home or school i.e. local shop, park</li> <li>I can respond when seeing own home</li> <li>I can identify what key equipment used within school/home that is familiar (toys, games, equipment)</li> <li>I can use digital devices and pictorial maps when locating my own address/school</li> <li>I can write or verbally state my own address</li> </ul> <p><b><u>Geographical skills and fieldworks</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know text in the environment has meaning</li> <li>I know what can be in the grounds of the setting</li> <li>I know how to answer simple 'who?', 'what?' or 'where?' questions</li> <li>I know that the external environment changes over the short term and long</li> <li>I know how to make a simple pictorial representation of what they have seen</li> <li>I know how to records data through pictures</li> <li>I know there are links between objects</li> </ul>	<p><b><u>Human and Physical Geography</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know the names of familiar places where food comes from</li> <li>I know items are purchased from different locations</li> <li>I know different food items are found in different locations</li> <li>I know food is transported and grown elsewhere</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>I can identify familiar places by labelling pictures using words/written/symbols</li> <li>I can visit a shop and buy an item from a shopping list</li> <li>I can identify a range of foods that are grown on a farm</li> <li>I can identify where different foods come from i.e. bread from a bakery, meat from a butches</li> <li>I can engage with a range of different foods from other countries</li> <li>I can identify which foods grow above and below the ground</li> </ul> <p><b><u>Understanding connections</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know there are differences between the past and present</li> <li>I know key differences between my life and another's in history</li> <li>I know how objects have changed over time</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>I can compare foods from the present to a historical era by commenting and exploration</li> <li>I can label a range of new and old foods by personal likes and dislikes</li> <li>I can explore a range of old machinery and tools used</li> </ul>	<p><b><u>Geographical skills and fieldworks</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know information is contained in a photo or picture</li> <li>I know how to answers a question based on observations</li> <li>I know about the dangers around water</li> <li>I know the difference between the sea and an ocean</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>I can identify key objects seen at the seaside</li> <li>I can communicate the properties of items found at the seaside</li> <li>I can identify water as the sea or an ocean by its size and location</li> <li>I can explore water safely playing appropriately with water</li> </ul> <p><b><u>British and world History</u></b></p> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>I know about events/people from the past</li> </ul> <p>Required Skills:</p> <ul style="list-style-type: none"> <li>I can listen to a story about pirates</li> <li>I can identify key aspects from a story</li> </ul>



<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can begin to use symbols and words for different weather types</li> <li>• I can identify a certain weather type via physical and pictorial objects</li> <li>• I can identify the current weather and temperature outside</li> <li>• I can recall what clothing to wear for each weather type</li> <li>• I can change clothing according to the weather</li> <li>• I can notice the leaves are changing colour according to the seasons</li> <li>• I can physically record the weather and temperature</li> <li>• I can identify that leaves/ fruits can come from the same tree/plant</li> </ul>	<p>on farms from the past in a pictorial manner</p> <ul style="list-style-type: none"> <li>• I can compare old machinery and tools to new era tools</li> </ul> <p><b><u>Geographical skills and fieldworks</u></b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know how to handle a magnifying glass</li> <li>• I know how to identify and sort insects from other animals</li> <li>• I know what I have seen and can answer questions</li> <li>• I know the correct equipment to observe a range of animals</li> <li>• I know how to do fieldwork within a setting and beyond</li> </ul> <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>• I can pick up and use a magnifying glass to look at a stationary object</li> <li>• I can explore a range of insects and categorise them</li> <li>• I can use drawings/write/verbalise or use symbols to recall what insects they have seen</li> <li>• I can notice what is living in a range of habitats by using a magnifying class</li> <li>• I can explore the outdoors and look at insects in their natural habitat from a range of countries</li> </ul>	
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