### Semi-Formal Curriculum

Termly Overviews encompassing themes

Intent

(Rolling programme menu, objectives and links)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Global | | | Ecology | | | Community | | |
| Autumn | | | Spring | | | Summer | | |
| People and Fashion [Communication](https://drive.google.com/file/d/1pxADfw4unT_kwbMm6zAh5Pq6PM7Ao6sl/view?usp=sharing)  ‘Motivation, means and mate:  It’s all you need to communicate’  **Zones of Regulation**  **Changes and Transitions**  [**Celebrations and Festivals**](https://drive.google.com/file/d/1y22npudqAxLCN5RDpN6JuzjQfLphR-w4/view?usp=sharing)  [Applefields’ Communication lessons planning](https://drive.google.com/drive/folders/1R0F15M5AQr8Fcj-PHm7gFXMrWXKmEG5M)  **Clothes and Fashion**  *Sock puppets, fashion show, dressing skills*  **Develop the following personalised to EHCP outcomes:**  Recall and sequencing  Language/symbols/sign  Expressive/ receptive language  Following instructions / respond to a request  Turn taking/ rules and playing social games  Communicate with others through play  Use PEC’s system or Makaton purposefully  Conversation skills (intensive interaction to verbal conversation)  Communicate needs/ wants  Indicate a simple choice  Make a request  Follow / Use positional language  Demonstrate anticipation in a game or activity with repetition  Initiate an interaction or the next part of the game interaction  Indicate that I want repetition of the task by using gesture  Follow someone else’s lead and participate in action  Look at adult when my name is called  Pass an item (to peer) with no support  greet staff in class, on arrival at school, using appropriate language, Makaton signs, or my communication device  Make a request for something I need using appropriate language, Makaton signs, or my communication device  Take part appropriately in a social exchange at a shop (eg. To ask where something is, to say please and thank you, to ask how much something costs)  Use appropriate language, Makaton signs, or my communication device to place an order at a café  Use appropriate language, Makaton signs, or my communication device on the bus, to say where I would like to go  Use appropriate language, Makaton signs, or my communication device at the library, to ask for a book on a topic of interest  Use appropriate language, Makaton signs, or my communication device at the school office, to make a request or deliver a message  Use appropriate language, Makaton signs, or my communication device at a different class, to make a request or deliver a message  [My Literacy](https://drive.google.com/drive/folders/1E2uxBDkCKYETKPMNwrOmLak4WRv7JPRe)  [**Narrative**](https://docs.google.com/document/d/1Y6vECuI0N3GqgBCpGf6NbrpFP21hffur/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To follow the sequence of a short fictional narrative story  For the learner to retell the story as best they can  To retell the story with fewer prompts and increasing accuracy To retell the story with sufficient accuracy (to be understandable to a new listener)  To retell more than one story with sufficient accuracy  To be involved with working through a factual story related to the learner’s own actual experience  To tell a factual story with sufficient accuracy  To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner  To tell a factual story with sufficient accuracy to an unfamiliar non school-based storytelling partner  [**Reading**](https://docs.google.com/document/d/1dXypHTnHc9BpHHw1C41vJeSzmpJdWaWa/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To understand that a favoured object can be symbolised in some form.  To make choices from identified favourite objects/activities e.g. ‘train’ or ‘ball’.  To recognise and respond to key signs, symbols and words.  Matches symbol and word to symbol and word  Identifies symbol and word from a choice array  Matches symbol and word to symbol  Matches word to word  Matches a word to a symbol given a choice of words and symbols  Identifies a word from a choice array  Reads a given word.  To recognise functional words in different contexts.  Looks at a book with adult/ attends to a story  Turns pages or presses a switch to turn a page using electronic version of a book  Turns pages left to right  Follows print in left to right sequences  Identify which outcome path your learner will be following: Phonics/whole word recognition  Identifies or sorts objects or pictures according to their initial sound.  Knows letter sounds  Knows letter names  Recognise the difference between a word and a letter  Can point to first letter of a word  Can make initial letter sound of a word  Uses the initial sound of a word as a strategy in reading unfamiliar words  To be able to identify signs and symbols in the community  [**Writing**](https://docs.google.com/document/d/1z0RlpXcK3eM6W7LVrN3hyiCOxriNhhrE/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  Use individual finger to poke, prod and touch  Visually directed grasping  Use two hands together to manipulate objects  Develops hand eye coordination  Develops palmar grasp  Develops pincer grip  Develops tripod grip  Holds pencil/pen using the tripod grip and makes meaningful marks  To represent one’s name in a consistent way  To begin to write a bank of words that are important to the individual.  Combines 2 or more words/symbols.  Produces subject- verb phrases  Produces verb-object phrases  Produces subject-verb-object sentences  Produces own short sentences  To share a personal event or news or share in a fictional story  Tells a story or narrates factual events in chronological order  Builds up a story around a given structure or set of stimuli  Creates, or contributes to, the rating of original stories  Write for a range of purposes  [Thinking & Problem Solving (inc IT)](https://drive.google.com/file/d/1_GH3Hdz1E3uYpdc9trdF46sR34Y31jsx/view?usp=sharing)  To gain access to my favourite……. toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need  To find my lost……  lunch box, hat, headphones, wellington boots, etc.  Recognising that the thing that I want or need is not working, is broken, does not fit etc.  Recognising that in order to play a game of ..….we need……  Recognising that before working on any activity, I need…….  Solving problems as a member of a group  Problem solving within Independence  Problem solving within ICT and Social Media  Independently charging an i-pad, tablet and phone  ELG: Number  Chn at the expected level of development will:  - Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids)  number bonds up to 5 (including subtraction facts) and some number bonds to  10, including double facts.  ELG: Numerical Patterns  Children at the expected level of development will:  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  At Applefields we -take part in functional numeracy for everyday life activities  My World  [People](https://docs.google.com/document/d/1XsuO0PQG2cFcdEL8fgCUGTYyzsyCxEnR/edit)  To recognise those people who are most important to me  To find out more about those people who are important to me  To meet and greet people in an appropriate manner.  To find out more about the jobs that people do  To explore how relationships have a two-way working basis  To explore ways of helping other people.  To look at the way other people are different to us and the same as us.  [Festivals](https://docs.google.com/document/d/1zfiKh9ciylKk0F0jZQnMBdPBXctwLa0E/edit)  Learning that the celebration of Christmas is about giving as well as receiving.  Learning about and from Remembrance Day  Learning about Diwali  [Creativity](https://drive.google.com/drive/folders/1_IvAwqVEo84fGDiyFypHqLDbcJkXK16f?usp=sharing)  [Art: Textiles](https://drive.google.com/drive/folders/1yRDh_vx1rOdk1ZHPMQAGk4GbnzmPwkzc) 1 weaving  To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface.  To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.  To develop an understanding of the concepts of in, out, over and under to create a ‘woven ‘ effect.  [**Art: Drawing (3) - line, tone and texture.**](https://docs.google.com/document/d/1aXyETbXDp9sXUoxP_6MaP3y8i1ILeHQs/edit)  Encountering drawing faces  Exploring how parts of the face look separately and together.  Learning to look.  Developing understanding of the face as parts and as a whole.  [**Drama**](https://drive.google.com/drive/folders/1atYg68qwuRRUvPYYBHVtKaJbzQZYKrqw)  Encountering  - sensory engagement with items for the drama  - participating in symbolic transformation  - accepting roles and symbols, consenting to make-believe  - notional role taking  - sharing joint attention on a riveting item (prop or teacher in role)  - fastness of rules, everyone to ‘play the game’  - turn-taking  - becoming part of a group  - responding to the drama context and to teacher(s) in role  - imitating possibilities  - developing a sense of play  - adjusting behaviour in the light of the make believe  - suspending disbelief  - spontaneous role taking  Exploring  - participating in a range of drama conventions independently or with support  - showing initiative  - sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines  - interacting with teacher(s) in role and/or peers within the make-believe  - role playing (assuming a character)  Understanding and creating  - dealing with implications of the drama world created  - participating in/generating complex, flexible imaginary play sequences  - collaborating and negotiating with peers in and out of role  - engaging with the significance of a key moment  - making links to real life and learning from the content of the drama  - considering how the drama was created to learn about the theatre form  - using the theatre form to capture and share a meaning with others  [**Music**](https://drive.google.com/drive/folders/1OgdRE7hge7MtqNBLL0RnCNfDKzMvvcMu)  **Encountering may involve:** raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance.  **Exploring may involve:** recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.  **Developing understanding may involve:** practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.  [Life skills](https://drive.google.com/drive/folders/1xllZ5Ou8RdHMnYpipoJL_krwBrmRTjj8?usp=sharing)  Equals  [My Dressing & Undressing](https://docs.google.com/document/d/1EL_dLkMdq1KdnjlYaP9vohBmqf6zFB6d/edit)  Knowing body parts  Identifying items of clothing  Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.  Putting on and taking off various items of clothing  Development of the fine and gross motor control needed  Understanding the sequence of getting dressed/undressed.  Development of self-organisation skills  Development of problem solving skills  Developing independence  Understanding the link with personal hygiene.  Being aware of own safety and privacy when dressing and undressing.  [My Shopping](https://docs.google.com/document/d/1YJUFIX459-ghFU9e5u_Q18ssRDEXKUGB/edit)  Understanding that money is a means of exchange  Recognising a £1 coin  Understanding which coin to use  Using real money  Using a bank  Identifying primary (that is, main) desired items  Shopping to a shopping list  To explore and celebrate the ideas of shopping  Preparation for a shopping trip  Local market shopping  Café and restaurant shopping  Budgeting  Clothes Shopping  Shoe Shopping  Birthday (and major festival such as Christmas) present shopping  Bank account and debit cards  Thinking and problem solving when shopping  [My Cooking/Food Technology](https://docs.google.com/document/d/1M6sW9F7NlMsRZ5yNNok7vZPEmRW0AumW/edit?rtpof=true)  Following instructions during cooking activities  Preparing oneself for a cooking activity  Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.  Opening containers and replacing lids.  Use a spreading knife to slice and chop soft fruit into a fruit salad  Using a spreading knife to make a sandwich, with support as and where necessary  Make a cheese sandwich using a hand-held grater with support as and where necessary  Making a drink of squash  Preparing a bowl of breakfast cereal  Making instant whip  To be able to deal with burns to the skin  To be able to deal with minor cuts  To be able to deal with major accidents  Working with electrical equipment  Making a smoothie  Making toast independently  Making a toasted sandwich  Using a kettle  Making a cup of tea or hot chocolate etc.  Know that germs and bacteria can cause sickness  To be as secure as the learner can be within the set routines of cooking.  To perform the set routines as independently as possible. (see EQUALS breakdown)  Opening a can  Using a single hotplate on a hob to make a tinned snack, such as soup, baked beans, spaghetti etc.  Using an air fryer  Using a George Foreman grill  Using a conventional grill  Using an electric whisk  Chopping, cutting and dicing with a small sharp kitchen knife.  Using alternatives to sharp knives to slice, chop and dice  Making salads and fruit salads, or slicing vegetables to be used with a variety of dips.  Learning about appropriate portion sizes.  Using a potato peeler  Using the oven  Using a frying pan to cook any fried food, pancakes, drop scones, Asian and oriental meals such as curry and stir fry  Using a microwave  Weighing, Measuring and Estimation  Extending Learning- See EQUALS  [My Travel Training](https://docs.google.com/document/d/1A6uE9oQPyeKzT-LoyliAJHx4N5Bl-zTm/edit)  Walking independently in school  Walking independently outside of school  Stopping at the kerb and looking for traffic  Crossing a minor road with support  Crossing different minor roads with support  Crossing a minor road where parked cars are blocking a clear view  Crossing a major road using a zebra crossing with support  Crossing a major road using a pelican crossing with support  Crossing a T junction or a crossroads  Using a motorised wheelchair  Crossing any road using a motorised wheelchair  Landmarking  Finding one’s way after becoming lost  Independent walking  Looking positively at problems  Purchasing a ticket  Using a travel card  Boarding the bus  Exiting the bus  Practising what to do if the stop is missed  Extending routes \*formal  Independent travelling by bus or tram. \*formal  Planning the journey  Finding the correct platform  Using an escalator  Finding a seat  Standing  Landmarking and checking the correct stop  Finding the exit  Practising what to do if the group get separated  Practising what to do if the stop is missed  Travelling by bicycle  Safety  Local travel issues  [Play and Leisure](https://drive.google.com/file/d/1hyPro6Qw8iX94uYU4Mx7t3aQ_a1M7hpx/view?usp=sharing)  Structured Play  Free Play: Solitary Play, Parallel Play, Shared Play, Turn-Taking Play, Cooperative Play  Leisure  Functions of Play.There are very many functions of Play, among them being to help the learner to:   * experience interaction with others * learn about social interaction * practice and develop social communication * encourage in the making of friendships * learn new skills in a safe environment * explore own body and senses * develop kinaesthetic senses * explore the surrounding world * develop a safe understanding of emotions of both self and others * develop fine and gross motor skills * develop flexibility of thought * develop Theory of Mind * develop Central Coherence   [WRL](https://drive.google.com/drive/folders/1o0FKe2OlVhoWNdhWknJkiyv5OX-FZV7Y?usp=sharing)  **Christmas Market preparation**  **Food- biscuits**  • Select and use activities and resources, with help when needed. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • Make imaginative and complex ‘small worlds’ with blocks and construction kits. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.  [PSHCE/RHSE](https://drive.google.com/drive/folders/1Db4VGeZNc4a5dO2YKcGUGx4AzKsYMzbD?usp=sharing)  ELG. See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian  Rec • Develop sense of responsibility and membership of a community. • Become more confident with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be a particular character in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing  PSHE association KS1/2  **Self- Awareness**  Things we are good at: Describe ourselves —recognising that there  is self and there are others. Kind and unkind behaviours: Describe what feeling angry means Describe what feeling upset means. Recognise that behaviour which hurts others’ bodies or feelings is wrong. Playing and working together: Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school. People who are special to us: Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by ’family’. Getting on with others: Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.  **Self care- Support and Safety**  Taking care of ourselves: Identify people who look after us and  help us to take care of ourselves. Keeping Safe: Describe some simple ways we can help keep ourselves physically safe in school. Trust: Identify trusted adults in school. Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried. Keeping safe online: Describe some ways that we use to communicate, including online. Public & Private: Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.  **Managing Feelings**  Identifying & Expressing feelings: Describe different kinds of  feelings we may have experienced; those we like and those we don’t like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. Managing Strong Feelings: Identify some different ways of communicating feelings and needs to others.  **Changes and Growing**  Baby to adult: Identify some of the differences between a baby,  child and adult. Changes at puberty: Recognise correct  vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). Dealing with touch: Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Dealing with touch: Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. Different types of relationships. Give examples of different types of relationships. Identify the people who make up our family.  **Healthy Lifestyle**  Healthy Eating: Identify foods that we like and dislike to eat.  Taking care of your physical health: Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. Keeping Well: Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parents/carer looking after us).  **The world I live in**  Respecting differences between people: Identify simple differences  and similarities between people. Jobs people do: Identify some different jobs that people we know do. Rules and Laws: Give some simple examples of things we are allowed/not allowed to do in school (rules). Taking care of the environment: Identify simple ways in which we may take care of people and/or animals. Belonging to a community: Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Money: Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).  [PE](https://drive.google.com/drive/folders/1A5dP0b13jmTmEy-zAsJM7eYSvwc8OFsx?usp=sharing)  Tennis  Volleyball (seated and standing) | | | Climate [Communication](https://drive.google.com/file/d/1pxADfw4unT_kwbMm6zAh5Pq6PM7Ao6sl/view?usp=sharing)  ‘Motivation, means and mate:  It’s all you need to communicate’  **Zones of Regulation**  [**Seasons**](https://drive.google.com/file/d/1aVz_gKcgw4fTGQNqcwZ_Y65AcKnBkiI-/view?usp=sharing)  [**Our World**](https://drive.google.com/drive/folders/1ZU2SGXSuVrwFy77K-8tkhIKtNNTNimYB?usp=sharing)  [Applefields’ Communication lessons planning](https://drive.google.com/drive/folders/1R0F15M5AQr8Fcj-PHm7gFXMrWXKmEG5M)  **Extreme weather!**  *Go Jetters, kites, wind mills*  **Develop the following personalised to EHCP outcomes:**  Recall and sequencing  Language/symbols/sign  Expressive/ receptive language  Following instructions / respond to a request  Turn taking/ rules and playing social games  Communicate with others through play  Use PEC’s system or Makaton purposefully  Conversation skills (intensive interaction to verbal conversation)  Communicate needs/ wants  Indicate a simple choice  Make a request  Follow / Use positional language  Demonstrate anticipation in a game or activity with repetition  Initiate an interaction or the next part of the game interaction  Indicate that I want repetition of the task by using gesture  Follow someone else’s lead and participate in action  Look at adult when my name is called  Pass an item (to peer) with no support  greet staff in class, on arrival at school, using appropriate language, Makaton signs, or my communication device  Make a request for something I need using appropriate language, Makaton signs, or my communication device  Take part appropriately in a social exchange at a shop (eg. To ask where something is, to say please and thank you, to ask how much something costs)  Use appropriate language, Makaton signs, or my communication device to place an order at a café  Use appropriate language, Makaton signs, or my communication device on the bus, to say where I would like to go  Use appropriate language, Makaton signs, or my communication device at the library, to ask for a book on a topic of interest  Use appropriate language, Makaton signs, or my communication device at the school office, to make a request or deliver a message  Use appropriate language, Makaton signs, or my communication device at a different class, to make a request or deliver a message  [My Literacy](https://drive.google.com/drive/folders/1E2uxBDkCKYETKPMNwrOmLak4WRv7JPRe)  [**Narrative**](https://docs.google.com/document/d/1Y6vECuI0N3GqgBCpGf6NbrpFP21hffur/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To follow the sequence of a short fictional narrative story  For the learner to retell the story as best they can  To retell the story with fewer prompts and increasing accuracy To retell the story with sufficient accuracy (to be understandable to a new listener)  To retell more than one story with sufficient accuracy  To be involved with working through a factual story related to the learner’s own actual experience  To tell a factual story with sufficient accuracy  To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner  To tell a factual story with sufficient accuracy to an unfamiliar non school-based storytelling partner  [**Reading**](https://docs.google.com/document/d/1dXypHTnHc9BpHHw1C41vJeSzmpJdWaWa/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To understand that a favoured object can be symbolised in some form.  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Knows letter sounds  Knows letter names  Recognise the difference between a word and a letter  Can point to first letter of a word  Can make initial letter sound of a word  Uses the initial sound of a word as a strategy in reading unfamiliar words  To be able to identify signs and symbols in the community  [**Writing**](https://docs.google.com/document/d/1z0RlpXcK3eM6W7LVrN3hyiCOxriNhhrE/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  Use individual finger to poke, prod and touch  Visually directed grasping  Use two hands together to manipulate objects  Develops hand eye coordination  Develops palmar grasp  Develops pincer grip  Develops tripod grip  Holds pencil/pen using the tripod grip and makes meaningful marks  To represent one’s name in a consistent way  To begin to write a bank of words that are important to the individual.  Combines 2 or more words/symbols.  Produces subject- verb phrases  Produces verb-object phrases  Produces subject-verb-object sentences  Produces own short sentences  To share a personal event or news or share in a fictional story  Tells a story or narrates factual events in chronological order  Builds up a story around a given structure or set of stimuli  Creates, or contributes to, the rating of original stories  Write for a range of purposes  [Thinking & Problem Solving (inc IT)](https://drive.google.com/file/d/1_GH3Hdz1E3uYpdc9trdF46sR34Y31jsx/view?usp=sharing)  To gain access to my favourite……. toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need  To find my lost……  lunch box, hat, headphones, wellington boots, etc.  Recognising that the thing that I want or need is not working, is broken, does not fit etc.  Recognising that in order to play a game of ..….we need……  Recognising that before working on any activity, I need…….  Solving problems as a member of a group  Problem solving within Independence  Problem solving within ICT and Social Media  Independently charging an i-pad, tablet and phone  ELG: Number  Chn at the expected level of development will:  - Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids)  number bonds up to 5 (including subtraction facts) and some number bonds to  10, including double facts.  ELG: Numerical Patterns  Children at the expected level of development will:  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  At Applefields we -take part in functional numeracy for everyday life activities  My World  [Weather](https://docs.google.com/document/d/1foFeU1vDbQHeyFwZYcPM1_EiPYjY5EPs/edit?usp=drive_web&ouid=106042812247143752668&rtpof=true)  To have experience of a range of weather types  [The Seasons](https://docs.google.com/document/d/1-461GhKZunsmZvP1bfYW4LjLEIkaXd9i/edit)  To recognise the passage of time  To recognise that the passing of a year is marked by particular activities and associations  To observe seasonal specific events  To use supporting evidence to confirm seasonal changes  To relate change in temperature to different times of the year.  [Creativity](https://drive.google.com/drive/folders/1_IvAwqVEo84fGDiyFypHqLDbcJkXK16f?usp=sharing)  [**Art: Collage**](https://drive.google.com/drive/folders/1yRDh_vx1rOdk1ZHPMQAGk4GbnzmPwkzc) **1** pattern, Texture, Form  To encounter, copy and continue a pattern using a variety of objects and materials.  Introduce the element of both 2D and 3D shape, form and space.  Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.  Develop understanding of differing 2d and 3d shapes and forms when used in collage.  [**Drama**](https://drive.google.com/drive/folders/1atYg68qwuRRUvPYYBHVtKaJbzQZYKrqw)  Encountering  - sensory engagement with items for the drama  - participating in symbolic transformation  - accepting roles and symbols, consenting to make-believe  - notional role taking  - sharing joint attention on a riveting item (prop or teacher in role)  - fastness of rules, everyone to ‘play the game’  - turn-taking  - becoming part of a group  - responding to the drama context and to teacher(s) in role  - imitating possibilities  - developing a sense of play  - adjusting behaviour in the light of the make believe  - suspending disbelief  - spontaneous role taking  Exploring  - participating in a range of drama conventions independently or with support  - showing initiative  - sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines  - interacting with teacher(s) in role and/or peers within the make-believe  - role playing (assuming a character)  Understanding and creating  - dealing with implications of the drama world created  - participating in/generating complex, flexible imaginary play sequences  - collaborating and negotiating with peers in and out of role  - engaging with the significance of a key moment  - making links to real life and learning from the content of the drama  - considering how the drama was created to learn about the theatre form  - using the theatre form to capture and share a meaning with others  [**Music**](https://drive.google.com/drive/folders/1OgdRE7hge7MtqNBLL0RnCNfDKzMvvcMu)  **Encountering may involve:** raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance.  **Exploring may involve:** recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.  **Developing understanding may involve:** practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.  [Life skills](https://drive.google.com/drive/folders/1xllZ5Ou8RdHMnYpipoJL_krwBrmRTjj8?usp=sharing)  Equals  [My Dressing & Undressing](https://docs.google.com/document/d/1EL_dLkMdq1KdnjlYaP9vohBmqf6zFB6d/edit)  Knowing body parts  Identifying items of clothing  Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.  Putting on and taking off various items of clothing  Development of the fine and gross motor control needed  Understanding the sequence of getting dressed/undressed.  Development of self-organisation skills  Development of problem solving skills  Developing independence  Understanding the link with personal hygiene.  Being aware of own safety and privacy when dressing and undressing.  [My Shopping](https://docs.google.com/document/d/1YJUFIX459-ghFU9e5u_Q18ssRDEXKUGB/edit)  Understanding that money is a means of exchange  Recognising a £1 coin  Understanding which coin to use  Using real money  Using a bank  Identifying primary (that is, main) desired items  Shopping to a shopping list  To explore and celebrate the ideas of shopping  Preparation for a shopping trip  Local market shopping  Café and restaurant shopping  Budgeting  Clothes Shopping  Shoe Shopping  Birthday (and major festival such as Christmas) present shopping  Bank account and debit cards  Thinking and problem solving when shopping  [My Cooking/Food Technology](https://docs.google.com/document/d/1M6sW9F7NlMsRZ5yNNok7vZPEmRW0AumW/edit?rtpof=true)  Following instructions during cooking activities  Preparing oneself for a cooking activity  Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.  Opening containers and replacing lids.  Use a spreading knife to slice and chop soft fruit into a fruit salad  Using a spreading knife to make a sandwich, with support as and where necessary  Make a cheese sandwich using a hand-held grater with support as and where necessary  Making a drink of squash  Preparing a bowl of breakfast cereal  Making instant whip  To be able to deal with burns to the skin  To be able to deal with minor cuts  To be able to deal with major accidents  Working with electrical equipment  Making a smoothie  Making toast independently  Making a toasted sandwich  Using a kettle  Making a cup of tea or hot chocolate etc.  Know that germs and bacteria can cause sickness  To be as secure as the learner can be within the set routines of cooking.  To perform the set routines as independently as possible. (see EQUALS breakdown)  Opening a can  Using a single hotplate on a hob to make a tinned snack, such as soup, baked beans, spaghetti etc.  Using an air fryer  Using a George Foreman grill  Using a conventional grill  Using an electric whisk  Chopping, cutting and dicing with a small sharp kitchen knife.  Using alternatives to sharp knives to slice, chop and dice  Making salads and fruit salads, or slicing vegetables to be used with a variety of dips.  Learning about appropriate portion sizes.  Using a potato peeler  Using the oven  Using a frying pan to cook any fried food, pancakes, drop scones, Asian and oriental meals such as curry and stir fry  Using a microwave  Weighing, Measuring and Estimation  Extending Learning- See EQUALS  [My Travel Training](https://docs.google.com/document/d/1A6uE9oQPyeKzT-LoyliAJHx4N5Bl-zTm/edit)  Walking independently in school  Walking independently outside of school  Stopping at the kerb and looking for traffic  Crossing a minor road with support  Crossing different minor roads with support  Crossing a minor road where parked cars are blocking a clear view  Crossing a major road using a zebra crossing with support  Crossing a major road using a pelican crossing with support  Crossing a T junction or a crossroads  Using a motorised wheelchair  Crossing any road using a motorised wheelchair  Landmarking  Finding one’s way after becoming lost  Independent walking  Looking positively at problems  Purchasing a ticket  Using a travel card  Boarding the bus  Exiting the bus  Practising what to do if the stop is missed  Extending routes \*formal  Independent travelling by bus or tram. \*formal  Planning the journey  Finding the correct platform  Using an escalator  Finding a seat  Standing  Landmarking and checking the correct stop  Finding the exit  Practising what to do if the group get separated  Practising what to do if the stop is missed  Travelling by bicycle  Safety  Local travel issues  [Play and Leisure](https://drive.google.com/file/d/1hyPro6Qw8iX94uYU4Mx7t3aQ_a1M7hpx/view?usp=sharing)  Structured Play  Free Play: Solitary Play, Parallel Play, Shared Play, Turn-Taking Play, Cooperative Play  Leisure  Functions of Play.There are very many functions of Play, among them being to help the learner to:   * experience interaction with others * learn about social interaction * practice and develop social communication * encourage in the making of friendships * learn new skills in a safe environment * explore own body and senses * develop kinaesthetic senses * explore the surrounding world * develop a safe understanding of emotions of both self and others * develop fine and gross motor skills * develop flexibility of thought * develop Theory of Mind * develop Central Coherence   [WRL](https://drive.google.com/drive/folders/1o0FKe2OlVhoWNdhWknJkiyv5OX-FZV7Y?usp=sharing)  **Preparing Food- from different climates e.g fruit salad**  **Card- 3D animals**  Select and use activities and resources, with help when needed. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • Make imaginative and complex ‘small worlds’ with blocks and construction kits. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.  [PSHCE/RHSE](https://drive.google.com/drive/folders/1Db4VGeZNc4a5dO2YKcGUGx4AzKsYMzbD?usp=sharing)  ELG. See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian  Rec • Develop sense of responsibility and membership of a community. • Become more confident with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be a particular character in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing  PSHE association KS1/2  **Self- Awareness**  Things we are good at: Describe ourselves —recognising that there  is self and there are others. Kind and unkind behaviours: Describe what feeling angry means Describe what feeling upset means. Recognise that behaviour which hurts others’ bodies or feelings is wrong. Playing and working together: Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school. People who are special to us: Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by ’family’. Getting on with others: Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.  **Self care- Support and Safety**  Taking care of ourselves: Identify people who look after us and  help us to take care of ourselves. Keeping Safe: Describe some simple ways we can help keep ourselves physically safe in school. Trust: Identify trusted adults in school. Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried. Keeping safe online: Describe some ways that we use to communicate, including online. Public & Private: Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.  **Managing Feelings**  Identifying & Expressing feelings: Describe different kinds of  feelings we may have experienced; those we like and those we don’t like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. Managing Strong Feelings: Identify some different ways of communicating feelings and needs to others.  **Changes and Growing**  Baby to adult: Identify some of the differences between a baby,  child and adult. Changes at puberty: Recognise correct  vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). Dealing with touch: Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Dealing with touch: Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. Different types of relationships. Give examples of different types of relationships. Identify the people who make up our family.  **Healthy Lifestyle**  Healthy Eating: Identify foods that we like and dislike to eat.  Taking care of your physical health: Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. Keeping Well: Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parents/carer looking after us).  **The world I live in**  Respecting differences between people: Identify simple differences  and similarities between people. Jobs people do: Identify some different jobs that people we know do. Rules and Laws: Give some simple examples of things we are allowed/not allowed to do in school (rules). Taking care of the environment: Identify simple ways in which we may take care of people and/or animals. Belonging to a community: Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Money: Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).  [PE](https://drive.google.com/drive/folders/1A5dP0b13jmTmEy-zAsJM7eYSvwc8OFsx?usp=sharing)  Gymnastics  Tri-Golf | | | The world of work and enterprise [Communication](https://drive.google.com/file/d/1pxADfw4unT_kwbMm6zAh5Pq6PM7Ao6sl/view?usp=sharing)  ‘Motivation, means and mate:  It’s all you need to communicate’  **Zones of Regulation**  **Changes and Transitions**  **Useful & Kind Project**  **Jobs**  [Applefields’ Communication lessons planning](https://drive.google.com/drive/folders/1R0F15M5AQr8Fcj-PHm7gFXMrWXKmEG5M)  **Develop the following personalised to EHCP outcomes:**  Recall and sequencing  Language/symbols/sign  Expressive/ receptive language  Following instructions / respond to a request  Turn taking/ rules and playing social games  Communicate with others through play  Use PEC’s system or Makaton purposefully  Conversation skills (intensive interaction to verbal conversation)  Communicate needs/ wants  Indicate a simple choice  Make a request  Follow / Use positional language  Demonstrate anticipation in a game or activity with repetition  Initiate an interaction or the next part of the game interaction  Indicate that I want repetition of the task by using gesture  Follow someone else’s lead and participate in action  Look at adult when my name is called  Pass an item (to peer) with no support  greet staff in class, on arrival at school, using appropriate language, Makaton signs, or my communication device  Make a request for something I need using appropriate language, Makaton signs, or my communication device  Take part appropriately in a social exchange at a shop (eg. To ask where something is, to say please and thank you, to ask how much something costs)  Use appropriate language, Makaton signs, or my communication device to place an order at a café  Use appropriate language, Makaton signs, or my communication device on the bus, to say where I would like to go  Use appropriate language, Makaton signs, or my communication device at the library, to ask for a book on a topic of interest  Use appropriate language, Makaton signs, or my communication device at the school office, to make a request or deliver a message  Use appropriate language, Makaton signs, or my communication device at a different class, to make a request or deliver a message  [My Literacy](https://drive.google.com/drive/folders/1E2uxBDkCKYETKPMNwrOmLak4WRv7JPRe)  [**Narrative**](https://docs.google.com/document/d/1Y6vECuI0N3GqgBCpGf6NbrpFP21hffur/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To follow the sequence of a short fictional narrative story  For the learner to retell the story as best they can  To retell the story with fewer prompts and increasing accuracy To retell the story with sufficient accuracy (to be understandable to a new listener)  To retell more than one story with sufficient accuracy  To be involved with working through a factual story related to the learner’s own actual experience  To tell a factual story with sufficient accuracy  To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner  To tell a factual story with sufficient accuracy to an unfamiliar non school-based storytelling partner  [**Reading**](https://docs.google.com/document/d/1dXypHTnHc9BpHHw1C41vJeSzmpJdWaWa/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  To understand that a favoured object can be symbolised in some form.  To make choices from identified favourite objects/activities e.g. ‘train’ or ‘ball’.  To recognise and respond to key signs, symbols and words.  Matches symbol and word to symbol and word  Identifies symbol and word from a choice array  Matches symbol and word to symbol  Matches word to word  Matches a word to a symbol given a choice of words and symbols  Identifies a word from a choice array  Reads a given word.  To recognise functional words in different contexts.  Looks at a book with adult/ attends to a story  Turns pages or presses a switch to turn a page using electronic version of a book  Turns pages left to right  Follows print in left to right sequences  Identify which outcome path your learner will be following: Phonics/whole word recognition  Identifies or sorts objects or pictures according to their initial sound.  Knows letter sounds  Knows letter names  Recognise the difference between a word and a letter  Can point to first letter of a word  Can make initial letter sound of a word  Uses the initial sound of a word as a strategy in reading unfamiliar words  To be able to identify signs and symbols in the community  [**Writing**](https://docs.google.com/document/d/1z0RlpXcK3eM6W7LVrN3hyiCOxriNhhrE/edit?usp=sharing&ouid=107379799393469466397&rtpof=true&sd=true)**:**  Use individual finger to poke, prod and touch  Visually directed grasping  Use two hands together to manipulate objects  Develops hand eye coordination  Develops palmar grasp  Develops pincer grip  Develops tripod grip  Holds pencil/pen using the tripod grip and makes meaningful marks  To represent one’s name in a consistent way  To begin to write a bank of words that are important to the individual.  Combines 2 or more words/symbols.  Produces subject- verb phrases  Produces verb-object phrases  Produces subject-verb-object sentences  Produces own short sentences  To share a personal event or news or share in a fictional story  Tells a story or narrates factual events in chronological order  Builds up a story around a given structure or set of stimuli  Creates, or contributes to, the rating of original stories  Write for a range of purposes  [Thinking & Problem Solving (inc IT)](https://drive.google.com/file/d/1_GH3Hdz1E3uYpdc9trdF46sR34Y31jsx/view?usp=sharing)  To gain access to my favourite……. toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need  To find my lost……  lunch box, hat, headphones, wellington boots, etc.  Recognising that the thing that I want or need is not working, is broken, does not fit etc.  Recognising that in order to play a game of ..….we need……  Recognising that before working on any activity, I need…….  Solving problems as a member of a group  Problem solving within Independence  Problem solving within ICT and Social Media  Independently charging an i-pad, tablet and phone  ELG: Number  Chn at the expected level of development will:  - Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids)  number bonds up to 5 (including subtraction facts) and some number bonds to  10, including double facts.  ELG: Numerical Patterns  Children at the expected level of development will:  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  At Applefields we -take part in functional numeracy for everyday life activities  My World  [Digital Photography](https://docs.google.com/document/d/1rGmCbWKRSrgvKpquPQ7VAg74xJxeFzHC/edit)  **Encountering may involve:**  To know what a camera and a photograph are  To know how to hold the camera and to look through it  To know how to hold the camera and operate the button – either manually or through the use of a switch.  **Exploring may involve:**  Know how to focus and take the photograph.  Know how to pick a subject for the photograph  To know how to take a selfie  **Developing understanding may involve:**  Know how to get the photograph from the camera to the computer.  Know which software to use to view the photo  Know how to edit the photograph  Know how to save the photograph  Know how to print the photograph  Know how to store the photograph/movie onto a dvd.  [Festivals](https://docs.google.com/document/d/1zfiKh9ciylKk0F0jZQnMBdPBXctwLa0E/edit)  Learning about and from Ramadan  Learning about and from the idea of working for and giving to charity through a Summer Fete.  [Creativity](https://drive.google.com/drive/folders/1_IvAwqVEo84fGDiyFypHqLDbcJkXK16f?usp=sharing)  [**Art: Digital Media**](https://drive.google.com/drive/folders/1yRDh_vx1rOdk1ZHPMQAGk4GbnzmPwkzc) **1 Line, Colour, pattern**  Encountering line and pattern.  Exploring using digital media to create ideas for differing media.  [Art: **Sculpture (3) – form, shape and space**](https://docs.google.com/document/d/1aXyETbXDp9sXUoxP_6MaP3y8i1ILeHQs/edit)  **Encountering clay and shaped clay.**  **Exploring the versatility of clay.**  **Developing understanding of sculpture.**  [**Drama**](https://drive.google.com/drive/folders/1atYg68qwuRRUvPYYBHVtKaJbzQZYKrqw)  Encountering  - sensory engagement with items for the drama  - participating in symbolic transformation  - accepting roles and symbols, consenting to make-believe  - notional role taking  - sharing joint attention on a riveting item (prop or teacher in role)  - fastness of rules, everyone to ‘play the game’  - turn-taking  - becoming part of a group  - responding to the drama context and to teacher(s) in role  - imitating possibilities  - developing a sense of play  - adjusting behaviour in the light of the make believe  - suspending disbelief  - spontaneous role taking  Exploring  - participating in a range of drama conventions independently or with support  - showing initiative  - sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines  - interacting with teacher(s) in role and/or peers within the make-believe  - role playing (assuming a character)  Understanding and creating  - dealing with implications of the drama world created  - participating in/generating complex, flexible imaginary play sequences  - collaborating and negotiating with peers in and out of role  - engaging with the significance of a key moment  - making links to real life and learning from the content of the drama  - considering how the drama was created to learn about the theatre form  - using the theatre form to capture and share a meaning with others  [**Music**](https://drive.google.com/drive/folders/1OgdRE7hge7MtqNBLL0RnCNfDKzMvvcMu)  **Encountering may involve:** raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance.  **Exploring may involve:** recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.  **Developing understanding may involve:** practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.  [Life skills](https://drive.google.com/drive/folders/1xllZ5Ou8RdHMnYpipoJL_krwBrmRTjj8?usp=sharing)  Equals  [My Dressing & Undressing](https://docs.google.com/document/d/1EL_dLkMdq1KdnjlYaP9vohBmqf6zFB6d/edit)  Knowing body parts  Identifying items of clothing  Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.  Putting on and taking off various items of clothing  Development of the fine and gross motor control needed  Understanding the sequence of getting dressed/undressed.  Development of self-organisation skills  Development of problem solving skills  Developing independence  Understanding the link with personal hygiene.  Being aware of own safety and privacy when dressing and undressing.  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Use a spreading knife to slice and chop soft fruit into a fruit salad  Using a spreading knife to make a sandwich, with support as and where necessary  Make a cheese sandwich using a hand-held grater with support as and where necessary  Making a drink of squash  Preparing a bowl of breakfast cereal  Making instant whip  To be able to deal with burns to the skin  To be able to deal with minor cuts  To be able to deal with major accidents  Working with electrical equipment  Making a smoothie  Making toast independently  Making a toasted sandwich  Using a kettle  Making a cup of tea or hot chocolate etc.  Know that germs and bacteria can cause sickness  To be as secure as the learner can be within the set routines of cooking.  To perform the set routines as independently as possible. (see EQUALS breakdown)  Opening a can  Using a single hotplate on a hob to make a tinned snack, such as soup, baked beans, spaghetti etc.  Using an air fryer  Using a George Foreman grill  Using a conventional grill  Using an electric whisk  Chopping, cutting and dicing with a small sharp kitchen knife.  Using alternatives to sharp knives to slice, chop and dice  Making salads and fruit salads, or slicing vegetables to be used with a variety of dips.  Learning about appropriate portion sizes.  Using a potato peeler  Using the oven  Using a frying pan to cook any fried food, pancakes, drop scones, Asian and oriental meals such as curry and stir fry  Using a microwave  Weighing, Measuring and Estimation  Extending Learning- See EQUALS  [My Travel Training](https://docs.google.com/document/d/1A6uE9oQPyeKzT-LoyliAJHx4N5Bl-zTm/edit)  Walking independently in school  Walking independently outside of school  Stopping at the kerb and looking for traffic  Crossing a minor road with support  Crossing different minor roads with support  Crossing a minor road where parked cars are blocking a clear view  Crossing a major road using a zebra crossing with support  Crossing a major road using a pelican crossing with support  Crossing a T junction or a crossroads  Using a motorised wheelchair  Crossing any road using a motorised wheelchair  Landmarking  Finding one’s way after becoming lost  Independent walking  Looking positively at problems  Purchasing a ticket  Using a travel card  Boarding the bus  Exiting the bus  Practising what to do if the stop is missed  Extending routes \*formal  Independent travelling by bus or tram. \*formal  Planning the journey  Finding the correct platform  Using an escalator  Finding a seat  Standing  Landmarking and checking the correct stop  Finding the exit  Practising what to do if the group get separated  Practising what to do if the stop is missed  Travelling by bicycle  Safety  Local travel issues  [Play and Leisure](https://drive.google.com/file/d/1hyPro6Qw8iX94uYU4Mx7t3aQ_a1M7hpx/view?usp=sharing)  Structured Play  Free Play: Solitary Play, Parallel Play, Shared Play, Turn-Taking Play, Cooperative Play  Leisure  Functions of Play.There are very many functions of Play, among them being to help the learner to:   * experience interaction with others * learn about social interaction * practice and develop social communication * encourage in the making of friendships * learn new skills in a safe environment * explore own body and senses * develop kinaesthetic senses * explore the surrounding world * develop a safe understanding of emotions of both self and others * develop fine and gross motor skills * develop flexibility of thought * develop Theory of Mind * develop Central Coherence   [WRL](https://drive.google.com/drive/folders/1o0FKe2OlVhoWNdhWknJkiyv5OX-FZV7Y?usp=sharing)  **Summer Fair preparation**  **Designing ice lollies, packaging, flavours**  • Select and use activities and resources, with help when needed. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • Make imaginative and complex ‘small worlds’ with blocks and construction kits. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.  [PSHCE/RHSE](https://drive.google.com/drive/folders/1Db4VGeZNc4a5dO2YKcGUGx4AzKsYMzbD?usp=sharing)  ELG. See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian  Rec • Develop sense of responsibility and membership of a community. • Become more confident with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be a particular character in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing  PSHE association KS1/2  **Self- Awareness**  Things we are good at: Describe ourselves —recognising that there  is self and there are others. Kind and unkind behaviours: Describe what feeling angry means Describe what feeling upset means. Recognise that behaviour which hurts others’ bodies or feelings is wrong. Playing and working together: Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school. People who are special to us: Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by ’family’. Getting on with others: Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.  **Self care- Support and Safety**  Taking care of ourselves: Identify people who look after us and  help us to take care of ourselves. Keeping Safe: Describe some simple ways we can help keep ourselves physically safe in school. Trust: Identify trusted adults in school. Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried. Keeping safe online: Describe some ways that we use to communicate, including online. Public & Private: Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.  **Managing Feelings**  Identifying & Expressing feelings: Describe different kinds of  feelings we may have experienced; those we like and those we don’t like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. Managing Strong Feelings: Identify some different ways of communicating feelings and needs to others.  **Changes and Growing**  Baby to adult: Identify some of the differences between a baby,  child and adult. Changes at puberty: Recognise correct  vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). Dealing with touch: Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Dealing with touch: Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. Different types of relationships. Give examples of different types of relationships. Identify the people who make up our family.  **Healthy Lifestyle**  Healthy Eating: Identify foods that we like and dislike to eat.  Taking care of your physical health: Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. Keeping Well: Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parents/carer looking after us).  **The world I live in**  Respecting differences between people: Identify simple differences  and similarities between people. Jobs people do: Identify some different jobs that people we know do. Rules and Laws: Give some simple examples of things we are allowed/not allowed to do in school (rules). Taking care of the environment: Identify simple ways in which we may take care of people and/or animals. Belonging to a community: Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Money: Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).  [PE](https://drive.google.com/drive/folders/1A5dP0b13jmTmEy-zAsJM7eYSvwc8OFsx?usp=sharing)  Rounders/ T-Ball  Athletics/ Bikes | | |
| Informal | **Semi-Formal** | Formal | Informal | **Semi-Formal** | Formal | Informal | **Semi-Formal** | Formal |
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