



Green Pathway (semi- formal) Long Term Topic Planner – Key Stage 4 Year 1

	Autumn term	Spring term	Summer term
	My Imagination	Around the World	My Environment
	The Enchanted Woodland	Weather around the World	Interesting careers and what happens next
My Communication	<p>Books:</p> <p>Once upon a Wild Wood Through the Forest Deep in the Woods</p>	<p>Books:</p> <p>Lila and the secret of rain Bringing the rain to Kapiti Plain</p>	<p>Books:</p> <p>What do grown-ups do all day? When I grow up The jolly Postman</p>
Skills progression	<ul style="list-style-type: none"> Join in with familiar stories Retell familiar story Sequence a familiar story Match letters to words Copy letter shapes Write familiar words 	<ul style="list-style-type: none"> Recognise letters in name and a few other letters Recognise key words in sentences Write letter shapes from memory Leave spaces between words when writing sentences Write other familiar words 	<ul style="list-style-type: none"> Read an increasing number of words Join in with familiar stories, songs and poems Begin to retell stories from memory Show enjoyment in listening and responding to stories Build sentences u
	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Labelling trees, woodland areas. Writing letters to characters in the books</p>		
	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Weather words, weather reports, postcards.</p>		
	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Job descriptions, writing a CV.</p>		
	<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p>		



	<ul style="list-style-type: none">• Begin to have a vocab of signs and symbols• Understand permanence of choice• Say or respond in 2, 3 key words and whole sentences• Ask questions• Communicate to a wide range of people• Take turns			
My Independence Career	<p>Road safety, travel skills (independent and supported), cooking skills (making snacks & following recipes) personal care skills (including toileting, hand washing, teeth brushing, dressing skills and daily routines e.g bag unpacking, lunch times), planned opportunities for increasing independence in all other areas of learning e.g use of visuals, modelling, problem solving scenarios. The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Complete toileting routine with increasing independence• Follow instructions with and without adult support• Follow instructions for a simple dish/snack• Follow multi step instructions• Complete learning activities independently• Explore safety awareness• Apply road safety skills• Identify where to go and how to get there			
Skills progression	<table border="1"><tr><td data-bbox="338 1050 882 1206">With support, investigate and consider opportunities in learning any future work options</td><td data-bbox="960 1050 1505 1206">With support, investigate and consider opportunities in learning any future work options</td><td data-bbox="1583 1050 2128 1206">With support, investigate and consider opportunities in learning any future work options</td></tr></table>	With support, investigate and consider opportunities in learning any future work options	With support, investigate and consider opportunities in learning any future work options	With support, investigate and consider opportunities in learning any future work options
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<p>My Play</p> <p>Skills progression</p>	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identi play, structured play sessions, Lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, sensory play, art activities, yoga</p> <p>The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p>		
<p>My Thinking</p> <p>Skills progression</p>	<div data-bbox="376 619 866 922" style="border: 1px solid green; padding: 5px;"> <p>Number 1:1 correspondence. Number songs and games AQA (113626) – Counting and Recognising Numbers (Unit 1) AQA (114472) – Counting and Recognising Numbers to 15 AQA (113627) – Counting and Recognising Numbers (Unit 2)</p> </div> <ul data-bbox="333 975 826 1150" style="list-style-type: none"> • Count by rote to 10 and beyond • Sequence numerals • Identify missing numbers • Add and subtract 1 • Name and use mathematical signs <div data-bbox="405 1177 902 1375" style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Time</p> <p>AQA (117142) – Telling the time (Entry Level) AQA (117136) – Telling the time (Pre-Entry Level)</p> </div> <ul data-bbox="333 1394 902 1425" style="list-style-type: none"> • Know what ‘o’clock’ and ‘half-past’ mean 	<div data-bbox="987 619 1478 882" style="border: 1px solid green; padding: 5px;"> <p>Number 1:1 correspondence. Number songs and games AQA (114361) – Comparing and Ordering up to 10 AQA (76278) – Numbers to Ten AQA (79851) – Basic addition: Number Bonds to Twenty</p> </div> <ul data-bbox="949 935 1451 1145" style="list-style-type: none"> • Count by rote to 10 and beyond • Sequence numerals • Identify missing numbers • Add and subtract 1 • Name and use mathematical signs <div data-bbox="960 1182 1538 1347" style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Data handling</p> <p>AQA (115712) Handling Data: Bar charts AQA (111992) Simple Data Handling with Assistance</p> </div>	<div data-bbox="1601 619 2092 879" style="border: 1px solid green; padding: 5px;"> <p>Number 1:1 correspondence. Number songs and games AQA (76199) – Addition to 10 AQA (116582) – Working with Whole Numbers (Unit 17) AQA (111445) – Maths: Addition and Subtraction</p> </div> <ul data-bbox="1570 935 2072 1110" style="list-style-type: none"> • Count by rote to 10 and beyond • Sequence numerals • Identify missing numbers • Add and subtract 1 • Name and use mathematical signs <div data-bbox="1612 1161 2069 1297" style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Money / Budgeting</p> <p>AQA (111704) – Maths: Money AQA (105741) – Money (Unit 1)</p> </div> <ul data-bbox="1570 1316 2159 1420" style="list-style-type: none"> • Name coins and notes • Add two coins together • Read price tags and select coins up to £1



	<ul style="list-style-type: none"> • Know what 'quarter past' and 'quarter to' mean • Tell time to within 5 minutes • Know key facts about hours and days 	<ul style="list-style-type: none"> • Construct a bar chart using a set of given data • Using a bar chart to interpret and answer at least two questions correctly 	<div data-bbox="474 328 2092 411" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>ICT skills – switches, sound beam, IWB, I-Pads The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> </div> <ul style="list-style-type: none"> • Use interactive ICT • Swipe / search for a game/app • Develop confidence in problem solving
<p>My Body and Wellbeing</p> <p>Skills progression</p>	<div data-bbox="327 603 909 769" style="border: 1px solid green; padding: 5px;"> <p>Walk in the local park. Safe food you can eat that grows outside such as wild berries. Mental health – develop tool kit / sleep pattern, colouring etc.</p> </div> <ul style="list-style-type: none"> • Recognise the need for sleep • Make choices about what they eat • Recognise not everything is edible • Explore how exercise makes us feel 	<div data-bbox="965 603 1480 804" style="border: 1px solid green; padding: 5px;"> <p>Team games and co-operation. Develop a range of food preparation skills, e.g. peeling, slicing. Mental health – recognise danger and staying safe</p> </div> <ul style="list-style-type: none"> • Participate in adult led exercise activities • Explore different food around the world • Show awareness and curiosity of the world around them 	<div data-bbox="1572 603 2141 769" style="border: 1px solid green; padding: 5px;"> <p>Keeping fit and the effect of exercise on our bodies. Balanced diet and healthy food choices. Mental health – how and when to seek help</p> </div> <ul style="list-style-type: none"> • Explore and describe healthy and unhealthy food • Make healthy choices when eating • Recognise the need for exercise • Recognise the need for sleep
<div data-bbox="353 1043 2136 1209" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views. Fine motor activities (fizzy hands, dough disco Lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> </div> <ul style="list-style-type: none"> • Describe why exercise is good • Show understanding exercise is healthy • Choose to exercise because it is good 			



<p>My World</p> <p>Skills progression</p>	<p>Looking at forested areas of the world and locally. What makes a forest / woodland area? Recognising forest areas on a map.</p> <p>Deforestation – changes over time</p> <ul style="list-style-type: none">• Show anticipation for events• Understand when an activity is finished• Show an understanding of yesterday, last week, last year• Compare areas showing same or different• Ask questions• Observe different forces• Use scientific vocabulary	<p>Seasonal and daily weather patterns</p> <p>Water cycles</p> <p>Weather in different countries</p> <p>Significant individuals – Sir Francis Beaufort</p> <ul style="list-style-type: none">• Show recognition of what has happened/could happen next• Identify how life was the same/different• Identify and contrast different seasons• Show an understanding of time passing• Recognise features of the local environment• Compare same and different weather in countries	<p>Visits in the community, e.g. post office, shop</p> <p>Comparing different jobs in communities.</p> <p>Explore personal life changes and changes in areas of interest</p> <ul style="list-style-type: none">• Share views• Listen to views of others• Identify places they like• Recognise people from local communities• Recognise people in the community
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Green Pathway (semi- formal) Long Term Topic Planner – Key Stage 4 Year 2

	Autumn term	Spring term	Summer term
	Food	Marvellous me	My Environment
	Where does food come from?	Friendship	Bright lights, big cities
My Communication	<p>Books:</p> <p>The Giant Jam Sandwich Cloudy with a chance of Meatballs In the Night Kitchen</p>	<p>Books:</p> <p>Kindness is my Superpower How to be a lion How to lose all your friends</p>	<p>Books:</p> <p>Paddington at the palace A walk in London Little Elliot, Big City</p>
Skills progression	<ul style="list-style-type: none"> Recognise letters in their name and a few other letters Match letters and words Recognise key words in sentences Write letter shapes from memory Write letters of their name Sequence parts of a familiar story Join in with familiar stories and songs Build sentences using symbols Use capital letters and full stops 	<ul style="list-style-type: none"> Read familiar words Build sentences using symbols Leave spaces between words when writing a sentence Retell a familiar story Identify parts of books on request Copy and write letter shapes from memory 	<ul style="list-style-type: none"> Read an increasing number of words Leave spaces between words when writing a sentence Use capital letters and full stops Write other familiar words Retell a familiar story Match letters to words Write letters and combinations of letters from memory to form words
	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Creating a shopping list, instructions, food diary</p>	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Describe a good friend, write a recipe for a good friend</p>	<p>Writing:</p> <p>To use letters, words or symbols to convey meaning for a range of functional purposes. Booklets, label maps / sights, write an invitation to the palace</p>





	<p>Independent cooking to make a healthy snack / drink. Factory workers, farmers, shops, restaurants</p> <p>AQA (111802) – Healthy living: Where does food come from</p>	<p>Using kitchen appliances to make simple snacks and drinks</p> <p>AQA (116244) – Food hygiene and safety whilst cooking, with support</p>	<p>Safety in the city, stranger danger, road safety, what to do if you get lost Road workers, police officer, parking warden, tourist information</p> <p>AQA (116481) – Life skills: personal safety and travel outside the home</p>
<p>My Play</p> <p>Skills progression</p>	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identi play, structured play sessions, Lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, sensory play, art activities, yoga</p> <p>The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> • Invite a peer to play • Is a leader in an activity • Independently play in a group • Play as part of a group • Identify who is important to us • Explore different relationships • Use imagination in drawing and composing • Participate in role play 		
<p>My Thinking</p> <p>Skills progression</p>	<p>Number 1:1 correspondence. Number songs and games</p> <p>AQA (113626) – Counting and Recognising Numbers (Unit 1)</p> <p>AQA (114472) – Counting and Recognising Numbers to 15</p> <p>AQA (113627) – Counting and Recognising Numbers (Unit 2)</p> <ul style="list-style-type: none"> • Find 1 more/less 	<p>Number 1:1 correspondence. Number songs and games</p> <p>AQA (114361) – Comparing and Ordering up to 10</p> <p>AQA (76278) – Numbers to Ten</p> <p>AQA (79851) – Basic addition: Number Bonds to Twenty</p> <ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals 	<p>Number 1:1 correspondence. Number songs and games</p> <p>AQA (76199) – Addition to 10</p> <p>AQA (116582) – Working with Whole Numbers (Unit 17)</p> <p>AQA (111445) – Maths: Addition and Subtraction</p> <ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals



- Add and subtract
- Sequence numerals
- Find missing numbers
- Name and use mathematical signs

Managing money
AQA (116813) – Introduction to Counting Money
AQA (116606) – Setting up a mini Enterprise – Organising a Christmas Sale

- Deal with money accurately
- Calculate the total cost of purchases
- Give the correct change

- Find missing numbers
- Name and use mathematical signs

Measure
AQA (15016) – Maths: Measure
AQA (111406) – Maths: Length and Height

- Choose appropriate units of length, capacity and weight
- Compare and order lengths, capacities in the same units
- Select a possible length, capacity or weight for a given item
- Measure or draw a length using a ruler
- Estimate the weight, capacity or length of at least two given items

- Find missing numbers
- Name and use mathematical signs

Time / timetables / maps
AQA (110237) – Using maps and timetables to plan journeys
AQA (113638) – Maths : Basic Maps and Co-ordinates

- Use a map to plan a bus or train journey
- Use timetables to find a suitable service for a journey
- Use timetables to find departure time, arrival time and length of journey
- Use a map to plan a journey by car

ICT skills – switches, sound beam, IWB, I-Pads

The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.

- Show interest in interacting
- Swipe hands and fingers across the screen
- Search for a game or app
- Develop basic keyboard and mouse skills



<p>My Body and Wellbeing</p> <p>Skills progression</p>	<p>Keeping fit and the effects of activity on our bodies. Healthy living – exercise, food choices, lifestyle choices and hygiene Mental Health: How and when to seek help, referencing zones of regulation</p> <ul style="list-style-type: none"> • Explore healthy and unhealthy food • Make healthy choices when eating • Describe healthy and unhealthy food • Observe how our bodies change (height, weight) 	<p>Keeping safe in the community. Name and use a range of basic tools safely, prepare healthy dishes and drinks. Mental Health: Explore different ways to regulate, mindfulness, sensory breaks, calm music, colouring, tactile toys</p> <ul style="list-style-type: none"> • Recognise people who can help us • Show awareness and curiosity of the world around them • Recognise what we should have in moderation 	<p>Team games and cooperation. Explore foods that have the Royal Warrant. Mental Health: Recognise danger and staying safe</p> <ul style="list-style-type: none"> • Develop gross and fine motor skills • Sequence movements • Recognise the need for exercise • Recognise people who can help us • Explore a wide range of foods
<p>Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views. Fine motor activities (fizzy hands, dough disco Lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> • Identify how they are feeling with increased levels of accuracy • Seek support when experiencing negative emotions • Develop skills to regulate emotions • Describe why exercise is good • Choose to exercise because it is good for their bodies • Choose a writing hand • Develop fine motor skills • Complete two-handed activities • Develop gross motor skills 			



<p>My World</p> <p>Skills progression</p>	<p>All food comes from plants or animals, food has to be grown, reared or caught. Food is produced and processed in different ways. Food classification / Eatwell Guide What plants need to grow Food chains</p> <ul style="list-style-type: none">• Explore different food from around the world• Recognise where food comes from• Identify how to find the answers they are looking for• Ask questions• Find an adult to show what they have found• Use scientific vocabulary	<p>Similarities between you and others. Similarities / differences amongst families, communities and traditions. Significant events in your past – birthday parties, holidays / memories. Make a timeline of previous and future events.</p> <ul style="list-style-type: none">• Identify how life is the same / different in the past or present• Show anticipation for events• Show an understanding of yesterday, last week, last year• Look at photos / videos of past experiences	<p>Countries and capital cities of the UK. Using locational language and maps. Great Fire of London. Everyday materials, working scientifically.</p> <ul style="list-style-type: none">• Use scientific vocabulary• Identify how life is the same / different in the past• Ask questions• Explore unfamiliar environments• Name familiar places• Compare different countries
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