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| Blue Pathway Year 3Primary | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic  | **Marvellous Me** | **Fabulous Food** | **Wonderful Water**  |
| **ALL AREAS TO BE ASSESSED USING THE ENGAGEMENT MODEL****Initiation Exploration Realisation Persistence Anticipation** |
| **My Communication**(English, speaking and listening, PSHEE)  | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Sensory story based on a fiction book**Intensive Interaction / AACSoundbath and/or Sound Beam | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Real life element book**Intensive Interaction / AACSoundbath and/or Sound Beam | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Sensory story based on a fiction book**Intensive Interaction / AACSoundbath and/or Sound Beam | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Sensory poems/rhymes**Intensive Interaction / AACSoundbath and/or Sound Beam | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Sensory story based on a fiction book**Intensive Interaction / AACSoundbath and/or Sound Beam | **ENGLISH:**Little Wandle Foundations for Phonics-themed Bucket**Real life element book**Intensive Interaction / AACSoundbath and/or Sound Beam |
| **My Body and Well-Being** (PE, fine and gross motor development, emotional development, PSHEE) | **PE- Fitness**FitnessAction songsBowlingCurlingRolling/throwingWalk/standing frame**PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy | **PE - Aesthetics** Superhero danceYogaDance massageResonance boardTACPACGymnastics games**PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy | **PE - Games**Parachute gamesAction songsTACPACBocciaBall gamesInteraction games **PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy | **PE - Body Awareness**Positional changes (e.g. stretches)PE based intensive interactionTACPACMassage**PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy | **PE – aesthetics** Jungle danceYogaDance massageResonance boardTACPACGymnastics games**PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy | **PE – Individual**Sensory AthleticsBody awarenessSports day athleticsThrowing/rollingBocciaParachute games**PSHEE**Body Awareness (including saying no/consent) Wellbeing Keeping safeMusic and movementRebound therapyHydrotherapy |
| **My Thinking** (maths, science, problem solving, IT) | **Science**Exploring through messy play Attention Autism | **Science**Exploring through messy play Attention Autism | **SCIENCE**Using scales to weigh and measure food items Attention Autism | **SCIENCE**Using scales to weigh and measure food items Attention Autism | **SCIENCE** Exploring properties of water – pouring, splashing, dropping items into waterAttention Autism | **SCIENCE** Exploring properties of water – pouring, splashing, dropping items into waterAttention Autism |
| **ICT**Mark making on a device | **ICT**Mark making on a device  | **ICT**Use of IWB, talking devices iPads and other electronic devices | **ICT**Use of IWB, talking devices and iPads and other electronic devices | **ICT**Cause and effect, action and reaction | **ICT**Cause and effect, action and reaction |
| **MATHS EXPLORATION**Number Time | **MATHS EXPLORATION**NumberMeasurement – size and length | **MATHS EXPLORATION**NumberMoney | **MATHS EXPLORATION**NumberUsing and Applying | **MATHS EXPLORATION**NumberMeasurement – mass and capacity | **MATHS EXPLORATION**Number Shape |
| **My Play**(social development, relationships, PSHEE, creativity, art and music)  | **PSHEE:** Forming relationships (positive relationships) - *greetings***ART:**Explore a variety of textures through touch and feel. **MUSIC: Performance** ​Have the opportunity to perform music in a group setting or on a 1:1 basis. ​What makes me me in performance?​Different voices and vocalisations. ​Different use of instruments. ​Experience different ways of performance through listening to and watching live music performances.  | **PSHEE:** Forming relationships (positive relationships) – *reacting to others***ART:** Explore a variety of textures through touch and feel**.****MUSIC: Performance** ​Have the opportunity to perform music in a group setting or on a 1:1 basis. ​What makes me me in performance?​Different voices and vocalisations. ​Different use of instruments. ​Experience different ways of performance through listening to and watching live music performances.  | **PSHEE:** Forming relationships (positive relationships) –*initiating interactions***ART:** Manipulate malleable materials.**MUSIC: In the Kitchen** ​Making music from kitchen items/objects.​Un tuned instruments. ​Rhythm and keeping a beat.  | **PSHEE:** Forming relationships (positive relationships) – *accepting interactions***ART:** Manipulate malleable materials.**MUSIC: In the Kitchen** ​Making music from kitchen items/objects.​Un tuned instruments. ​Rhythm and keeping a beat.  | **PSHEE:** Forming relationships (positive relationships) - *extending interactions***ART:** Mark making using a range of tools (where appropriate) **MUSIC: Music in nature​**​Explore and experience a range of sounds in nature, including the sound of water.​Experience these sounds live and in recordings.​Experience and explore replicating nature sounds using voice, tuned and untuned instruments.  | **PSHEE:** Forming relationships (positive relationships) *– turn taking***ART:** Mark making using a range of tools (where appropriate)**MUSIC: Music in nature​**​Explore and experience a range of sounds in nature, including the sound of water.​Experience these sounds live and in recordings.​Experience and explore replicating nature sounds using voice, tuned and untuned instruments.  |
| **My Independence**(Life skills, safety, independence in learning, PSHEE) | **Self-care:** first-thenPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. | **Self-care:** moving my bodyPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. | **Self-care:** communicating yes and noPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. | **Self-care:** trying something newPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. | **Self-care:** initiationPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. | **Self-care:** making choicesPersonal care routinesFeeding plansExpectations of appropriate levels of independence throughout the day. |
| **My World** (Community, PSHEE, Understanding the world, Humanities, Careers, D of E)  | **PSHEE – Self Confidence**What am I good at?​Can I show I’m happy or proud when I’ve done something well or respond to praise?​How to express myself and how I am feeling​Who to go to when I am feeling happy or need help**DofE: Being Outside:**​* Different features of our environment​
* Exploring outside​
* Outdoor arts and crafts​
* Making natural decorations

**RE:** Becoming aware of ourselves and how we feel Cross-curricular humanities concepts.Community outings. | **PSHEE – Self Confidence**What am I good at?​Can I show I’m happy or proud when I’ve done something well or respond to praise?​How to express myself and how I am feeling​Who to go to when I am feeling happy or need help**DofE: Exploring Nature:** * Changes in the seasons
* Animal hibernation
* Nature art activities – e.g. making paint with plants

**RE:** Becoming aware of ourselves and how we feelCross-curricular humanities concepts.Community outings. | **PSHEE – Healthy Eating** Choosing food communicating yes or no in my own way. ​Smell, touch ,taste.​Experiencing healthy food.​Can I stay safe when cooking? Can I accept help to stay safe?​Experiencing and taking part in hygiene routines.**DofE: Minibeasts and animals:**​* Minibeasts​
* Minibeast homes​
* Bird feeders​
* Hedgehog homes

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* Looking after plants​
* Tasting/smelling herbs​
* Flower potions​
* Printing flowers

**RE:** Becoming aware of ourselves and how we feelCross-curricular humanities concepts.Community outings. | **PSHEE – Being Safe**Can I express if I don’t feel safe?​Staying safe when in water.​Experiencing following rules**DofE: Environments:**​* Different environments​
* Sensory tray biomes​
* Stories (e.g. we’re going on a bear hunt)

**RE:** Becoming aware of ourselves and how we feelCross-curricular humanities concepts.Community outings. | **PSHEE – Being Safe** Can I express if I don’t feel safe?​Staying safe when in water.​Experiencing following rules**DofE: Travelling outside:**​* Pictures of places we pass
* Visiting different places
* Going for a walk

**RE:** Becoming aware of ourselves and how we feelCross-curricular humanities concepts.Community outings. |