|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Blue Pathway Year 3  Primary | **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 / AAC  Soundbath and/or Sound Beam | **ENGLISH:**  Little Wandle Foundations for Phonics-themed Bucket  **Real life element book**  Intensive Interaction / AAC  Soundbath and/or Sound Beam | **ENGLISH:**  Little Wandle Foundations for Phonics-themed Bucket  **Sensory story based on a fiction book**  Intensive Interaction / AAC  Soundbath and/or Sound Beam | **ENGLISH:**  Little Wandle Foundations for Phonics-themed Bucket  **Sensory poems/rhymes**  Intensive Interaction / AAC  Soundbath and/or Sound Beam | **ENGLISH:**  Little Wandle Foundations for Phonics-themed Bucket  **Sensory story based on a fiction book**  Intensive Interaction / AAC  Soundbath and/or Sound Beam | **ENGLISH:**  Little Wandle Foundations for Phonics-themed Bucket  **Real life element book**  Intensive Interaction / AAC  Soundbath and/or Sound Beam |
| **My Body and Well-Being**  (PE, fine and gross motor development, emotional development, PSHEE) | **PE- Fitness**  Fitness  Action songs  Bowling  Curling  Rolling/throwing  Walk/standing frame  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy | **PE - Aesthetics**  Superhero dance  Yoga  Dance massage  Resonance board  TACPAC  Gymnastics games  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy | **PE - Games**  Parachute games  Action songs  TACPAC  Boccia  Ball games  Interaction games  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy | **PE - Body Awareness**  Positional changes (e.g. stretches)  PE based intensive interaction  TACPAC  Massage  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy | **PE – aesthetics**  Jungle dance  Yoga  Dance massage  Resonance board  TACPAC  Gymnastics games  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy | **PE – Individual**  Sensory Athletics  Body awareness  Sports day athletics  Throwing/rolling  Boccia  Parachute games  **PSHEE**  Body Awareness (including saying no/consent) Wellbeing Keeping safe  Music and movement  Rebound therapy  Hydrotherapy |
| **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 water    Attention Autism | **SCIENCE**  Exploring properties of water – pouring, splashing, dropping items into water  Attention 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**  Number  Measurement – size and length | **MATHS EXPLORATION**  Number  Money | **MATHS EXPLORATION**  Number  Using and Applying | **MATHS EXPLORATION**  Number  Measurement – 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-then  Personal care routines  Feeding plans  Expectations of appropriate levels of independence throughout the day. | **Self-care:** moving my body  Personal care routines  Feeding plans  Expectations of appropriate levels of independence throughout the day. | **Self-care:** communicating yes and no  Personal care routines  Feeding plans  Expectations of appropriate levels of independence throughout the day. | **Self-care:** trying something new  Personal care routines  Feeding plans  Expectations of appropriate levels of independence throughout the day. | **Self-care:** initiation  Personal care routines  Feeding plans  Expectations of appropriate levels of independence throughout the day. | **Self-care:** making choices  Personal care routines  Feeding plans  Expectations 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 feel  Cross-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   **RE:** Becoming aware of ourselves and how we feel  Cross-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: Flowers and Plants:**​   * Growing food​ * Looking after plants​ * Tasting/smelling herbs​ * Flower potions​ * Printing flowers   **RE:** Becoming aware of ourselves and how we feel  Cross-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 feel  Cross-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 feel  Cross-curricular humanities concepts.  Community outings. |