

	Year 1 (2020/2021)	Year 2 (2021/2022)	Year 3 (2022/2023)
Autumn 1	Getting to know you <ul style="list-style-type: none"> We are all Different Elmer Giraffes can't Dance Themed week: Halloween/ Room on the broom	Getting to know you <ul style="list-style-type: none"> We are all Different Elmer Giraffes can't Dance Themed Week: Halloween/ Room on the broom	Getting to know you <ul style="list-style-type: none"> We are all Different Elmer Giraffes can't Dance Themed Week: Halloween/ Room on the broom
Autumn 2	Celebrations (JUMP) <ul style="list-style-type: none"> Sparks in the Sky/Diwali Remembrance Day Stick Man Nativity Story 	Celebrations (JUMP) <ul style="list-style-type: none"> Sparks in the Sky/Diwali Remembrance Day Stick Man Nativity Story 	Celebrations (JUMP) <ul style="list-style-type: none"> Sparks in the Sky/Diwali Remembrance Day Stick Man Nativity Story
Spring 1	Amazing Adventures- Under the Sea (SEALIFE CENTRE) <ul style="list-style-type: none"> Commotion in the Ocean Sharing a Shell The Rainbow Fish Themed Weeks: Chinese New Year/ Easter	Amazing Adventures- Space <ul style="list-style-type: none"> Back to Earth with a Bump Aliens love Underpants How to Catch a Star Themed Weeks: Chinese New Year/ Easter	Amazing Adventures- Walking through the Jungle <ul style="list-style-type: none"> Walking through the Jungle Rumble in the Jungle Monkey Puzzle Themed Weeks: Chinese New Year/ Easter
Spring 2	Healthy Living <ul style="list-style-type: none"> Hungry Caterpillar Supertato Handa's Surprise Oliver's Vegetables 	In the Garden (GARDEN CENTRE) <ul style="list-style-type: none"> The Enormous Turnip Jaspers Beanstalk Titch Superworm 	We are Farmers (FARM TRIP) <ul style="list-style-type: none"> Old Macdonald had a Farm Farmer Duck Pig in the Pond What the Ladybird Heard
Summer 1	We are on the Move <ul style="list-style-type: none"> Journey Home from Grandpa's We all go Travelling by The Magic Train Ride Up, Up, Up The Big Red Bus 	People who Help us (FIRE ENGINE VISIT) <ul style="list-style-type: none"> Emergency, Emergency Zog and the flying Doctors Next! Charlie the Firefighter Officer Bear 	Can we Fix it? <ul style="list-style-type: none"> 3 Little Pigs Billy Goats Gruff Block City Fix It
Summer 2	We love Animals (ZOO TRIP) <ul style="list-style-type: none"> Poo in the Zoo Dear Zoo Where's Spot? Six Dinner Sid 	Happy Holidays (SEASIDE TRIP) <ul style="list-style-type: none"> Penguin on Vacation Maisy Goes Camping Seaside Poems/Songs 	Into the Wood (WOODLAND TRIP) <ul style="list-style-type: none"> Gruffalo Bear Hunt Goldilocks and the Three Bears Where's my Teddy

Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions.

Texts: Incy Wincy Spider, Twinkle Twinkle, Hickory Dickory Dock, Humpty Dumpty, Polly Put The Kettle On (additional texts/songs/rhymes may be used to support this topic).

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks.

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics.

KS1
Autumn Term 1
Magical Me!

Maths – Number

Number songs.

Multi-sensory maths activities.

1:1 counting of a range of objects

Focus nursery rhyme/children in the class/pictures of self and related objects.

Numeral recognition activities and number order. Multi-sensory numeral formation activities.

Addition and subtraction using concrete materials.

TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes.

Sorting and matching according to different criteria e.g. pairs of gloves, socks, wellies.

Exploring pattern / repeated patterns. Nursery rhyme characters / pictures of children in the class

Exploring volume, capacity and measure through sensory activities.

Role-play opportunities: Home corner/kitchen

Creative Development

Art – creating pictures/masks/representations related to the rhymes using different mediums (playdough/clay) Process art.

Music – Sing and respond to familiar songs through repetition. Use instruments to explore sounds and make choices. Sing songs related to self (head, shoulders/if you're happy and you know it)

Design Technology – Use different tools/equipment during sensory play (sand/water/gloop/kinetic sand etc). Make sensory bottles

Food Technology – Make healthy snacks and drinks. Use familiar and new equipment with increased independence.

Knowledge and Understanding of the World

Science – Exploring light and dark and reflective materials (twinkle, twinkle) properties of materials and gravity (Humpty Dumpty), Similarities and differences of those in class (hair colour/siblings/likes)

History – Daily routines and recognising the passage of time (timetable/days of the week). Looking at photos of recent activities. Family and how we have changed. Local hero Edith Cavell. Geography – Around the school and local area. Look at Far East and magical stories locating the

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter to make sentences and retell nurseru rhumes

PSHE and RE

PSHE: School day routines.

Recognise and celebrate their own, and other children's, successes and positive choices.

Turn taking, sharing and listening games.

Explore feelings and emotions.

Personal hygiene (hand washing/brushing teeth).

RE – Primary and whole school assemblies. Quiet reflection.

Rosh Hashanah (29th Sept) – Jewish / Harvest Festival - Christian

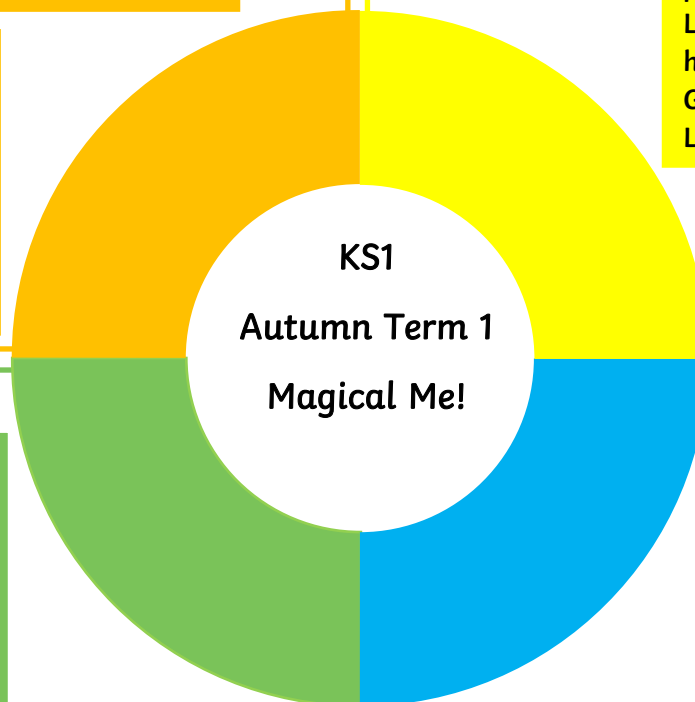
Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, using playdough (make spiders, Humpty Dumpty). Threading activities, clever fingers.

Gross Motor Skills – Sensory Circuit, trim trail, climbing frame, action songs.

Swimming - Weekly swimming lessons (Leisure and hydro pool)



Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions. Use role-play and dress up to immerse children in the topic and small world play.

Texts: The Three Little Pigs, The Billy Goats Gruff, Non-fiction texts about builders, buildings and homes (additional texts/songs/rhymes may be used to support this topic). Texts linked to Bonfire Night and Christmas.

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks. Comprehension – responses to texts. Explore fiction/non-fiction relating to the topic

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics. Labelling and captioning. Matching words and pictures of key vocabulary.

KS1
Autumn Term 2
Can we fix it?

Maths – Number

Number songs.

Multi-sensory maths activities – Posting, Revealing, Hiding, Building

1:1 counting of a range of objects

Numeral recognition activities and number order. Multi-sensory numeral formation activities.

Addition and subtraction using concrete materials.

TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes

Using shapes to make houses, vehicles.

Sorting and matching activities.

Exploring size and related vocabulary.

Exploring pattern / repeated patterns.

Exploring volume, capacity and measure through sensory.

Building bridges, fitting objects in containers.

Role-play opportunities: building site, home role-play.

Creative Development

Art – creating representations linked texts using art processes (making choices on colour/tool), collaborative work for collaborative role-play.

Music – Sing and respond to familiar songs through repetition. Use instruments to explore sounds and make choices. Begin to respond to commands and instructions (faster, slower, stop)

Design Technology – Use different tools and equipment during sensory play (sand/water/gloop etc). 3D modelling using different resources- conventional and abstract.

Food Technology – Use familiar and new equipment with increased independence. Using fruit vegetable to make pigs, themed biscuits.

Knowledge and Understanding of the World

Science – exploring materials and textures – comparing the materials used in the three pigs' houses. Exploring changes in materials

History – Daily routines and recognising the passage of time (timetable/days of the week). Looking at photos of recent activities. Houses in the past and other building. Geography – Around the school and local area – walk/drive around the local area to look at the different types of houses

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter

PSHE and RE

PSHE: School day routines.

Recognise and celebrate their own, and others, successes and positive choices.

Turn taking, sharing and listening games.

Explore feelings and emotions.

Personal hygiene (hand washing/brushing teeth).

Helping one another, sharing and being kind

RE – Primary and whole school assemblies. Quiet reflection.

The Christmas Story, Hannukah, Diwali

KS1
Autumn Term 2
Can we fix it?

Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, using playdough. Threading activities, clever fingers, write dance activities.

Gross Motor Skills – Sensory Circuits, trim trail, climbing frame, action songs, big mark making, digging and building, using tools with support

Swimming - Weekly swimming lessons (Leisure and hydro pool)

Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions.

Texts: Goldilocks and the Three Bears, Little Red Riding Hood, Stick Man (Julia Donaldson). Chinese New Year Race.

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks.

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics.

KS1
Spring Term 1
Amazing
Adventures!

Maths – Number

Number songs.
Multi-sensory maths activities.
1:1 correspondence. Ordinal numbers.
Numeral recognition activities.
Multi-sensory numeral formation activities.
Addition and subtraction using concrete materials.
TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes.
Comparing size/length.
Exploring Volume Capacity and measure.

Role-play opportunities:

Creative Development

Art – creating pictures/masks related to the texts using different mediums. Process art.

Music – Sing and respond to familiar songs through repetition. Use instruments to explore sounds and make choices.

Design Technology – Use different tools/equipment during sensory play (sand/water/gloop/kinetic sand etc.).

Food Technology – Making porridge, bread rolls and Chinese New Year biscuits.

Knowledge and Understanding of the World

Science – Materials. Changing states. Exploring temperature. Forest and woodland STEM experiments. Sinking and floating.

History – Daily routines and recognising the passage of time (timetable/days of the week). Look at old ships used to discover the world Geography – Exploring the school environment. Treasure /scavenger hunt, visit to local park woodland area. Discover the world.

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter to make sentences and retell stories.

PSHE and RE

PSHE - School day routines.

Recognise and celebrate their own, and other children's successes and positive choices.

Turn taking, sharing and listening games.

Personal Safety.

RE – Primary and whole school assemblies. Quiet reflection.

Chinese New Year.

KS1
Spring Term 1
Amazing
Adventures!

Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, clever fingers.

Gross Motor Skills – Sensory Circuit, trim trail, climbing frame, action songs.

Swimming - Weekly swimming lessons (Leisure and hydro pool)

Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions.

Texts: Farmer Duck, What the Ladybird Heard, Big Red Barn. Easter Story.

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks.

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics.

KS1
Spring Term 2
On the Farm

Maths – Number

Number songs.
Multi-sensory maths activities.
Counting animals/legs/wings etc.
Numeral recognition activities.
Multi-sensory numeral formation activities.
Addition and subtraction using concrete materials.
TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes.
Identifying and categorizing by colour/size/animal.
Exploring Volume Capacity and measure.

Role-play opportunities: Farm Shop, milking a cow, egg collecting, Farmhouse,

Creative Development

Art – farm animal art using different mediums. Animal footprints. Vegetable printing. Tractor painting. Corn painting.

Music – Sing and respond to familiar songs through repetition. Using voices to make animal noises. Use instruments to explore sounds and make choices. Old Macdonald had a Farm.

Design Technology – Use different tools/equipment during sensory play (sand/water/gloop/kinetic sand etc.).

Food Technology – Consolidating routines, health and safety, key skills. Milkshakes, Rice Crispy Treats (Hay Bales), Easter Egg nests.

Knowledge and Understanding of the World

Science – Life processes and living things. Baby and adult animal matching. Categorising animals. Visit to Wroxham Barns. Growing vegetables – what plants need. Hatching chicks?

History – Recapping visit to Wroxham Barns. Myself, my family, my stories (Grandad's Farm Twinkl story). Cover Turnip Townshend.

Geography – How and where do fruits/vegetables grow?

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter to make sentences and retell stories.

PSHE and RE

PSHE - School day routines.

Recognise and celebrate their own, and other children's successes and positive choices.

Turn taking, sharing and listening games.

Personal Safety.

RE – Primary and whole school assemblies. Quiet reflection.

Easter story and traditions.

Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, clever fingers.

Gross Motor Skills – Sensory Circuit, trim trail, climbing frame, action songs.

Swimming - Weekly swimming lessons (Leisure and hydro pool)

KS1
Spring Term 2
On the Farm

Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions.

Texts: The Train Ride, Journey home from Grandpa's, Up, Up, Up (additional texts/songs/rhymes may be used to support this topic).

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks.

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics.

KS1
Summer Term 1
On the Move

Maths – Number

Number songs.

Multi-sensory maths activities.

1:1 counting of a range of objects linked to texts and topic e.g. trains, planes, balloons etc.

Numeral recognition activities.

Multi-sensory numeral formation activities.

Addition and subtraction using concrete materials.

TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes.

Sorting objects according to different criteria e.g. size/colour/pattern etc.

Exploring pattern and repeated patterns.

Exploring volume, capacity and measure through sensory activities, including water and sand.

Role-play opportunities: Bus drivers, crane drivers and builders etc.

Creative Development

Art – creating pictures/masks related to texts using different mediums. Painting different vehicles/vehicle tracks. Papier Mache balloons.

Music – Sing and respond to familiar songs through repetition. Use instruments to explore sounds and make choices. Songs related to travel and transport (Wheels on the Bus, Horsey, Row your Boat)

Design Technology – Use different tools/equipment during sensory play (sand/water/gloop/kinetic sand etc.) Make simple vehicles/boats/planes.

Food Technology – Use familiar and new equipment with increased independence. Make foods for travel, sandwiches, picnic food.

Knowledge and Understanding of the World

Science – Boats-sinking and floating, kite/balloon flying, Look at hibernation cycle of a bear. Changing materials (exploring transport toys frozen in ice)

History – Daily routines and recognising the passage of time (timetable/days of the week). Looking at photos and video of recent activities.

Geography – Map out the Journey home from Grandpa's, and The Train Ride

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter to make sentences and retell stories. Bee bots etc

PSHE and RE

PSHE - School day routines.

Recognise and celebrate their own, and other children's, successes and positive choices.

Turn taking, sharing and listening games.

Explore feelings and emotions.

Personal hygiene (hand washing/brushing teeth/changing for PE and swimming).

RE – Primary and whole school assemblies. Quiet reflection, world religion festivals.

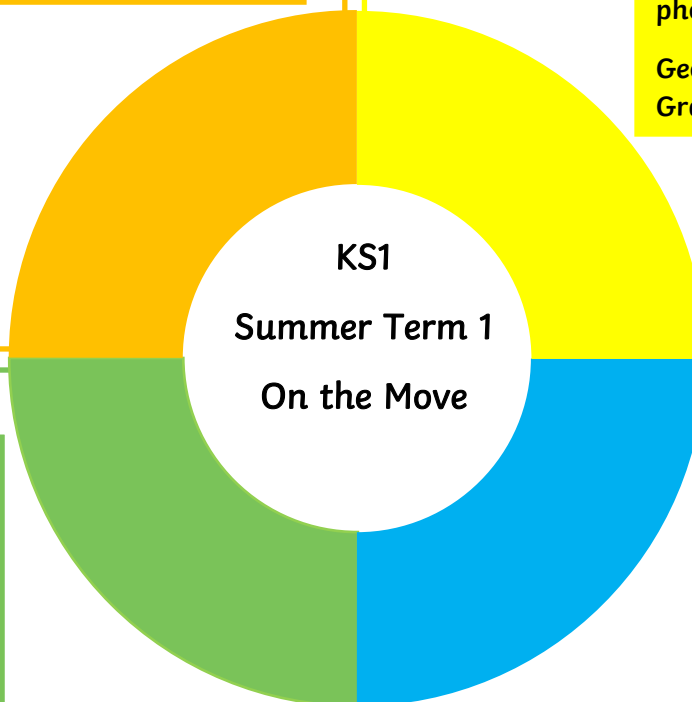
Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, using playdough/plasticine to create vehicles. Clever fingers activities.

Gross Motor Skills – Sensory Circuit, trim trail, climbing frame, action songs.

Swimming - Weekly swimming lessons (Leisure and hydro pool)



Communication & Literacy

Communication: Use PECS/signing/verbal language to communicate needs and wants. Use words, symbols and signs to respond to simple questions.

Texts: Dear Zoo, Poo in the Zoo, Elmer (additional texts/songs/rhymes may be used to support this topic).

Reading/phonics: Engage with texts. Sensory stories, sequencing stories. Multi-sensory phonics activities, Letters and Sounds Programme Phases 1 – 3, reading books if appropriate. TEACCH tasks.

Writing: Multi-sensory mark making opportunities, common writing patterns and letter shapes. Name writing and recognition. Simple sentence structure and spelling linked to phonics.

KS1
Summer Term 2
We are
Zookeepers

Maths – Number

Number songs.

Multi-sensory maths activities.

1:1 counting of a range of objects linked to texts and topic e.g. zoo animals etc.

Numeral recognition activities.

Multi-sensory numeral formation activities.

Addition and subtraction using concrete materials.

TEACCH tasks.

Maths – Shape, space and measure

Manipulating 2D and 3D shapes.

Sorting objects according to different criteria e.g. size/colour/pattern etc.

Exploring pattern and repeated patterns.

Exploring volume, capacity and measure through sensory activities, including water and sand.

Role-play opportunities: Zookeepers, vets.

Creative Development

Art – creating pictures/masks/sculptures related to texts using different mediums.

Music – Sing and respond to familiar songs through repetition. Use instruments to explore sounds and make choices. Songs related to world animals (The Animal Boogie, Elephants on the bus.)

Design Technology – Use different tools/equipment during sensory play (sand/water/gloop/kinetic sand etc.) Make animal enclosures, animal costumes, articulated animals.

Food Technology – animal diets, fruit salad, bird feeder, banana loaf etc.

Knowledge and Understanding of the World

Science – Matching animal patterns and investigating habitats around the world. Life cycles of zoo animals including insects etc

History – Daily routines and recognising the passage of time (timetable/days of the week). Looking at photos of recent activities.

Geography – Explore where different animals come from and why – environments and habitats

ICT – Switch devices. Cause and effect games and activities linked to topic. Education City. Encourage and support to use Symwriter to make sentences and retell stories.

PSHE and RE

PSHE - School day routines.

Recognise and celebrate their own, and other children's, successes and positive choices.

Turn taking, sharing and listening games.

Explore feelings and emotions.

Personal hygiene (hand washing/brushing teeth/changing for PE and swimming).

RE – Primary and whole school assemblies. Quiet reflection, world religion festivals.

Physical Development

PE – Practise safety when climbing or moving along, on and off a piece of equipment. Make choices about which equipment and apparatus to use. Develop awareness of cause and effect with equipment.

Fine Motor Skills – dough disco, animal cut outs for biscuits, clever fingers.

Gross Motor Skills – Sensory Circuit, trim trail, climbing frame, action songs.

Swimming - Weekly swimming lessons (Leisure and hydro pool)

KS1
Summer Term 2
We are
Zookeepers