

Provisions

Pathway C – Understand and Apply curriculum

| | Autumn 1 8 | Autumn 2 7 | Spring 1 5 | Spring 2 5 | Summer 1 7 | Summer 2 7 |
|---------------------------|---|--|---|--|--|---|
| Theme | Amazing Ancient Greece | Marvellous Mountains | Roman Rouges | Natural disasters – Earthquakes and Volcanoes | Amazing animals | Influential people from History |
| Link to experience | Workshop to Visit school | | Magna Visit | | Yorkshire Wildlife Park | |
| English | <p>Adventure Story Young Zeus – Brian Karas</p>  <p>Story settings Beast Olympus – Beast Keepers – Lucy Coats</p>  | <p>Recount Mabel and the Mountain</p>  <p>Persuasion Everest – The remarkable story of Edmund Hillary and Tenzing Norgay</p>  | <p>Reports Meet the Romans – James Davies</p>  <p>A story/stories with a theme Roman Tales – The Goose Guards</p>  | <p>Diary Escape from Pompeii</p>  <p>Explanation Look inside Volcanoes and Earthquakes</p>  | <p>Fact Finding Whose Habitat is that?</p>  <p>Recount The view at the zoo</p>  | <p>Facts and Research</p>  <p>Ernest Shackleton - Explorer David Attenborough -Nature Alan Turing - Scientist Jesse Owens – Athlete Frida Kahlo- Artist</p> |
| Maths | <p>Year 1 Number: Place value to 10 Number: Addition and subtraction</p> | <p>Year 1 Number: Addition and subtraction Geometry: Shape</p> | <p>Year 1 Number: Place Value (within 20) Number: Addition and subtraction</p> | <p>Year 1 Number: Place Value (within 50) Measurement: length and height Measurement : Mass and Volume</p> | <p>Year 1 Number: Multiplication and division Number: Fractions Geometry: Position and Direction</p> | <p>Year 1 Number: Place Value Measurement: Money Measurement: Time</p> |
| | <p>Year 2 Number : Place Value Number : Addition and Subtraction</p> | <p>Year 2 Number : Addition and Subtraction Geometry: Shape</p> | <p>Year 2 Measurement: Money Number : Multiplication and Division</p> | <p>Year 2 Measurement: length and height Measurement: Mass, Capacity and Temperature</p> | <p>Year 2 Statistics Number: Fractions</p> | <p>Year 2 Geometry: position and direction Measurement: Time</p> |
| | <p>Year 3 Number : Place Value Number : Addition and Subtraction</p> | <p>Year 3 Number : Addition and Subtraction Number : Multiplication and Division</p> | <p>Year 3 Number : Multiplication and Division Measurement : length and perimeter</p> | <p>Year 3 Measurement: Mass and Capacity Number: Fractions</p> | <p>Year 3 Number: Fractions Measurement: Money Measurement : Time</p> | <p>Year 3 Geometry: Properties of Shape Statistics</p> |
| | <p>Year 4 Number : Place Value Number : Addition and Subtraction Measurement: Area</p> | <p>Year 4 Measurement: Area Number : Multiplication and Division</p> | <p>Year 4 Number : Multiplication and Division Measurement: Area</p> | <p>Year 4 Number : Multiplication and Division Measurement: Length and Perimeter Number: Fractions</p> | <p>Year 4 Number: Fractions Number: Decimals</p> | <p>Year 4 Number: Decimals Measurement: Money Measurement: Time</p> |

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| Science | <u>Green group</u> Y2 Living things and their habitats | <u>Green group</u> Y2 uses of everyday materials | <u>Green group</u> Y3 – Light | <u>Green group</u> Y3- forces and magnets | <u>Green group</u> Y3 – Animals including humans | <u>Green group</u> Y2 – Plants |
| | <u>Yellow group</u> Y5 Living things and their habitats | <u>Yellow group</u> Y4 States of matter | <u>Yellow group</u> Year 4- Electricity | <u>Yellow group</u> Y5 Forces | <u>Yellow group</u> Y4 – Animals including humans | <u>Yellow group</u> Y3 - Plants |
| History | <u>Ancient Greece</u> - Ancient Greece – a study of Greek life and achievements and their influence on the western world | | <u>Romans</u> - the Roman Empire and its impact on Britain | | <u>Influential people in History</u> - a significant turning point in British history | |
| Geography | <u>Mountains (Y3)</u> describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | <u>Volcanoes an Earthquakes (Y3)</u> describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | <u>Our Local area</u> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | |
| RE | <u>Christianity</u> <u>Incarnation</u> Is it possible to be kind all of the time? | | <u>Hinduism</u> <u>Beliefs and practices/Community and belonging</u> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? | | <u>Islam</u> <u>Beliefs and practices/Community and belonging</u> Does praying at regular intervals help a Muslim in their everyday life? | |
| Art & Design Technology | <u>Art</u> Abstract space and shape - Sculpture | | <u>Art</u> Light and Dark – Paint | | <u>Art</u> Growing artist - Drawing | |
| | <u>Design Technology</u> Balanced diet | | <u>Design Technology</u> Wheels and axels | | <u>Design Technology</u> Puppets | |
| Music | <u>Mamma Mia</u> | <u>Glockenspiel Stage 2</u> | <u>Stop!</u> | <u>Lean On Me</u> | <u>Blackbird</u> | <u>Reflect Rewind and Replay</u> |
| Computing | <u>Technology around us</u> | | <u>E-safety</u> <u>Let's chatterbox</u> <u>Safety snakes</u> | | <u>Robot Algorithms</u> | |
| PE | <u>Throwing, catching and striking</u> - Underarm throw with control and accuracy. - Show control and accuracy when throwing and aiming. | <u>Gymnastics</u> - Explore and use space effectively using agility, balance and coordination skills. Balance using different parts of the body, exploring points and patches (Beginning to on apparatus). | <u>Kicking and lower body co-ordination</u> -Attempt to strike and kick a moving ball -Understand the concept of dribbling. -Demonstrate the dribbling skills -Demonstrate the passing skills. -Demonstrate the shooting skills. -Engage in team games. | <u>Dance</u> -Create a class performance. -Select and use a variety of movements to form a short dance phrase. -Explore a range of movements | <u>Hockey</u> -Hold a hockey stick the correct way. -Attempt to dribble a hockey ball. -Attempt to complete a push pass Attempt to receive a pass. | <u>Athletics</u> -Run fast from a standing start developing speed and coordination. -Jump and throw, developing coordination, agility and rhythm. |
| PSHCE & Social skills Incredible me | <u>Relationships PSHCE</u> Making friends; feeling lonely and getting help | <u>Relationships PSHCE</u> Recognising things in common and differences | <u>Living in the wider world PSHCE</u> Belonging to a group; roles and responsibilities; being the same and different | <u>Living in the wider world PSHCE</u> What money is; needs and wants; looking after money | <u>Health and Wellbeing PSHCE</u> Growing older: naming body parts | <u>Health and Wellbeing PSHCE</u> Safety in different environments; risk and safety at home; emergencies |
| | <u>Social Skills</u> Friendships and conversation skills | <u>Incredible Me</u> I am Important | <u>Social Skills</u> Socially acceptable language - Do we think it or do we say it? | <u>Incredible Me</u> I am an Explorer | <u>Social Skills</u> Socially acceptable physical contact – Do we think it or do we do it? | <u>Incredible Me</u> I am a problem solver |
| Life Skills | <u>LS1 – Developing independence</u> - Personal Safety - Road Safety and Travel | <u>LS2 – Learning towards independence</u> - Routines and expectations - Organisation skills | <u>LS3 – Social Understanding towards independence</u> - Coping with change - Special interests and my mental health | <u>LS1- Developing independence</u> - Developing personal care - Developing awareness of leisure activities | <u>LS2 - Learning towards independence</u> - Evaluating own learning - Building attention and engagement skills | <u>LS3- Social Understanding towards independence</u> - Transitions, building resilience to manage transition times - Thinking and problem solving |

Pathway B – P5- P8 – Respond and Express Curriculum

| | Autumn 1 8 | Autumn 2 7 | Spring 1 5 | Spring 2 5 | Summer 1 7 | Summer 2 7 |
|------------------------------|--|---|--|---|---|---|
| Theme | Superheros Driver – Literacy / Imagination | Surprising Space Driver – Science / Exploration | All around the world Driver –Geography / Tolerance | Terrific Transport Driver -DT / Understanding | Amazing animals Driver – Science / Differences | Under the sea Driver – Geography / Awareness |
| Links to experience | Space workshop | | Food tasting | | The Deep or Yorkshire WildlifePark | |
| Texts | Supertato Potty Superhero Superworm Superhero baby Help I need my superheroes. | Zoom to the moon How to catch a star Whatever next! Look inside Space The Smeds and Smoos | Where are you from ? My world, Your world The boy who sailed the world The Suitcase The same but different | On the train You can't let an elephant drive We catch the bus Emma Janes aeroplane The journey home | A view at the zoo Rumble in the jungle My very first book of animal homes Farmyard Hullabaloo Mad about minibeasts | Under the sea Sully the sea horse Commotion in the ocean The wide wide sea Flip flap ocean |
| Language and Literacy | <p>Language and Literacy involves giving children opportunities to experience a total communication environment. This is by communicating in both conventional and unconventional forms of communication, including intensive interaction, objects of reference, music cues, TOBIs (True Object Based Icons), photos and/or symbol. It is the development and encouragement to enable children to react and response to sounds, (both object and vocal), familiar phrases/words and rhymes/songs. Children are supported in their early reading skills, such as recognising themselves in a mirror, recognising their own photo and choice making etc.</p> <p align="center">Activities Include: Sensory Stories, Up,up and away, SALLEY , Dough Disco, Colourful Semantics, Sensory Exploration, Choosing Activities and Interaction Sessions.</p> | | | | | |
| Maths - LO | <p>Early Mathematical Experiences Counting rhymes and songs Subatising. Ordering objects and sets / introduce manipulatives. Number recognition.</p> <p>Early number Count and represent the numbers 1 to 3/5/10 Recognise numbers in the environment.</p> | <p>Numbers within 5/10 Count up to five/ten objects. Order numbers 1 – 5/10 Conservation of numbers within five/ten</p> <p>Shape Describe, and sort 2-D shapes</p> <p>Patterns Recognise, describe, copy and extend colour and size patterns</p> | <p>Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten</p> <p>Grouping and sharing Counting and sharing in equal groups Grouping into two, three and four Relationship between grouping and sharing Comparing objects and sets</p> | <p>Numbers within 10/15 Count up to 10/15 objects and recognise different representations</p> <p>•Order and explore numbers to 10/15</p> <p>Measures Order compare, discuss and explore capacity, weight and lengths</p> <p>Addition and subtraction within 5 Explore zero Explore addition and subtraction One more or one less</p> | <p>Numbers within 10/15 Count up to 10/15 objects and recognise different representations</p> <p>•Order and explore numbers to 10/15</p> <p>Position and Direction Describe simple positions accurately</p> <p>Measures`` Describe capacities</p> <p>•Compare volumes •Compare weights • Compare and order lengths</p> | <p>Numbers within 10/15/20 Count up to 10/15 objects and recognise different representations Order and explore numbers to 10/15/20</p> <p>Money Coin recognition, matching & sorting silver/bronze coins</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p> |
| Wider world around us | <p align="center">Personal Development</p> <p>Personal Development is the pupils ability to show an awareness of themselves, to build positive working relationships with the staff and their classmates. There are times when this occurs during standalone lessons. However, primarily this is continually worked on throughout the school day. The students are encouraged to work on their independence and self-care needs. This could include tolerating support to wash their hands, pushing their hand through in a sleeve or taking a loaded spoon to their mouth.</p> <p align="center">Activities include: TAC PAC, Massage Sessions, Sound Bath, Intensive Interaction/Joint Interaction Session/Peer Interaction.</p> <p align="center">The World Around Us</p> <p>This allows the children to become fully immersed within a sensory experience and encourages the children to explore and show curiosity in the world around them. Throughout the year the pupils have the opportunity to participate in Cultural Days, this allows the students to become fully immersed in different countries and cultures. The pupils have the opportunity to experience a wide variety of different ICT equipment, including switch toys, cause and effect toys, iPads and using switches to activate everyday equipment such as a microwave and hair dryer.</p> <p align="center">Physical Development and Movement Sessions</p> <p>These sessions are devised to develop the child's gross and fine motor skills.</p> <p align="center">Activities include: Music and movement sessions, swimming and games/activities such as skittles, curling etc.</p> | | | | | |

| <p style="text-align: center;">Creative arts</p> <p style="text-align: center;">Involves enabling children to explore and experience a wide range of media and materials, as well as providing opportunities for them to develop their communication and sensory cognitive skills through choice making and reaching/grasping materials. The pupils are supported in cooking activities, allowing the children to use all their senses to explore the ingredients.</p> <p style="text-align: center;">Activities include: Art and Design Projects, Cooking, Music session</p> | | | | | | |
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| Life Skills | LS1 – Developing independence - Personal Safety - Road Safety and Travel | LS2 – Learning towards independence - Routines and expectations - Organisation skills | LS3 – Social Understanding towards independence - Coping with change - Special interests and my mental health | LS1- Developing independence - Developing personal care - Developing awareness of leisure activities | LS2 - Learning towards independence - Evaluating own learning - Building attention and engagement skills | LS3- Social Understanding towards independence - Transitions, building resilience to manage transition times - Thinking and problem solving |
| Topic | Rosh Hashanah Black History Harvest Festival | Diwali Bonfire Night Remembrance day Anti-Bullying day Hanukkah Children in need Advent | Martin Luther King Day LGBTQ+ History Month Chinese New Year Safer Internet day Holi Comic Relief | World Autism Awareness Day Easter Ramadan | Pride Month Healthy eating week Give back to the community | Healthy lifestyles week Sports day Asalha Puja Day |
| Art | Art Abstract space and shape - Sculpture <u>Design Technology</u> Balanced diet | Art Light and Dark – Paint <u>Design Technology</u> Wheels and axels | Art Growing artist - Drawing <u>Design Technology</u> Puppets | Art Abstract space and shape - Sculpture <u>Design Technology</u> Balanced diet | Art Light and Dark – Paint <u>Design Technology</u> Wheels and axels | Art Growing artist - Drawing <u>Design Technology</u> Puppets |
| Music Interaction | <p>Musical Interaction is an interactive approach primarily for developing social and communication skills. It involves using songs, games and musical ‘conversations’ to engage pupils in social interaction.</p> <ul style="list-style-type: none"> • To enjoy an experience of shared play and fun • To engage pupils in joint activities with a familiar adult, as a basis for developing social relationships • To promote the development of communication skills, such as eye contact, turn taking, imitation and initiating interaction, at a level appropriate to the individual’s need, across the age range <ul style="list-style-type: none"> • To enable pupils to express their emotions and personality through musical play • To promote self-awareness, choice making, self-esteem and emotional well being | | | | | |
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