

Discovery Special Academy



Curriculum Content

Discovery Special Academy

Assessment Nursery Themes

	Autumn 1	Autumn 2			
Theme	All about me (Me and My Family)	Light and Dark			
Physical Development	Fine motor Posting Picking objects out of different sensory media Gross motor Negotiating space	Fine Motor Sticking on dark coloured paper Gross motor Climbing up steps (soft play)			
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Communication and Language	SALT/Parachute- Hello song Personalised communication stage	SALT/Parachute- Stop Elephant Stop Personalised communication stage			
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PSED	Separating from parents/carers with support Classroom routines Recognising my name Recognising myself in a mirror	Classroom routines Recognising my name Showing interest in what others are doing (adults)			
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Literacy	Books Spot Loves Nursery My Mum and Dad Make me Laugh I'm Starting Nursery Rhymes Head, Shoulders, Knees and Toes Humpty Dumpty Mark making Exploration Discovery Special Academy Phase 1 Phonics	Books Whatever Next Spot's First Christmas Dear Santa Rhymes If you're Happy and you know it Twinkle Twinkle Mark making Exploration on different coloured papers Discovery Special Academy Phase 1 Phonics			
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Mathematics	Rhymes 5 Little Monkeys 5 in the bed Rote count to 5 Inset puzzles Exploring 2d shapes What's gone? Looking for missing objects	Rhymes 5 Little Men in a Flying Saucer 5 Christmas Puddings 5 Little Christmas Trees Light up cause and effect toys Number songs			
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Understanding the World	Computing- Taking photos of children Who lives in my house? Displaying family photos Environments (classroom, playground, sensory spaces)	Computing – Light up cause and effect toys Exploration of different lights Dark tent and lights			
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Expressive Arts and Design	Self- portraits (adult support) Music- Listening to action songs Painting with body parts, finger, hand, feet		Gluing on dark paper and foil Music- playing alongside music (Twinkle Twinkle) Christmas crafts Star cutter printing	
	Key Knowledge/ Skills • Responds to sensory features of items/ activities	Key Vocabulary • Listen • Paint • Music • Song	Key Knowledge/ Skills • To use a glue stick • To know different objects can make marks • Explore a range of sound-makers and instruments and play them in different ways. (DM)	Key Vocabulary • Spread • Glue • Stamp
RE and different cultures	Belonging (feeling safe) – link to classroom community		Lights at celebrations (Diwali and Christmas) Remembrance Day Christmas	
	Key Knowledge/ Skills • Recognise that we belong to a group	Key Vocabulary • Group • Safe • Belong	Key Knowledge/ Skills • Recognise that we celebrate as a community/group • Exploring sensory elements of lights at celebrations • Experience a sense of awe linked to lights	Key Vocabulary • Remember • Poppy • Christmas

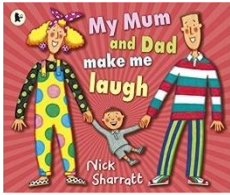


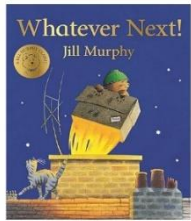
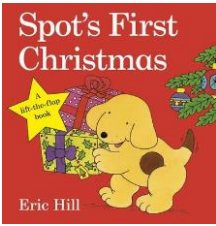
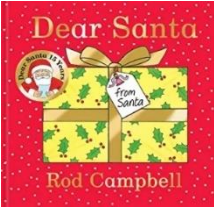
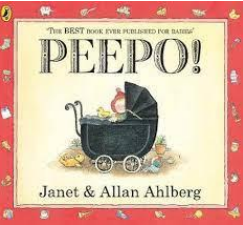
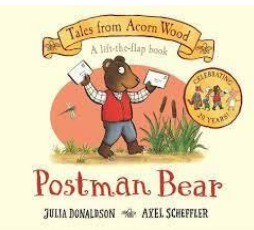
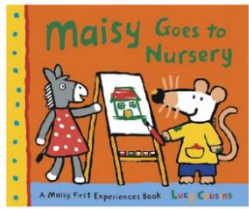
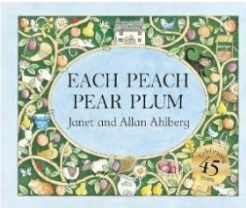
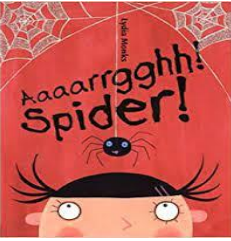
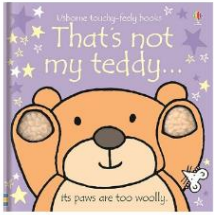
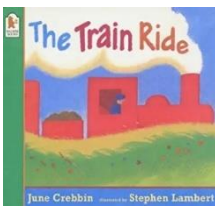
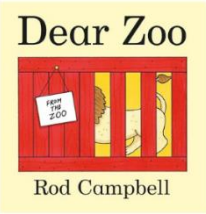
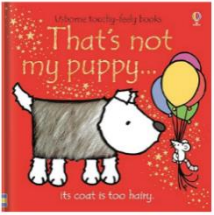
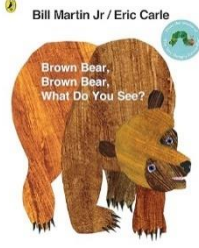
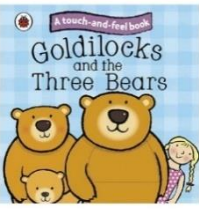
Spring	Spring 1	Spring 2		
Theme	People who Help Us (Home and School)	Nursery Rhymes		
Physical Development	Fine motor Filling and pouring Posting Picking objects out of different sensory media Sticking Gross motor Negotiating space Climbing up steps Building with large construction (blocks/ soft play)	Fine Motor Threading large beads Filling and pouring Posting Picking objects out of different sensory media Sticking Gross motor Jumping- trampolines Negotiating space Climbing up steps Building with large construction (blocks/ soft play)		
	Key Knowledge/ Skills • Pupil can put an object into a container. (PIVATS) • Pupil can retrieve an object which has been seen or heard to be placed in an open container (PIVATS)	Key Vocabulary • Full • Empty • Pour	Key Knowledge/ Skills • Pupil can pick up small objects using a pincer grip. (PIVATS) • Gradually gain control of their whole body through continual practice of large movements.	Key Vocabulary • Hold • Thread • Jump
Communication and Language	SALT- Rumble in the Jungle Attention Autism Personalised communication stage		SALT- What's in the Box? Attention Autism Personalised communication stage	
	Key Knowledge/ Skills • Communicating using symbols/ signs/ verbally • Engages in interactive exchange with adults	Key Vocabulary • More • Stop • Finished	Key Knowledge/ Skills • Communicating using symbols/ signs/ verbally • Engages in interactive exchange with adults	Key Vocabulary • More • Stop • Finished
PSED	People who help us- can I find a picture of those who help me Asking for help		Anticipation with adults (Bubbles/ motivators)	
	Key Knowledge/ Skills • Recognise those who help us at home and school (photos, signs and symbols) • Seeking familiar adult when upset	Key Vocabulary • Teacher • Friend • Mummy • Daddy • Adult • Help	Key Knowledge/ Skills • Accepts presence of adults in play environment (AET) • Engages in interactive exchange with adults	Key Vocabulary • More • Stop • Finished
Literacy	Books Postman Bear Peepo Maisy Goes to Nursery Rhymes Little Peter Rabbit Miss Polly Had a Dolly Mark making In different sensory media Exploration on different coloured papers Discovery Special Academy Phase 1 Phonics		Books Argh Spider Each Peach Pear Plum That's not my Teddy Rhymes Incey Wincey Spider Old MacDonald Mark making In different sensory media Exploration on different coloured papers Wipe boards Discovery Special Academy Phase 1 Phonics	

	Key Knowledge/ Skills <ul style="list-style-type: none"> Intentionally communicates likes / dislikes of familiar sensory experiences / stimuli (AET) Pupil enjoys rhyming and rhythmic activities. (PIVATS) Key Vocabulary <ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> Friend Mummy Daddy Adult 	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupil remembers routines or rhymes over longer periods and anticipates related activities, e.g. participates in the rhythm of a rhyme, poem, chant, song, piece of music, by tapping, clapping, patting to the rhythm Pupil shows some interest in the content of a book, e.g. through facial expressions. (PIVATS) 	Key Vocabulary <ul style="list-style-type: none"> Rhyme Nursery Rhyme
Mathematics	Rhymes 5 Current Buns 5 Speckled Frogs 3 Green Bottles Combining objects- blocks/ stacking cups Counting everyday objects (1/2)		Rhymes 5 Little Ducks 5 Fat Sausages Using blocks to create models/ structures Recognising when group size changes (more/less)	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again. (DM) Develop counting like behaviours (DM) 	Key Vocabulary <ul style="list-style-type: none"> Build Stack Up Number names 	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupil joins or stacks like objects showing awareness of their relationship to each other. (PIVATS) React to changes of amounts in a group of up to 3 items (DM) 	Key Vocabulary <ul style="list-style-type: none"> Build Stack Up High More Less
Understanding the World	Computing- cause and effect (bubble pop) Pictures of themselves and those who help at home and school My home/ my classroom		Computing- sequencing (nursery rhymes)	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To recognise (name/sign/ pictures) people who help us Repeat actions that have an effect (DM) 	Key Vocabulary <ul style="list-style-type: none"> Teacher Friend Mummy Daddy Adult 	Key Knowledge/ Skills <ul style="list-style-type: none"> To sequence a familiar rhyme (with adult support) 	Key Vocabulary <ul style="list-style-type: none"> Start End
Expressive Arts and Design	Music- Listening to different genres of music Exploring paint		Music- Playing alongside nursery rhymes with instruments Using different textures and materials in art	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Show attention to sounds and music (DM) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (DM) 	Key Vocabulary <ul style="list-style-type: none"> Paint Paint brush Roller 	Key Knowledge/ Skills <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (DM) 	Key Vocabulary <ul style="list-style-type: none"> Soft Rough Smooth Shiny
RE and different cultures	Chinese New Year (sensory exploration)		Easter (sensory exploration)	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Experience sensory elements of Chinese New Year 	Key Vocabulary <ul style="list-style-type: none"> Chinese Dragon Dance 	Key Knowledge/ Skills <ul style="list-style-type: none"> Experience sensory elements of Easter Recognise that we celebrate as a community/group 	Key Vocabulary <ul style="list-style-type: none"> Easter Egg Chocolate

Summer	Summer 1	Summer 2	
Theme	Pets	Colours in the Rainbow	
Physical Development	<p>Fine motor Play dough exploration Threading large beads Filling and pouring Posting Picking objects out of different sensory media Sticking</p> <p>Gross motor Rolling balls down ramps Jumping- trampolines Negotiating space Climbing up steps Building with large construction (blocks/ soft play)</p>	<p>Fine Motor Aqua Draw/ Mark making with water Play dough exploration Threading large beads Filling and pouring Posting Picking objects out of different sensory media Sticking</p> <p>Gross motor Crawling (tunnels) Jumping- trampolines Negotiating space Climbing up steps Building with large construction (blocks/ soft play)</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Pupil can track slowly moving objects visually and/or aurally. • Exploring different materials 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Roll • Down • Squeeze 	
		<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements (DM) • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Draw • Crawl
Communication and Language	SALT- SPLASH (1-5) Attention Autism- bucket/ Stage 2 Personalised communication stage	SALT-Mr Gumpy's Boat Attention Autism- bucket/ Stage 2 Personalised communication stage	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Makes request for an item (food, drink, object) AET 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Drink • Snack • More • Finished • Thank you 	
		<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Makes request for an item (food, drink, object) AET 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Drink • Snack • More • Finished • Thank you
PSED	Caring for animals How do you feel about the different animals?	Caring for my environment- rubbish in the bin/ tidying spaces	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • To take care when handling animals • Expresses emotions in keeping with the situation 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Gentle • Stroke • Pat 	
		<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Pupil is aware of usual location of familiar objects (PIVATS) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Tidy • Bin
Literacy	<p>Books Dear Zoo The Train Ride That's not my Puppy</p> <p>Rhymes Tommy Thumb Finger Family Little Bo Peep</p> <p>Mark making In different sensory media Exploration on different coloured papers Wipe boards Marks with different objects Discovery Special Academy Phase 1 Phonics</p>	<p>Books Brown Bear Brown Bear Goldilocks and the Three Bears Elmer</p> <p>Rhymes Sing a Rainbow Row Row Your Boat</p> <p>Mark making In different sensory media Exploration on different coloured papers Wipe boards Marks with different objects Aqua Draw/ Mark making with water Discovery Special Academy Phase 1 Phonics</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Share a book with an adult (DM) • Enjoy drawing freely (DM) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Book • Page • Draw 	
		<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> • Enjoy drawing freely (DM) • Share a book with an adult (DM) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Book • Page • Draw
Mathematics	<p>Rhymes 5 Little Monkeys Swinging in the Trees 10 in the bed</p> <p>Rolling balls down ramps Number rhymes- taking away at appropriate times</p>	<p>Rhymes 1 Little Dinosaur Hickory Dickory Dock 1,2,3,4,5 Once I Caught a Fish Alive</p> <p>Matching and sorting by colour Finding and recognising numbers in different sensory materials Counting everyday objects (modelled by adults)</p>	

	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupil can track slowly moving objects visually and/or aurally Pupil can begin to anticipate the ending or key elements of rhymes, songs and number games (PIVATS) 	Key Vocabulary <ul style="list-style-type: none"> Roll Take away Number names 	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupils can match and sort objects Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (DM) 	Key Vocabulary <ul style="list-style-type: none"> Match Sort Same
Understanding the World	Computing- Taking photos/ Looking at photos of pets Petting animals		Computing- Sorting by colour on IWB Exploring colours in the environment	
	Key Knowledge/ Skills Explore natural materials, indoors and outside. (DM)	Key Vocabulary <ul style="list-style-type: none"> Dog Cat Fish Rabbit Hamster Pet 	Key Knowledge/ Skills <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore natural materials, indoors and outside. (DM) 	Key Vocabulary <ul style="list-style-type: none"> Red Orange Yellow Green Blue Rainbow
Expressive Arts and Design	Music-Moving to music Playdough- using animal cutters Animal Art		Music- Making sounds in the environments (adult support) Exploring colours- rainbows Collage- flowers/ rainbows (different colours)	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (DM) Move and dance to music (DM) 	Key Vocabulary <ul style="list-style-type: none"> Move Dance 	Key Knowledge/ Skills <ul style="list-style-type: none"> To use a glue stick. Make rhythmical and repetitive sounds. 	Key Vocabulary <ul style="list-style-type: none"> Red Orange Yellow Green Blue Stick
RE and different cultures	Living things Earth Day		Diversity King's Birthday	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Exploring colours in the earth Awareness/ exploration of living things 	Key Vocabulary <ul style="list-style-type: none"> Earth Blue Green Brown 	Key Knowledge/ Skills <ul style="list-style-type: none"> Awareness of similarities and differences within a group. Recognise that we celebrate as a community and a group 	Key Vocabulary <ul style="list-style-type: none"> King Crown Birthday Different

Discovery Special Academy assessment nursery book spine

Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

Discovery Special Academy Reception Themes

	Autumn 1	Autumn 2	
Theme	All about me (body parts)	Celebrations (Birthdays, Christmas, Diwali)	
Physical Development	Fine motor Posting Mark making in messy mediums Gross motor Climbing Balance Riding	Fine Motor Squeezing and rolling (making cakes playdoh) Mark making with different media and tools (pom poms, corks...) Posting Mark making in messy mediums Gross motor Dancing and action songs (body parts) Climbing Balance Riding	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupil can put an object into a container (PIVATS) Plays with / uses toys / materials functionally (AET) Access indoor and outdoor equipment safely 	Key Vocabulary <ul style="list-style-type: none"> Post Push In Up and down Round Climb, balance, ride 	Key Knowledge/ Skills <ul style="list-style-type: none"> Resources can make a range of marks Pupil will explore objects in increasingly complex ways, using more than one action (PIVATS) Pupil demonstrates intentional, spontaneous responses to familiar rhymes
Communication and Language	SALT/Parachute- Hello song Personalised communication stage	SALT/Parachute- Shaky Shaky Attention Autism- bucket Personalised communication stage	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Asking for something 	Key Vocabulary <ul style="list-style-type: none"> Help Please Finished More Drink 	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Share attention focus with adult (AET)
PSED	Classroom routines Self- registration Simple emotions Washing hands	Birthday Diwali Christmas	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognising me Recognising someone is happy and sad (identifying emotions- AET) 	Key Vocabulary <ul style="list-style-type: none"> Me Happy Sad Tired Hungry 	Key Knowledge/ Skills <ul style="list-style-type: none"> Engage in shared activity (AET) Accepts others in their space in familiar settings (AET)
Literacy	Books Ness the nurse Visiting the Doctor Guess How Much I Love You Rhymes Miss Polly had a Dolly This is the way If you're happy and you know it Mark making Celebration cards Gross motor Discovery Special Academy Phonics phase 1	Books Kippers Birthday That's not my Reindeer Polar Bear Polar Bear Rhymes Jelly on a plate Happy Birthday Wind the Bobbin Up Mark making Celebration cards Gross motor Discovery Special Academy Phonics phase 1	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To show interest in books To join in with actions in nursery rhymes To develop gross motor movement 	Key Vocabulary <ul style="list-style-type: none"> Nurse Doctor Poorly 	Key Knowledge/ Skills <ul style="list-style-type: none"> To develop book handling skills To know we sign our names on celebration cards
Mathematics	Rhymes 1,2,3,4,5 Once I caught a fish alive 1 little finger Rote count to 5 Inset puzzles Counting 1 and 2 objects Naming 2d shapes	Rhymes Ten little numbers jumping on the bed 5 Little Snowmen Count the little snowflakes Rote count to 10 Matching shapes/objects to their outline Big/ small	

Mathematics	Key Knowledge/ Skills <ul style="list-style-type: none"> Rote counting to 5 Exploring shapes to make things fit Naming 2d shapes Key Vocabulary <ul style="list-style-type: none"> Number names 	<ul style="list-style-type: none"> Circle Square Triangle Rectangle 	Key Knowledge/ Skills <ul style="list-style-type: none"> Rote counting to 10 Matching shapes and objects Pupil can recognise the difference between the size of two objects by matching (PIVATS) 	Key Vocabulary <ul style="list-style-type: none"> Match Same Big Small
Understanding the World	Body Parts Small world/ role play- doctor surgery/ hospital Autumn Computing-		Exploration of celebration foods Making a class birthday book Winter Computing-	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Naming parts of the body Know that doctors and nurses help us to feel better 	Key Vocabulary <ul style="list-style-type: none"> Head Arm Leg Eyes Nose Mouth Ears 	Key Knowledge/ Skills <ul style="list-style-type: none"> To explore characteristics of winter. To know that people celebrate with a party. 	Key Vocabulary <ul style="list-style-type: none"> Winter Cold Snow Birthday Christmas Party
Expressive Arts and Design	Making houses- junk modelling Painting with body parts, finger, hand, feet Music- Action songs- Head shoulders knees and toes/ 1 little finger/ If you're happy and you know it		Making celebration cards Christmas crafts Music- Shaking instruments (start and stop)	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Copying actions in songs and rhymes To recognise different ways to make marks and these look different 	Key Vocabulary <ul style="list-style-type: none"> Head Arm Leg Eyes Nose Mouth Ears 	Key Knowledge/ Skills <ul style="list-style-type: none"> Glue helps things to stick Instruments can make sounds by moving them in different ways 	Key Vocabulary <ul style="list-style-type: none"> Stick Shake Card Start Stop
RE and different cultures	Families and belonging – link to classroom community		Remembrance Day Christmas	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we belong to a community/group 	Key Vocabulary <ul style="list-style-type: none"> Family Friends Group 	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Christmas 	Key Vocabulary <ul style="list-style-type: none"> Poppy Remember Christmas Celebrate

	Spring 1		Spring 2	
Theme	People who Help Us (Wider community)		Traditional tales	
Physical Development	Fine motor Joining pieces together (Duplo) Squeezing and rolling (making cakes playdoh) Mark making with different media and tools (pom poms, corks...) Posting Mark making in messy mediums		Fine Motor Transfer objects from one hand to the other Joining pieces together (Duplo) Squeezing and rolling (making cakes playdoh) Mark making with different media and tools (pom poms, corks...) Posting Mark making in messy mediums	
	Gross motor Making emergency vehicles (crates/boxes) Dancing and action songs (body parts) Climbing Balance Riding		Gross motor Building using large construction Making emergency vehicles (crates/boxes) Dancing and action songs (body parts) Climbing Balance Riding	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To explore shapes/ objects to fit them together Using a range of body movements to lift and move objects 	Key Vocabulary <ul style="list-style-type: none"> Join Fit Build 	Key Knowledge/ Skills <ul style="list-style-type: none"> Develop hand strength Using a range of body movements to lift and move objects 	Key Vocabulary <ul style="list-style-type: none"> Move Switch

Communication and Language	SALT- Parachute "Someone's Hiding" Attention Autism Personalised communication stage		SALT- The Hat Song Attention Autism Personalised communication stage	
	Key Knowledge/ Skills • Communicating using symbols/ signs/ verbally	Key Vocabulary • Help • More • Finished	Key Knowledge/ Skills • Communicating using symbols/ signs/ verbally	Key Vocabulary • Help • More • Finished
PSED	People who help us Asking for help		Good and bad characters Following instructions Taking turns	
	Key Knowledge/ Skills • To recognise (name/sign) people who help us	Key Vocabulary • Fire fighter • Police officer • Doctor • Nurse • Hospital	Key Knowledge/ Skills • To follow routines and boundaries independently	Key Vocabulary • Good • Bad
Literacy	Books Emergency Spot goes to the Fire Station The Little Red Hen Rhymes The Wheels on the Bus Pat a Cake Recognising emergency vehicle sounds Mark making Celebration cards Gross motor Water/ paint brushes/ sponges Discovery Special Academy Phonics phase 1		Books Jack and the Beanstalk The Three Little Pigs The Gingerbread Man Rhymes When Goldilocks went to the house of the bears Hot Cross Buns Spring Chicken Recognising animal sounds Mark making Celebration cards Gross motor Water/ paint brushes/ sponges exploration of different tools Discovery Special Academy Phonics phase 1	
	Key Knowledge/ Skills • To engage in symbolic play (AET) • To recognise environmental sounds (emergency vehicles)	Key Vocabulary • Fire fighter • Police officer • Doctor • Nurse • Hospital	Key Knowledge/ Skills • To make marks with 'pencil' • To repeat/ recognise repeated phrases in familiar tales • To recognise environmental sounds	Key Vocabulary • Up • Pig • Wolf • Gingerbread man
Mathematics	Rhymes 5 Little fire fighters One, two Buckle My Shoe Understanding the value of 1 and 2 Interlocking objects and joining them together		Rhymes 10 Green Bottles 5 Little Monkeys swinging in the trees 5 Current Buns Making groups to 3 Shape pictures- houses Filling containers with different materials	
	Key Knowledge/ Skills • Begin to understand 1 and 2 • Pupil can grasp two shapes at once and explore whether or not they fit together, e.g. <i>interlocking objects</i> . (PIVATS) • Pupil demonstrates random stacking or joining of objects. Pupil shows interest in the position of objects in relation to others. (PIVATS)	Key Vocabulary • Number names • Join • Fit	Key Knowledge/ Skills • Naming 2d shapes • Pupil can participate in rhymes at an appropriate point, with occasional prompts (PIVATS)	Key Vocabulary • Full • Empty • Fill • Square • Triangle • Rectangle • Circle
Understanding the World	People who help us Emergency vehicles Making sounds with different body parts Computing- cause and effect (5 little Firefighters)		Exploring and sorting materials Spring Growing seeds Computing- sequencing (traditional tales)	
	Key Knowledge/ Skills • To recognise emergency vehicles • To recognise (name/sign) people who help us	Key Vocabulary • Fire fighter • Police Officer • Paramedics • Fire engine • Police car • Ambulance	Key Knowledge/ Skills • Seed can turn to flower • To observe changes • Using devices to produce art (IPAD)	Key Vocabulary • Straw • Sticks • Bricks • Spring • Grow • Flower

Expressive Arts and Design	Printing- emergency vehicles Role play/ small world- emergency services Music- loud and quiet		Role play- puppets Making houses with different materials Making 3d shape houses IPAD- drawing flowers Music- Fast and slow	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Printing makes marks Role play emergency services and people who help us- what might they do or say? 	<ul style="list-style-type: none"> Loud Quiet Printing (Print) 	To explore 3d shapes	<ul style="list-style-type: none"> Fast Slow Shapes
RE and different cultures	EID		Easter	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of EID 	<ul style="list-style-type: none"> Eid Celebrate 	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Easter 	<ul style="list-style-type: none"> Easter Chocolate Egg Chick

	Summer 1		Summer 2	
Theme	On the Farm		In the Garden (minibeasts)	
Physical Development	Fine motor Squeezing and rolling (making animals playdoh) Transfer objects from one hand to the other Joining pieces together (Duplo) Squeezing and rolling (making cakes playdoh) Mark making with different media and tools (pom poms, corks...) Posting Mark making in messy mediums Gross motor Digging (sand/mud) Building using large construction Making emergency vehicles (crates/boxes) Dancing and action songs (body parts) Climbing Balance Riding		Fine Motor Threading Squeezing and rolling (making animals playdoh) Transfer objects from one hand to the other Joining pieces together (Duplo) Squeezing and rolling (making cakes playdoh) Mark making with different media and tools (pom poms, corks...) Posting Mark making in messy mediums Gross motor Digging (sand/mud) Building using large construction Making emergency vehicles (crates/boxes) Dancing and action songs (body parts)	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To use different tools to dig holes To develop finger strength 	<ul style="list-style-type: none"> Dig Push Lift Squeeze Roll 	<ul style="list-style-type: none"> Pupil can pick up small objects using a pincer grip. (PIVATS) 	<ul style="list-style-type: none"> Through Pull
Communication and Language	SALT- Dear Zoo Attention Autism- bucket/ Stage 2 Personalised communication stage		SALT-Splash 1-10 Attention Autism- bucket/ Stage 2 Personalised communication stage	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally 	<ul style="list-style-type: none">
PSED	Caring for animals		Caring for animals How are they feeling?	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To know what animals, need live. 	<ul style="list-style-type: none"> Food Water Home Shelter (home) 	<ul style="list-style-type: none"> Identify emotions in relation to others (happy, sad, tired) 	<ul style="list-style-type: none"> Gentle Hold Safe
Literacy	Books Old Mikamba had a Farm On the Farm That's not my Chick Rhymes Baa Baa Black Sheep Old Mikamba had a Farm Hey Diddle Diddle Mark making Celebration cards Gross motor Water/ paint brushes/ sponges exploration of different tools Making marks with animals Discovery Special Academy Phonics phase 1		Books The Very Hungry Caterpillar That's not my Bee The Very Busy Spider Rhymes Tiny caterpillar on a leaf Incy Wincy Spider The Grand Old Duke of York Mark making Celebration cards Gross motor Water/ paint brushes/ sponges exploration of different tools Making marks with animals Making marks with wheels Little class text books (mark making) Discovery Special Academy Phonics phase 1	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To know different things can make marks To recognise environmental sounds (farm animals) 	<ul style="list-style-type: none"> Listen Hear What is it? 	<ul style="list-style-type: none"> To begin to recognise that marks convey meaning (PIVATS) To give meaning to marks they make (PIVATS) To show interest in books with adult (PIVATS) 	<ul style="list-style-type: none"> Looking (what can you see?)

Mathematics	<p style="text-align: center;">Rhymes</p> <p style="text-align: center;">One man went to mow The animals came in two by two 5 Little Ducks 1:1 counting to 3 Number rhymes- taking part Patterns</p>		<p style="text-align: center;">Rhymes</p> <p style="text-align: center;">Dr Knickerbocker 5 Big Minibeasts 5 Little Speckled Frogs 1:1 counting to 5 Sorting minibeasts Counting features of minibeasts Ordering by size</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Knows where familiar items go and can be found (MAPP) Pupil can begin to anticipate the ending or key elements of rhymes, songs and number 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Add Take away How many? Pattern 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Pupil sorts two sets of like objects where there is a marked difference in size (PIVATS) Knows where familiar items go and can be found (MAPP) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Add Take away How many? Sort
Understanding the World	<p style="text-align: center;">Visit to Farm Animals and their young Computing- Sound board- animal noises</p>		<p style="text-align: center;">Zoolab Computing- IWB- sorting into 2 groups (mini beasts that are the same)</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To recognise and name common farm animals To match familiar animals and their young 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Cow Pig Horse Sheep Farmer Tractor 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To recognise and name minibeasts To use IWB to complete sorting activity 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Caterpillar Bee Butterfly Worm Ladybird Insect
Expressive Arts and Design	<p style="text-align: center;">Music- Copy the beat Plate farm animals</p>		<p style="text-align: center;">Clay minibeasts Music- Exploring a range of instruments</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Use their imagination as they consider what they can do with different materials. (DM) Copy sounds made by an adult. 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Clap Tap Copy Beat 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. (DM) Manipulate and play with different materials. (DM) Explore a range of sound-makers and instruments and play them in different ways. (DM) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Drum Triangle Tambourine Maraca
RE and different cultures	<p style="text-align: center;">Seven New Kittens New Life Earth Day</p>		<p style="text-align: center;">The Tiny Ants Caring for the natural world King's Birthday</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Awareness/ exploration of living things 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Alive Earth Protect 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Awareness of taking care of our world (following routines/ throwing things in bin) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> King Crown Birthday Care World

Reception Book Spine

<p>Autumn 1</p>			
<p>Autumn 2</p>			
<p>Spring 1</p>			
<p>Spring 2</p>			
<p>Summer 1</p>			
<p>Summer 2</p>			

Discovery Special Academy Informal Long Term Planning Year 1 and 2 (Cycle A)

Informal Continuous Provision			
Communication and Interaction (Including pre-reading skills)	Intensive Interaction Joint Attention and early turn-taking games Speech and Language Group times Visual Timetable (Objects of Reference/ Symbols) Symbol Exchange Now and Next Boards Choosing Boards Wet/dry sensory exploration. Individual Sensory Programmes	Class and Individual Time Tables Interactive Classroom Displays Makaton Signs/ gestures and reduced language. Switch Toys/ Cause and effect technology. Symbol Exchange TAC PAC Yoga Dough Disco	
Autumn	Autumn 1	Autumn 2	
Theme	All about me (Body Parts)		
Physical Development	Fine motor Posting activities Big mark making in messy media Gross motor Climbing and balance - obstacle course Riding – bikes/trikes/scooters	Fine Motor Squeezing, rolling activities/Playdough mark making with vehicles Gross motor Dancing and action songs linked to body parts	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Pupils will intentionally explore the environment (MAPP) Pupils can transition across different surfaces at different heights 	Key Vocabulary <ul style="list-style-type: none"> In Out Up Down Round 	Key Knowledge/ Skills <ul style="list-style-type: none"> To respond to kinaesthetic instructions To recognise some key body parts (e.g. head, toes)
Communication and Language	<u>SALT</u> SOC.COM activities. Whose got the hat on, where are you, Puppets <u>Attention Autism</u> Stage 1 Bucket Only	<u>SALT</u> SOC.COM What's in the Box? <u>Attention Autism</u> Stage 1 Bucket into Stage 2	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Seeking attention from familiar adults 	Key Vocabulary <ul style="list-style-type: none"> Look See Bucket 	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Share attention focus with adult (AET)
PSEHERE Personal, Social, Health, Relationship Education & Independence (Independence PSD)	Choosing by reaching out to point or select Mirror work -looking at self-wearing a hat/difference, face paint, pointing out body parts	Choosing from a choice of two or more Finding our own picture/self-registration	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognising me Identify own facial features 	Key Vocabulary <ul style="list-style-type: none"> Face Eyes Mouth Nose 	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognising self in pictures Expressing preference
Literacy	Books From head to toe Ouch! I need a plaster The gingerbread man Rhymes Wind the Bobbin Up Twinkle Twinkle Head Shoulder Knees and Toes If your Happy and You Know it This in the way we Clap our Hands. Hokey Cokey I hear Thunder	Books Barry the fish with fingers That's not my Santa. Rhymes Preposition Action Song- Put your Bean Bag on Your Head Dingle Dangle Scarecrow Round and Round the Garden This Little Piggy Little Peter Rabbit Ring a ring a roses	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To identify parts of the body To show interest in books (with adult support) To explore mark making materials 	Key Vocabulary <ul style="list-style-type: none"> Body Head Eyes Ears Mouth Nose 	Key Knowledge/ Skills <ul style="list-style-type: none"> To identify parts of the body To listen/ join in with actions in nursery rhymes To explore mark making materials

Thinking and Learning – Mathematics	Exploring Capacity – Filling and Emptying of different mediums – toys, dry pasta shapes, blocks, sand, water Exploring Numicon 1-5 Rhymes 1 Dinosaur went out to play. 1 finger 1 thumb. 1 girl in the ring 5 Current Buns 5 Little Pumpkins 5 Wicked Witches	Exploring Capacity – Posting of different mediums – toys, dry pasta shapes, blocks, sand, water into different slots Exploring Numicon 1-5 Rhymes 5 Monkeys on the bed 5 Monkeys Swinging Through the Trees 5 Big Dinosaur 5 Little Fire Men 5 Little Men in a Flying Saucer. 5 little teddies sitting on the wall.	
	Key Knowledge/ Skills • Rote counting to 5 • Recognise when a container is full • Compare capacity by pouring fluids into the same container in turn	Key Vocabulary • Number names • Fill • Empty • Dry • Wet	Key Knowledge/ Skills • Sorting by given criteria and own • Understand more, less, full and empty
Thinking and Learning (Humanities and Science)	Visit to Pendragon Sensory Centre Exploring cause and effect on/off -linked to lights and sounds, Light/dark		Visit a garden centre with Christmas lights and smells Exploring materials - moulding sand/clay/playdough
	Key Knowledge/ Skills • Recognise cause and effect from own actions • Express own preferences for light and dark • Explore different sounds and own reaction to them	Key Vocabulary • On • Off • Light • Dark • Quiet • Loud	Key Knowledge/ Skills • Explore new tactile experiences and express preferences.
Creative Development (Art, DT & Music)	Abstract Art Mini-people self-characters Draw around self and decorate Hand and foot prints Face painting, painting on mirrors, foil and cling film Sensory Glitter Bottles Cooking: Spreading and icing skills, making a gingerbread man, scones		Salad spinner art Firework Prints Diwali Art Poppies Christmas Crafts – snowflake prints with plug covers, calendars, cards etc Christmas Music Shakers Jessies Fund Winter Cooking: cinnamon cakes, cupcakes, Christmas Cookies
	Key Knowledge/ Skills • Follow hygiene routines for cooking • Explore a range of textures • Develop proprioceptive awareness	Key Vocabulary • Listen • Paint • Cook	Key Knowledge/ Skills • Follow hygiene routines for cooking • Explore a range of textures • Develop proprioceptive awareness • Explore a range of sound-makers and instruments and play them in different ways. (DM)
RE, different cultures and celebrations	Festivals of Light Eyes open / eyes closed – what can we see? Drawing own eyes Sensory lights at Pendragon Light switch activities Celebrations International day of sign languages Black History Month Building shelters – Sukkot (celebrating with fruit and challah bread) Lights at celebrations – Diwali (may be 2 nd half term)		Festivals of Light Awe and wonder twinkling/sensory/coloured lights Diwali/Hanukkah/Christmas Celebrations Samhain – Autumn celebration Remembrance Day Christmas Hanukkah
	Key Knowledge/ Skills • Recognise that we celebrate as a community/group • Experience building a den/shelter • Experience a sense of awe linked to lights	Key Vocabulary • Shelter • Den • Bread • Diwali • Lights • Eyes	Key Knowledge/ Skills • Recognise the colours associated with Autumn • Recognise that other people help us • Recognise that we celebrate as a community/group

Spring	Spring 1	Spring 2
Theme	Farm Animals	
Physical Development	<p style="text-align: center;"><u>Fine motor</u> Dough Disco, Mark Making on the board/light up boards</p> <p style="text-align: center;"><u>Gross motor</u> Jumping and running skills, avoiding obstacles rolling</p>	<p style="text-align: center;"><u>Fine motor</u> Peg boards Mark making via printing</p> <p style="text-align: center;"><u>Gross motor</u> Ball skills – Kicking</p>
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To be able to execute a running jump To be able to execute a standing jump 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Jump Run Roll
Communication and Language	SALT – SOC COM into STOP Elephant STOP	
	Attention Autism Stage 1 Bucket Stage 2	
PSED	SALT – SOC COM into Rumble in the Jungle	
	Attention Autism Stage 1 Bucket Stage 2	
PSED	<p style="text-align: center;">Transitions across environments within the classroom</p> <p style="text-align: center;">Taking on/off coats or shoes with support</p> <p style="text-align: center;">Finding friends pictures</p>	<p style="text-align: center;">Transitions across environments within school</p> <p style="text-align: center;">Hanging up coats/bags with support</p> <p style="text-align: center;">Sharing resources with one other person</p>
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To be familiar with routine transitions To develop more independence to put on/take off clothes Recognise that 2D photos correspond to real people 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Coat Shoes On Off Picture
Literacy	<p style="text-align: center;">Books Say Hello to the Animals, Oh Dear!</p> <p style="text-align: center;">Rhymes Old McDonald Baa Baa Black Sheep Jack and Jill Three Blind Mice Hey Diddle Diddle Incy Wincy Spider</p>	
	<p style="text-align: center;">Books Cock – a -Moo- Moo, The Little Red Hen</p> <p style="text-align: center;">Rhymes Humpty Dumpty Mary Mary Little Bo Peep Little Bunnies Three Blind Mice There was an Old Lady</p>	
Thinking and Learning – Mathematics	<p style="text-align: center;">Exploring of simple 2D shapes. Circle Square, triangle Exploring Numicon 1-5</p> <p style="text-align: center;">Rhymes 5 little ducks 5 little Speckle Frogs Alice the Camel 5 Snowmen Hickory Dickory 1 Little Mouse</p>	<p style="text-align: center;">Exploring toys of different size big/little Exploring Numicon 5-10</p> <p style="text-align: center;">Rhymes 5 sharks Swimming in a Pond. 5 fat sausages 5 Little Penguins. 5 red planes 5 trains on the track. One elephant went out to play</p>
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Rote counting to 5 1-1 correspondence in counting Recognise simple 2D shapes 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Circle Square Triangle Numbers
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Ball Kick 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Box Look See
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Coat Bag Peg Share 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Cow Horse Donkey Rabbit Goat Cat
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Big Little Small Numbers beyond 5 	

Thinking and Learning (Humanities and Science)	Visits - small animals into school Growth: animals -butterflies/chicks Dressing up in special clothes		Visit to the farm Growth: cress/ plants/food/flowers	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Know how to handle animals gently Know that chicks come from eggs and that butterflies come from caterpillars (experiential knowledge) 	Key Vocabulary <ul style="list-style-type: none"> Caterpillar Butterfly Egg Chick Hatch 	Key Knowledge/ Skills <ul style="list-style-type: none"> Know that seeds grow into plants (experiential) Know that plants need water Identify animals in context 	Key Vocabulary <ul style="list-style-type: none"> Farm Grow Sheep Pig Cow Horse
Creative Development (Art, DT & Music)	Tractor marking tracks in mud, muddy wellie prints, paint and collage different farm animals Caterpillars and butterfly art Making different habitats to hide clay eggs in, making clay models Continue farm animals Making chick models (link to Easter) Feather art (painting with feathers, feather collage) Jessies Fund Spring Time Cooking: Weetabix cakes, Pizzas, Bread Buns, Pancakes		Springtime art, cotton wool lambs, painting with real plants, kitchen roll flowers, cardboard edge print grass Painting on ice Planting/growing grass, cress, sunflower seeds and bulbs, exploration of soil and minibeasts Edible soil – comparing different smells, textures and tastes	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Follow hygiene routines for cooking Explore a range of textures Develop proprioceptive awareness 	Key Vocabulary <ul style="list-style-type: none"> Butterfly Feather Egg Chick 	Key Knowledge/ Skills <ul style="list-style-type: none"> Follow hygiene routines for cooking Explore a range of textures Develop proprioceptive awareness 	Key Vocabulary <ul style="list-style-type: none"> Paint Ice Soil Plant Grow
RE, different cultures and celebrations	Celebrating Creation (Animals) If I were a butterfly song Amazing animals / favourite animals Celebrations Chinese New Year (sensory exploration) Well-being Week Safer Internet Day Valentine's Day Rare Diseases Day Shrove Tuesday/pancake day Ramadan & Eid al Fitr		Care & Compassion Caring for animals (pets & farm animals) Looking after animals in the cold Celebrations Easter (sensory exploration) World Poetry Day Mother's Day Sports/Comic Relief World Book Day	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Chinese New Year – red colours, music, dragon dance Taste & smell pancakes, express preference for different fillings 	Key Vocabulary <ul style="list-style-type: none"> Chinese Dragon Dance Pancake Favourite 	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Easter – Spring colours, chocolate Show an appreciation and enjoyment of books 	Key Vocabulary <ul style="list-style-type: none"> Easter Chocolate Egg Book Feed Warm Inside

Summer	Summer 1	Summer 2	
Theme	Transport		
Physical Development	<p style="text-align: center;"><u>Fine motor</u> Early threading skills and chunky tweezers Marking making with chalks, water/brushes</p> <p style="text-align: center;"><u>Gross motor</u> Throwing skills – learning to release to be able to throw a ball or bean bag</p>	<p style="text-align: center;"><u>Fine motor</u> Pincer grip activities Mark making on paper with pencils and crayons</p> <p style="text-align: center;"><u>Gross motor</u> Early catching skills -large objects, balloons size balls, cushions</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Developing fine motor skills - threading Developing pincer grip with tweezers Throwing – releasing an object 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Throw Let go Thread 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Developing pincer grip Putting hands out to catch
Communication and Language	<p style="text-align: center;"><u>SALT</u> SOC.COM into SPLASH</p> <p style="text-align: center;"><u>Attention Autism</u> Stage 1 Bucket Stage 2 Into Stage 3</p>	<p style="text-align: center;"><u>SALT</u> SOC.COM into SPLASH</p> <p style="text-align: center;"><u>Attention Autism</u> Stage 1 Bucket Stage 2 Stage 3</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET) 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Bucket Look See Wonder 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET)
PSED	<p style="text-align: center;">Finding own clothing -coats, shoes etc</p> <p style="text-align: center;">Interactive skills</p> <p style="text-align: center;">Early turn taking skills</p>	<p style="text-align: center;">Helping with dressing putting on own socks or shoes</p> <p style="text-align: center;">Interactive skills</p> <p style="text-align: center;">Continuing early turn taking</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Follow simple instructions Recognise own outerwear Find items placed in routine positions 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Coat Shoes Get 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Familiarity with where items of clothing are worn Attempt to put socks/shoes/wellies on feet Request help from an adult
Literacy	<p style="text-align: center;">Books All Change! The Train Ride.</p> <p style="text-align: center;">Rhymes Wheels on the Bus Row Row Row the Boat Polly Put the Kettle on I'm a Little Tea Pot There was a Princess Long Ago Grand Old Duke</p>	<p style="text-align: center;">Books Mr Grumpy's Outing. Duck in a Truck</p> <p style="text-align: center;">Rhymes Pat a cake Sing a song of six pence Here we go around the Mulberry Bush Old Mother Hubbard Miss Polly Had a Dolly Polly put the kettle on</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To identify modes of transport To show interest in books (with adult support) To listen/ join in with actions in nursery rhymes To explore mark making materials 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Train Car Plane Birthday 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To identify modes of transport To show interest in books (with adult support) To listen/ join in with actions in nursery rhymes To explore mark making materials
Thinking and Learning – Mathematics	<p style="text-align: center;">Exploring simple 2D Shapes: star, rectangle, diamond.</p> <p style="text-align: center;">Exploring Numicon 5-10</p> <p style="text-align: center;">Number Rhymes 1,2,3,4,5 Once I caught a Fish Alive. 10 Fish in A Pond. 10 Fat Sausages. 10 Green Bottles 1 potato 1-10 super song</p>	<p style="text-align: center;">Exploring Colours</p> <p style="text-align: center;">Exploring Numicon 1-10</p> <p style="text-align: center;">Number Rhymes 10 in a Bed 10 Little Aeroplane 1,2, Buckle my Shoe This Old Man The Ants came marching 1 by 1 Pirate song 1-20</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To recognise simple 2D shapes To identify simple 2D shapes To name some simple 2D shapes To recognise numbers to 10 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Square Circle Triangle Rectangle Heart Star 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To recognise and identify some colours To name some colours To be able to sort objects by colour

Thinking and Learning (Humanities and Science)	Go for a ride on a train – exploring our community Exploring items that roll, move, float, sink		Ride the miniature train at Saltburn, cliff lift, donkey Exploring materials - Wet/Dry/melting Exploring multi-cultural artefacts	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Sort items that float and sink experimentally Find items that roll experimentally Experience movement on a train ride 	<ul style="list-style-type: none"> Float Sink Roll Move 	<ul style="list-style-type: none"> Identify items that are wet or dry by touch Experience that ice melts into water Experience movement on a train ride 	<ul style="list-style-type: none"> Wet Dry Ice Melt Water
Creative Development (Art, DT & Music)	Different size vehicle mark-making track in different mediums Sensory art painting – mixing sky Launching air vehicles, paper aeroplanes & pressure rockets Cardboard box vehicles with spinning wheels, windmills		Stain glass college type art for windows, Cooking – chocolate mud cake, rice crispy cakes, making ice-lollies	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Recognise that the sky is blue or grey Discover that some things travel further through the air than others Know that wheels turn 	<ul style="list-style-type: none"> Spin Turn Wheels Fly Cloud 	<ul style="list-style-type: none"> To know that light shines through some materials and not others To be able to mix ingredients with hands or spoons 	<ul style="list-style-type: none"> Light Colours Chocolate Mix
RE, different cultures and celebrations	Caring for Creation Our wonderful world Making good choices for our world Walking & cycling vs cars & aeroplanes Celebrations Earth Day Eurovision Song Contest Father's Day Walk to School week National Numeracy Day		Special Places Mosques, churches and temples (special features) The numinous in nature Celebrations King's Birthday World Environment Day National Writing Day Olympics & Paralympics (every 4 years) World Cup (every 4 years)	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group Explore colours of the Earth – green, blue and brown Have fun with numbers 	<ul style="list-style-type: none"> Earth Blue Green Brown Number Walking Bicycle Car Aeroplane 	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group To develop fine motor and creative sticking skills while making a crown To explore mark making with different media 	<ul style="list-style-type: none"> King Crown Birthday

Discovery Special Academy Informal Long Term Planning Year 3 and 4 (Cycle A)

Informal Continuous Provision			
Communication and Interaction <small>(Including pre-reading skills)</small>	Intensive Interaction Joint Attention and early turn-taking games Speech and Language Group times Visual Timetable (Objects of Reference/ Symbols) Symbol Exchange Individual Communication Books Now and Next Boards Choosing Boards Class and Individual Time Tables Interactive Classroom Displays		Makaton Signs/ gestures and reduced language. Clear Packs Switch Toys/ Cause and effect technology. Yoga Dough Disco Individual Sensory Programmes Key Word Activities (individual child focused) Wet/dry/food sensory exploration Squiggle whilst you wiggle
Independence Personal and Social Development	Breakfast- Choosing Healthy Fruit Self-Registration Individual timetables focus Turn taking/listening during circle time activities		Focused routine development. Independent transitions to and from playground, bus. Personal care targets
Autumn	Autumn 1		Autumn 2
Theme	All about me (Self in Community)		
Physical Development	Fine Motor Focus Mark Making fingers Gross Motor Focus Climbing and balance – large equipment		Fine Motor Focus Pincer Grips Gross Motor Focus Jumping and running – jumping from equipment, frog jumps
	Key Knowledge/ Skills <ul style="list-style-type: none"> To develop a sense of balance To be aware of safety when climbing 	Key Vocabulary <ul style="list-style-type: none"> Climb High Down Up 	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to jump with feet together, both feet at once To be willing and able to jump from a piece of equipment To be able to hold items in a pincer grip
Communication and Language	SALT SLASH <u>Attention Autism</u> Stages 1-3 <u>Squiggle whilst you wiggle</u> -vertical and horizontal movements		SALT What's in the Box? – Environmental Sounds <u>Attention Autism</u> Stages 1-3 <u>Squiggle whilst you wiggle</u> -circular movements
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Seeking attention from familiar adults 	Key Vocabulary <ul style="list-style-type: none"> Look See Bucket 	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Share attention focus with adult (AET)
PSEHERE Personal, Social, Health, Relationship Education & Independence (Independence PSD)	Who is in my class? What do my friends look like? What makes me happy? Embedding routines		Using Cutlery. Drinking for an open cup Understanding timers Walking around school safely – finding way around with class and staff
	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to recognise (and name) peers To choose activities that I enjoy To be aware of what comes next in my daily routine 	Key Vocabulary <ul style="list-style-type: none"> Friend Boy Girl Happy Next 	Key Knowledge/ Skills <ul style="list-style-type: none"> Be able to cut food with a knife and feed with a fork or spoon To be able to wait until the timer has finished To transition to another part of the school at walking pace
Literacy	Books The Three Billy Goats Gruff. Titch.		Books The Mixed-Up Chameleon. The Snowman Funny Bones (as an additional text).
	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To repeat/be familiar with repetitive phrases To respond to/ act out parts of a familiar story 	Key Vocabulary <ul style="list-style-type: none"> Big Small Same Different Brown Blue . 	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To recognise characteristics of particular animals To experience/identify an emotional response to story and music

Thinking and Learning – Mathematics	<p>2d Shapes – identify and name Numicon ordering Boards and Puzzles</p> <p>Number rhymes with signs 1-5 Rhymes 5 Little Ducks 5 Wicked Witches 5 Sharks</p>		<p>Colours - identify and name Numicon match to numbers Boards and Puzzles</p> <p>Counting out Objects 1-5 Rhymes 5 Brown Teddies 5 Big Dinosaurs 5 Little Firefighters</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Recognise and name simple 2D shapes Recognise that shapes are the same given different sizes Be familiar with numerals for spoken numbers 1-5 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Square, circle, triangle, rectangle Numbers 1-5 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Be able to identify and name at least 4 colours To understand 1-1 correspondence when counting 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Red Blue Green Yellow Orange
Thinking and Learning (Humanities and Science)	<p>Visit to a soft play centre</p> <p>What foods make me healthy and strong?</p> <p>Where does our food come from?</p>		<p>Visit to a Garden Centre & Christmas Lights</p> <p>Looking at skeletons Light/dark Shadows/x-rays Ultra violet lights Christmas story</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Identify “healthy food” and “unhealthy food” Know that produce often comes from the farm (<i>Link to Sukkot celebration</i>) Be willing to taste different fruits 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Healthy Unhealthy Fruit Vegetables 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To match parts of the skeleton to parts of their own bodies To recognise that shadows are formed by shining lights To know the difference between light and dark 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Light Dark Shadow Skeleton X-ray
Creative Development (Art, DT & Music)	<p>Drawing around self in playground, add simple features</p> <p>Self-portrait collages</p> <p>Mixing paint in sandwich bags – sensory painting Finger painting</p> <p>Making a bridge with lollypop sticks, real sticks, wooden blocks & with outside equipment</p> <p>Chalk rainbows</p> <p>Shape stamping</p> <p>Food printing</p> <p>Cooking: Healthy meals, pasta, fruit salads</p>		<p>Stickmen pictures, white paint on black card</p> <p>Pasta skeleton pictures</p> <p>Exploring similar and contrasting colours</p> <p>Christmas Crafts – make cottonwood snowmen, fake snow, calendars, cards etc</p> <p>Christmas musical instruments</p> <p>Jessies Fund Winter</p> <p>Salt dough decorations</p> <p>Cooking: Christmas cookies</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Follow hygiene routines for cooking To look at self in a mirror, taking note of features To identify key features of their own face To print by applying paint to a shape and pressing it onto a surface 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Face Eyes Ears Nose Mouth Shape Print 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Follow hygiene routines for cooking To compare shades and tone of colours To create own dough shape decorations 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Colour Shade Same Different Dough
RE, different cultures and celebrations	<p>Emotions and Mental Wellbeing</p> <p>Identifying emotions What makes me happy? What makes my friends happy?</p> <p>Celebrations</p> <p>International day of sign languages Black History Month Building shelters – Sukkot (celebrating with fruit and challah bread) Lights at celebrations – Diwali (may be 2nd half term)</p>		<p>The Christmas Story</p> <p>Knowing who the characters are in the Christmas story Retell/sequence the Christmas story How we celebrate Christmas Celebrations Samhain – Autumn celebration Remembrance Day Christmas Hanukkah</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience building a den/shelter Experience a sense of awe linked to lights 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Shelter Den Bread Diwali Lights 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Recognise the colours associated with Autumn Recognise that other people help us Recognise that we celebrate as a community/group 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Autumn Poppy Christmas Happy

Spring	Spring 1	Spring 2	
Theme	Minibeasts		
Physical Development	Fine Motor Focus Cutting Gross Motor Focus Throwing skills - over arm, under arm, increasing precision and aim	Fine Motor Focus Threading Gross Motor Focus Kicking skills – kicking large balls, increasing precision and aim	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To control scissors using finger and thumb To develop throwing skills from individual starting point 	Key Vocabulary <ul style="list-style-type: none"> Thumb Finger Cut Throw Under Over 	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to push a needle through a hole To make contact with the ball when kicking
Communication and Language	SALT – SOC COM into STOP Elephant STOP Attention Autism Stage 1 Bucket Stage 2	SALT – SOC COM into Rumble in the Jungle Attention Autism Stage 1 Bucket Stage 2	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Seeking attention from familiar adults 	Key Vocabulary <ul style="list-style-type: none"> Look See Bucket 	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET)
PSED	Dressing -removing and putting on some clothing – tops and trousers Helping tidy class – awareness of what needs to be put away Tidy own plates after snack/dinner	Self-Registration Hanging up their bag and coat Teeth Cleaning Shopping experiences – being safe in the community	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to undo some buttons, zips, presstuds or Velcro To coordinate limbs into arms or sleeves of clothing To be aware of where some resources go in the class 	Key Vocabulary <ul style="list-style-type: none"> Tidy Trousers Take off Put on 	Key Knowledge/ Skills <ul style="list-style-type: none"> To recognise own picture To be able to hold a tooth brush and position it on own teeth To
Literacy	Books The Very Busy Spider The Very Hungry Caterpillar	Books Norman the Slug with the Silly Shell Some Bugs	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To know that caterpillars turn into butterflies To know that spiders spin webs 	Key Vocabulary & signs <ul style="list-style-type: none"> Spider Caterpillar Butterfly Bee Ant Fly 	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To experientially find out about snails (<i>going on a snail hunt</i>) To know that worms live in the soil (<i>possibly make a wormery</i>)
Thinking and Learning – Mathematics	Sorting by colour and Size Numicon shape boards insets Number rhymes with signs 5-10 Rhymes 10 Green Bottles 10 Fat Sausages Boards and Puzzles	Boards and Puzzles Rote counting past 10 Numicon matching picture boards Counting out objects 5-10 1:1 Correspondence Rhymes 10 in a Bed 10 Little Aeroplanes	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Be able to sort a small number of objects by colour Be able to sort a small number of objects by size (big/small) 	Key Vocabulary <ul style="list-style-type: none"> Big Small Sort Numbers 5-10 	Key Knowledge/ Skills <ul style="list-style-type: none"> To recognise the 1-1 correspondence between counting words and objects to count

Thinking and Learning (Humanities and Science)	Look at basic Life Cycles caterpillar/butterfly Egg/chicks – links to new life and Easter Explore Christianity through music, art, costume		Minibeasts habitats Visit into school by zoo lab – spiders, snakes	
	Visit to butterfly world			
	Key Knowledge/ Skills <ul style="list-style-type: none"> • Experience the awe of new life • Know that hens' eggs hatch to become chicks • Know that caterpillars become butterflies • Appreciate music, art and colour linked to Christianity 	Key Vocabulary <ul style="list-style-type: none"> • Eggs • Chicks • Hatch • Caterpillar • Butterfly • Christian • 	Key Knowledge/ Skills <ul style="list-style-type: none"> • Recognise and name distinct minibeasts • Know that minibeasts are small • Know that some minibeasts live on plants and some live in the soil 	Key Vocabulary <ul style="list-style-type: none"> • Spider • Snail • Worm • Ladybird • Fly • Bee • Soil
Creative Development (Art, DT & Music)	Eggbox caterpillars Symmetrical printing butterflies Pom Pom spiders Create a web Jessies Fund Spring Time Cooking: cutting fruit, make a stew		Painting spots on ladybirds Spiral art for snail Thread in paint art work Bubble wrap stamping Clay snails Make a bug hotel and minibeast habitat Cooking: Ladybird scones, Buns	
	Key Knowledge/ Skills <ul style="list-style-type: none"> • Follow hygiene routines for cooking • Develop a sense of symmetry through exploration and observation • Know that spiders spin webs • Develop cutting skills 	Key Vocabulary <ul style="list-style-type: none"> • Mirror • Web • Spin • Stew • 	Key Knowledge/ Skills <ul style="list-style-type: none"> • Follow hygiene routines for cooking • Know that snails leave a trail • Understand that cool, dark, small spaces attract mini-beasts • 	Key Vocabulary <ul style="list-style-type: none"> • Spots • Snail • Trail
RE, different cultures and celebrations	Stories Jesus told – The mustard seed The power of small things – ants and ant hills Strong spider's webs Worms making soil Celebrations Chinese New Year (sensory exploration) Well-being Week Safer Internet Day Valentine's Day Rare Diseases Day Shrove Tuesday/pancake day Ramadan & Eid al Fitr		Minibeasts and New Life Caterpillars to butterflies Link to Easter story & new life Butterflies and other insects – generating a sense of awe and wonder Celebrations Easter (sensory exploration) World Poetry Day Mother's Day Sports/Comic Relief World Book Day	
	Key Knowledge/ Skills <ul style="list-style-type: none"> • Recognise that we celebrate as a community/group • Experience sensory elements of Chinese New Year – red colours, music, dragon dance • Taste & smell pancakes, express preference for different fillings 	Key Vocabulary <ul style="list-style-type: none"> • Chinese • Dragon • Dance • Pancake 	Key Knowledge/ Skills <ul style="list-style-type: none"> • Recognise that we celebrate as a community/group • Experience sensory elements of Easter – Spring colours, chocolate • Show an appreciation and enjoyment of books 	Key Vocabulary <ul style="list-style-type: none"> • Easter • Chocolate • Egg • Book

Summer	Summer 1	Summer 2	
Theme	Buildings		
Physical Development	Fine motor focus Mark making with Implements Gross Motor Focus Obstacle negotiation - jumping over obstacles, running around obstacles with developing precision	Fine Motor Focus Buttons and Zips Gross Motor Focus Catching – large bean bags, games involving throwing and catching larger items	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To develop an improving grip on mark-making implements To be able to negotiate obstacles by stepping, jumping or circumnavigating – to assess the most appropriate strategy based on size of obstacle and own skills 	Key Vocabulary <ul style="list-style-type: none"> Jump Run Over Around 	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to secure and release buttons To be able to zip and unzip To know to hold arms out in anticipation of catching To visually track an approaching thrown object
Communication and Language	<u>SALT</u> SOC.COM into SPLASH <u>Attention Autism</u> Stage 1 Bucket Stage 2 Into Stage 3	<u>SALT</u> SOC.COM into SPLASH <u>Attention Autism</u> Stage 1 Bucket Stage 2 Stage 3	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET) 	Key Vocabulary <ul style="list-style-type: none"> Bucket Look See Wonder 	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET)
PSED	Personal property and belongings – knowing that certain items belong to certain people Taking turns with class peers	Helping to put on own hats and sun cream – sun safety Sharing with a friend	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To recognise that some items are matched to certain people To understand the concept of ownership To understand that it is not appropriate to take items that belong to someone else 	Key Vocabulary <ul style="list-style-type: none"> Belong Own My Yours 	Key Knowledge/ Skills <ul style="list-style-type: none"> Identify types of weather To recognise that hats are worn during sunny weather To be able to apply and spread sun cream. To be able to share items with a peer
Literacy	Books The Three Little Pig A Squash and a Squeeze	Books Hansel and Gretel Sharing a Shell	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To know that certain materials are better for building than others 	Key Vocabulary <ul style="list-style-type: none"> House/home Straw Sticks Bricks Door Window 	Key Knowledge/ Skills <ul style="list-style-type: none"> To show an interest in books To know that snails have shells and slugs don't
Thinking and Learning – Mathematics	Number rhymes with signs 1-10 Boards and Puzzles Sorting by criteria Numicon early adding e.g. add 1 2d Shapes <u>Number Rhymes</u> 5 Current buns 10 in a Bed	Counting out Objects 1-10 Boards and Puzzles Adding two amounts together to 5 Numicon adding two amounts 1-5 <u>Number Rhymes</u> 10 Green Bottles 10 Little Aeroplanes	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Be able to count from 1 to 10 with rhymes To recognise some common 2D shapes To begin to be able to count down from 10 	Key Vocabulary <ul style="list-style-type: none"> Sort Square Rectangle Triangle Circle 	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to add two quantities to 5 by combining sets of objects, combining and counting together

Thinking and Learning (Humanities and Science)	Go for a walk or drive to look at different homes, see some being built. Religious buildings – in our community, what do they look like? Materials that stick – glue, Sellotape, paste, cement What is strong/weak Heavy/light		Visit to a beach and look at rock pools. Materials – pull and stretching Fast/slow	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To understand that building takes time To be able to identify features of a church or mosque To know some materials that can be used for sticking 	<ul style="list-style-type: none"> Stick / sticky Glue Sellotape Tack Strong / weak Build House Church / mosque 	<ul style="list-style-type: none"> Be able to pull materials with both hands Recognise some materials stretch and some don't 	<ul style="list-style-type: none"> Beach Sand Stretch Pull
Creative Development (Art, DT & Music)	Chalk pens on windows Silhouette pictures of buildings Stain glass window collage Printing with bricks Build a house of straw, sticks, and bricks use different sticking materials		Make a 3D cottage Tools that cut Felt and fabric exploration (collages, weaving work) Paper bags building with tea lights. Sand moats with flags Cooking, rainbow cakes, meringue	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Create silhouette pictures, recognising the shapes of buildings Create window art using coloured transparent materials Be able to line up printing objects 	<ul style="list-style-type: none"> Shape Window Glass Brick 	<ul style="list-style-type: none"> Follow hygiene routines for cooking To be able to cut materials with different tools Build 3D models of buildings 	<ul style="list-style-type: none"> Cut Felt Fabric
RE, different cultures and celebrations	Religious Buildings What happens in a church – music (Gregorian chants to Gospel rock) with an emotional response Looking at churches & cathedrals – awe inspiring Celebrations Earth Day Eurovision Song Contest Father's Day Walk to School week National Numeracy Day		Religious Buildings Art and colour in temples and mosques Mosaics & Islamic art Bright fabrics and flowers in temples & gurdwaras Celebrations King's Birthday World Environment Day National Writing Day Olympics & Paralympics (every 4 years) World Cup (every 4 years)	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group Explore colours of the Earth – green, blue and brown Have fun with numbers 	<ul style="list-style-type: none"> Earth Blue Green Brown Number 	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group To develop fine motor and creative sticking skills while making a crown To explore mark making with different media 	<ul style="list-style-type: none"> King Crown Birthday

Discovery Special Academy Informal Long Term Planning Year 5 and Year 6 (Cycle A)

Autumn	Informal Continuous Provision			
Communication and Interaction (Including pre-reading skills)	Intensive Interaction Joint Attention and early turn-taking games Speech and Language Group times Visual Timetable (Objects of Reference/ Symbols) Symbol Exchange Individual Communication Books Now and Next Boards Choosing Boards Class and Individual Time Tables Interactive Classroom Displays		Makaton Signs/ gestures and reduced language. Clear Packs Switch Toys/ Cause and effect technology. Yoga Dough Disco Individual Sensory Programmes Key Word Activities (individual child focused) Wet/dry/food sensory exploration Squiggle whilst you wiggle	
Independence Personal and Social Development	Breakfast- Choosing Healthy Fruit Self-Registration Individual timetables focus Turn taking/listening during circle time activities		Focused routine development. Independent transitions to and from playground, bus. Personal care targets	
Autumn	Autumn 1		Autumn 2	
Theme	Winter, Seasons and Environments			
Physical Development	<u>Fine Motor Focus</u> Pencil control on tracking boards/sheet <u>Gross Motor Focus</u> Controlled movements, jumping, landing, rolling/gymnastics		<u>Fine Motor Focus</u> Pencil control to form recognisable shapes cutting skills – playdough, food <u>Gross Motor Focus</u> balance, co-ordination	
	Key Knowledge/ Skills <ul style="list-style-type: none">To be able to control a pencil or other implement to draw along a line/curve trackTo develop coordination in jumping, rolling and gymnastics skills	Key Vocabulary <ul style="list-style-type: none">DrawLineCurveJumpRoll	Key Knowledge/ Skills <ul style="list-style-type: none">To be able to form recognisable approximations of given shapesTo be able to use a knife or other cutting implement safelyTo be able to balance along a beam or narrow path	Key Vocabulary <ul style="list-style-type: none">ShapeCutWalkBalance
Communication and Language	<u>SALT</u> Blast This is what I do at school (individual bags) <u>Attention Autism</u> Stages 1-3 Write Dance		<u>SALT</u> Blast This is the way we -personal hygiene (individual bags) <u>Attention Autism</u> Stages 1-4 Write Dance	
	Key Knowledge/ Skills <ul style="list-style-type: none">Communicating using symbols/ signs/ verballySeeking attention from familiar adults	Key Vocabulary <ul style="list-style-type: none">LookSeeBucket	Key Knowledge/ Skills <ul style="list-style-type: none">Communicating using symbols/ signs/ verballyShare attention focus with adult (AET)	Key Vocabulary <ul style="list-style-type: none">BoxLookSeeSoapTooth pasteTooth brush
PSEHERE Personal, Social, Health, Relationship Education & Independence (Independence PSD)	Taking responsibility for personal property – what do you need to wear today? Where is it? Hanging own coat etc up, embedding morning routines eg putting book in a basket etc Safety in the classroom and home Safety in the community (road safety)		Recognise why personal hygiene is important Helping to set up e.g. for breakfast – give out cups etc Classroom roles and responsibilities How to be safe in different places (park, shop etc)	
	Key Knowledge/ Skills <ul style="list-style-type: none">Follow practical/kinaesthetic morning routinesChoose appropriate clothing for the weatherRecognise safety routines	Key Vocabulary <ul style="list-style-type: none">SafeDangerLookCoatHat	Key Knowledge/ Skills <ul style="list-style-type: none">Be able to perform a routine task in preparation for an aspect of the daily routineRecognise elements of personal hygiene	Key Vocabulary <ul style="list-style-type: none">SoapTooth brushTooth pasteSpray

Literacy	<p align="center">Books</p> <p align="center">Wow! Said the Owl. Night monkey, day monkey A dark tale</p>		<p align="center">Books</p> <p align="center">Polar express The snowman and his dog</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To act out / respond to parts of a familiar story Recognise the difference between day and night Be able to select symbols or words for the day's weather 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Night Day Weather Sun Rain Cloud Windy Dark 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To act out / respond to parts of a familiar story To identify typical weather for at least 2 seasons To associate hot or cold with given weathers 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Thunder Snow Frozen Fog Cold Hot
Thinking and Learning – Mathematics	<p align="center">Continue number songs and rhymes</p> <p align="center">Recap 2d Shapes Sorting by criteria</p> <p align="center">Numicon ordering and numeral match</p>		<p align="center">Rote counting and ordering numbers beyond 20</p> <p align="center">Learning names of 3D shapes - Cube, cuboid, pyramid</p> <p align="center">Matching numbers to quantity 1-5</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To find given 2D shapes To name 2D shapes To sort 2D shapes by different criteria To be familiar with Numicon symbols for numbers 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Straight Curved Corner Side 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To find given 3D shapes To name 3D shapes To be able to rote count beyond 20 To match numbers to quantities from 1 to 5 by subitizing or counting 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Cube Cuboid Pyramid Solid
Thinking and Learning (Humanities and Science)	<p align="center">Observe and talk about weather during the term</p> <p align="center">Light and dark, torches, shadows, dens</p> <p align="center">Weather through the seasons, changes</p>		<p align="center">How we dress for different weather</p> <p align="center">Measuring rain fall</p> <p align="center">Weekly weather chart</p> <p align="center">Sensory exploration of Islam - clothing, prayer mat, food, music, objects, creativity</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To be able to identify the weather from inside To recognise that the weather may change through the day and over time To be able to identify some tools to bring light in the dark 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Weather Rain Cloud Windy Light Dark 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Choose appropriate items of clothing for the weather Be able to record the weather in symbol, drawing or word To explore and recognise different artefacts of Islam 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Coat Gloves Scarf Hat Prayer Mat Islam Muslim
Creative Development (Art, DT & Music)	<p align="center">Make a windmill</p> <p align="center">Black and white contrasting picture</p> <p align="center">Making shadow puppets</p> <p align="center">Sunset pictures using pastels and chalk</p> <p align="center">Welly pictures</p>		<p align="center">Make placemats – mosaic</p> <p align="center">Making music with leaves/ice</p> <p align="center">Leaf collage</p>	
	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> To know that shadows are linked to light To identify colours associated with sunrise and sunset To associate cause and effect when blowing a windmill 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Black White Shadow Blow 	<p>Key Knowledge/ Skills</p> <ul style="list-style-type: none"> Follow hygiene routines for cooking To be able to make musical sounds with natural resources (leaves, ice...) To appreciate beauty in naturalistic art 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Leaf / leaves Patterns Ice


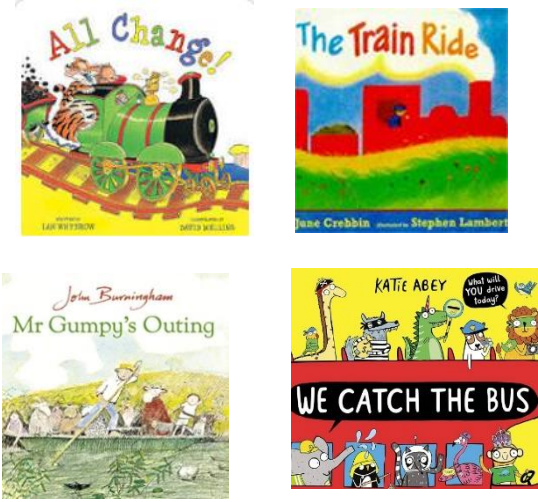
Spring	Spring 1	Spring 2
Theme	Super Heroes and Special Powers	
Physical Development	<u>Fine Motor Focus</u> Pencil control to form recognisable letters from their name Scissor skills – opening and closing scissors, cutting thick mediums	
	<u>Gross Motor Focus</u> dance, yoga	
Communication and Language	SALT – SOC COM into STOP Elephant STOP Attention Autism Stage 1 Bucket Stage 2	
	SALT – SOC COM into Rumble in the Jungle Attention Autism Stage 1 Bucket Stage 2	
PSED	Helping others in the classroom – being kind. Finding their property or items that make them happy E-safety – limiting screen time, not sharing information	
	Helping others around school, e.g. delivering item to other classes Tidy up playground equipment Responding appropriately to strangers	
Literacy	Books Room on the broom Superduck	
	Books The magic porridge pot Zog and the flying doctors	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to form recognisable letters from name, focussing first on the initial letter To hold scissors using thumb and opposite finger To apply finger pressure to open and close scissors 	Key Vocabulary <ul style="list-style-type: none"> Letter Name Scissors Cut Open close Yoga
	Key Knowledge/ Skills <ul style="list-style-type: none"> be able to form recognisable letters from name, focussing on copy-writing To open and close scissors to cut paper To cut in a line To make contact with a ball with their feet when kicking 	Key Vocabulary <ul style="list-style-type: none"> Copy Line Straight Kick Throw
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Seeking attention from familiar adults 	Key Vocabulary <ul style="list-style-type: none"> Look See Bucket
	Key Knowledge/ Skills <ul style="list-style-type: none"> To respond with an offer of help To know how to request help To know how to offer help To willingly stop using tablet or computer 	Key Vocabulary <ul style="list-style-type: none"> Help Kind Please Thank you I-pad / computer Finished
	Key Knowledge/ Skills <ul style="list-style-type: none"> To predict repetitive text in stories To act out / respond to parts of a familiar story To be aware of the value working together 	Key Vocabulary & signs <ul style="list-style-type: none"> Superhero Power Witch Wizard Kind Help Brave
	Key Knowledge/ Skills <ul style="list-style-type: none"> To predict repetitive text in stories To act out / respond to parts of a familiar story To contrast helping others against greed 	Key Vocabulary <ul style="list-style-type: none"> Magic Wand Flying Doctor Champion Special Stop

Thinking and Learning – Mathematics	Rote counting and ordering numbers beyond 20 Learning names 3D shapes -Sphere, cylinder Matching numbers to quantity 5-10		Counting forwards and backwards Sorting 2D and 3D shapes Looking at amounts more/less	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To follow the pattern of numbers beyond twenty using knowledge of numbers to 9 To identify spheres and cylinders in real life To count beyond 5 and match quantity to numeral To be able to place number cards beyond 20 in sequential order 	Key Vocabulary <ul style="list-style-type: none"> Sphere Ball Cylinder Numbers beyond 20 	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to count backwards from 10 or 20 To be able to sort 2D shapes according to their own criteria To be able to sort 3D shapes according to their own criteria To be able to identify which of two quantities is more or less by counting /by ordering numbers 	Key Vocabulary <ul style="list-style-type: none"> 2D shape names 3D shape names Counting Back More Less
Thinking and Learning (Humanities and Science)	People in our community/ people who help us Heroes in my family/community Medical people who help us		Changing materials (simple), textures Being kind/Being brave Special buildings eg mosque, church, temple – explore images, create art work	
	Key Knowledge/ Skills <ul style="list-style-type: none"> To recognise people in the community who help us To know what different service professionals do To identify people who we admire / rely on 	Key Vocabulary <ul style="list-style-type: none"> Police Doctor Nurse Teacher Fire fighter 	Key Knowledge/ Skills <ul style="list-style-type: none"> To explore and identify how materials change with temperature / moisture To recognise what it means to be kind and to be brave To recognise special buildings in our community 	Key Vocabulary <ul style="list-style-type: none"> Kind Brave Hot Cold Wet Mosque Church Library
Creative Development (Art, DT & Music)	Make a friend a certificate – mosaic (make own shapes) Making a wand Make a stew or soup (in cooking pot)		Super hero placemat Making porridge Sock puppet	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Follow hygiene routines for cooking To place / stick coloured shapes on a surface in an aesthetic way To create a wand or decorated stick To be involved in preparing ingredients and adding them to a stew / soup 	Key Vocabulary <ul style="list-style-type: none"> Soup/stew Add Mix Cut Wand Stick . 	Key Knowledge/ Skills <ul style="list-style-type: none"> Follow hygiene routines for cooking To mix and heat oats with water or milk to make a porridge To be able to stir a mixture To stick eyes and other features to make a puppet To decorate paper/card, keeping within the confines of the paper/card 	Key Vocabulary <ul style="list-style-type: none"> Porridge Oats Water / milk Puppet Glue .
RE, different cultures and celebrations	Hinduism Decorating and dressing Shiva, Lakshmi, Ganesh Celebrations Chinese New Year (sensory exploration) Well-being Week Safer Internet Day Valentine’s Day Rare Diseases Day Shrove Tuesday/pancake day Ramadan & Eid al Fitr		Hinduism – Holi Festival of colours – explore different colours – mixing paint powders Sprinkling paint powder on damp paper (wallpaper backing paper) Colour run? Celebrations Easter (sensory exploration) World Poetry Day Mother’s Day Sports/Comic Relief World Book Day	
	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Chinese New Year – red colours, music, dragon dance Taste & smell pancakes, express preference for different fillings 	Key Vocabulary <ul style="list-style-type: none"> Chinese Dragon Dance Pancake 	Key Knowledge/ Skills <ul style="list-style-type: none"> Recognise that we celebrate as a community/group Experience sensory elements of Easter – Spring colours, chocolate Show an appreciation and enjoyment of books 	Key Vocabulary <ul style="list-style-type: none"> Easter Chocolate Egg Book

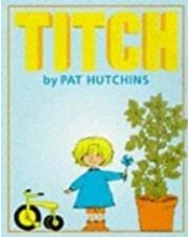

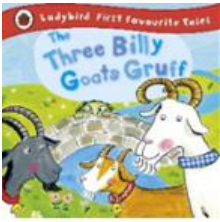

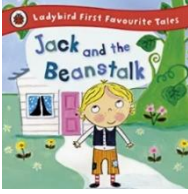
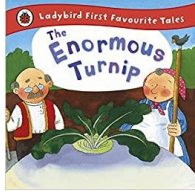
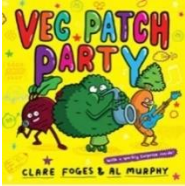
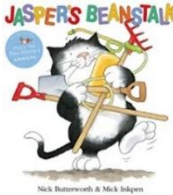

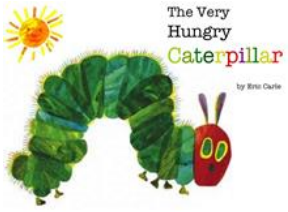
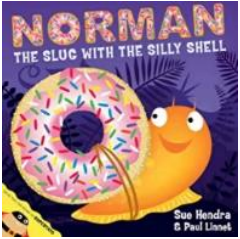
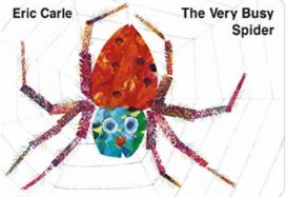

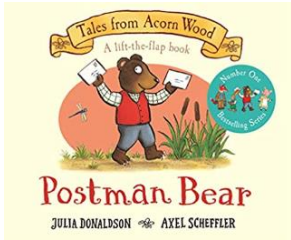
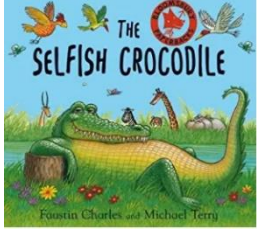
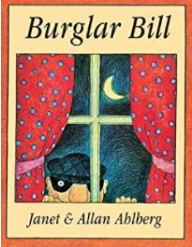
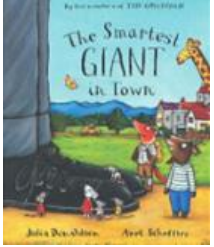
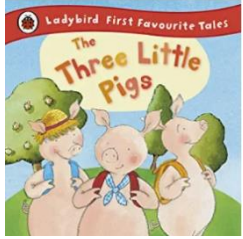


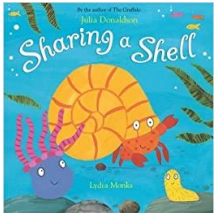
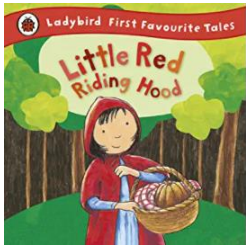
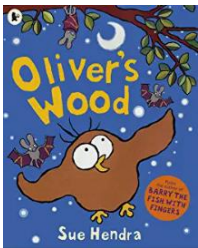

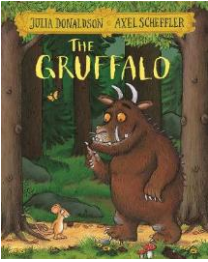
Summer	Summer 1	Summer 2
Theme	Different Places Around the World	
Physical Development	<u>Fine Motor Focus</u> Pencil control to begin to write their name Scissor skills – cut around shapes	
	<u>Gross Motor Focus</u> throwing and kicking, developing aim	
Physical Development	<u>Fine Motor Focus</u> Pencil control to form some recognisable letters and numbers Dressing skills e.g. buttons, putting shoes on	
	<u>Gross Motor Focus</u> throwing and kicking throwing at targets	
Physical Development	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to form recognisable letters from name, focussing on copy-writing To be able to use thumb and finger to snip with scissors To control scissors to cut round a shape, rotating the paper as appropriate To aim towards a target when kicking 	Key Vocabulary <ul style="list-style-type: none"> Name Letter Scissors Cut Turn Aim
	Key Knowledge/ Skills <ul style="list-style-type: none"> To be able to form recognisable letters from name, focussing on copy-writing To be able to form recognisable numerals, focussing on over-writing To be able to manipulate a button through a button hole To aim towards a target when kicking or throwing 	Key Vocabulary <ul style="list-style-type: none"> Number Button Shoes Aim Target
Communication and Language	<u>SALT</u> SOC.COM into SPLASH	
	<u>Attention Autism</u> Stage 1 Bucket Stage 2 Into Stage 3	
Communication and Language	<u>SALT</u> SOC.COM into SPLASH	
	<u>Attention Autism</u> Stage 1 Bucket Stage 2 Stage 3	
Communication and Language	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET) 	Key Vocabulary <ul style="list-style-type: none"> Bucket Look See Wonder
	Key Knowledge/ Skills <ul style="list-style-type: none"> Communicating using symbols/ signs/ verbally Sharing attention with an adult (AET) 	Key Vocabulary <ul style="list-style-type: none"> Bucket Look See Wonder
PSED	Developing self-awareness - Personal presentation/hygiene after meal times, wiping own noses	
	Personal space linked to personal hygiene	
PSED	Developing self-awareness - Personal presentation/hygiene eg after meal times, wiping own noses	
	E-safety – watch/look at/play games suitable for age	
PSED	Key Knowledge/ Skills <ul style="list-style-type: none"> To check face after meal times and wash if necessary To blow own nose when needed To request or get a tissue when needed To respect personal space 	Key Vocabulary <ul style="list-style-type: none"> Wipe Clean Tissue Blow Wash Close
	Key Knowledge/ Skills <ul style="list-style-type: none"> To check face after meal times and wash if necessary To blow own nose when needed To request or get a tissue when needed To recognise online content that is “babyish” To recognise online content that makes them feel uncomfortable or upset To be able to express discomfort about online content to an adult 	Key Vocabulary <ul style="list-style-type: none"> Wipe Clean Tissue Blow Wash Upset Frightened
Literacy	Books Lost and found The Queen’s hat	
	Books Spot Goes on Holiday Handa’s surprise	
Literacy	Key Knowledge/ Skills <ul style="list-style-type: none"> To predict repetitive text in stories To act out / respond to parts of a familiar story To recognise significant places 	Key Vocabulary <ul style="list-style-type: none"> Countries England Hat Queen Castle Bridge/Tower
	Key Knowledge/ Skills <ul style="list-style-type: none"> To predict repetitive text in stories To act out / respond to parts of a familiar story To recognise different types of fruit 	Key Vocabulary <ul style="list-style-type: none"> Holiday Bag / suitcase Sun cream Sunglasses Fruit Travel

Thinking and Learning – Mathematics	Counting on from any number Early concept of time Now/next Morning/afternoon		Counting on from any number Early concept of time 1 st , 2 nd , 3 rd .	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To be able to continue counting when the adult stops To rote count on from a starting point other than 1 To identify events before/after each other To understand past and future 	<ul style="list-style-type: none"> Count Before After Now Next Morning Afternoon 	<ul style="list-style-type: none"> To be able to continue counting when the adult stops To rote count on from a starting point other than 1 To identify events before/after each other To understand past and future To identify what happens 1st, 2nd etc in a familiar routine 	<ul style="list-style-type: none"> Count Before After Now Next First Second Third
Thinking and Learning (Humanities and Science)	Four countries of UK Music/sports/religion in other countries What is important to me and my family (simple values)		Weather in different countries Clothes from around the world	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> To recognise the names of the four nations of the UK To express a response to music on different instruments (e.g. bagpipes, bodhrán) To recognise and experience handling different shapes and sizes of ball – football, rugby, tennis... To recognise who is in my family 	<ul style="list-style-type: none"> England Scotland Wales Ireland Drums Bagpipes Football Cricket Rugby 	<ul style="list-style-type: none"> To know that some places are hotter and some are colder than England To recognise that some clothing is typical of different countries To know that hats can keep one warm or protect from the sun To participate in creating tie-dye fabric 	<ul style="list-style-type: none"> Hot Cold Dry Wet Hat Tie-dye Clothes
Creative Development (Art, DT & Music)	Making hats Fruit and vegetable printing Cooking – scones Painting with ice/on ice Painting stripes – different sized rollers, rolling on clay		Making hats for warmth or shade Tie-dye fabric Cooking from around the world – rice dishes etc Fruit kebabs/fruit salad Weaving	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Follow hygiene routines for cooking To take part in mixing, baking and tasting different scones To experience impermanent, sensory painting on ice (scented ice, sensory feedback using watercolours/watered down poster paint) To experiment with painting stripes with different implements To experiment with the different shapes created by printing with fruit/vegetables To design “going out” hats 	<ul style="list-style-type: none"> Scone Fruit Cheese Paint Print Ice Hat 	<ul style="list-style-type: none"> Follow hygiene routines for cooking To take part in preparing, cooking and tasting rice dishes from different cultures – jollof, paella, risotto, rice pudding... To understand different functions of hats To design a hat to keep the sun off To take part in creating a tie dye design To weave paper or fabric between lengths of fabric/paper 	<ul style="list-style-type: none"> Rice Pudding Tomato Garlic Hat Shade Tie-dye Fabric Weave
RE, different cultures and celebrations	Different beliefs & cultures Tactile – make and paint salt dough religious symbols Religious/cultural music – play faith-related music of different styles (children express preferences/choices using symbols/pictures) Tactile exploration/ trying on of significant cultural clothing (e.g. red Chinese silk, kente cloth, veils/scarves, yamaka) Celebrations Earth Day Eurovision Song Contest Father’s Day Walk to School week National Numeracy Day		Celebrating Creation Our varied Earth – Earth from space – Earth colours Desert to forest and everything in between: Sensory exploration – sand, edible mud, clay, stones & pebbles (textures), grass, trees & plants Celebrations King’s Birthday World Environment Day National Writing Day Olympics & Paralympics (every 4 years) World Cup (every 4 years)	
	Key Knowledge/ Skills	Key Vocabulary	Key Knowledge/ Skills	Key Vocabulary
	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group Explore colours of the Earth – green, blue and brown Have fun with numbers 	<ul style="list-style-type: none"> Earth Blue Green Brown Number 	<ul style="list-style-type: none"> Recognise that we celebrate as a community/group To develop fine motor and creative sticking skills while making a crown To explore mark making with different media 	<ul style="list-style-type: none"> King Crown Birthday





Discovery Special Academy Informal Y1/2 Book Spine

	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy Informal Y3/4 Book Spine

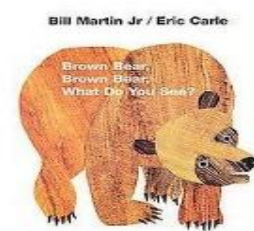
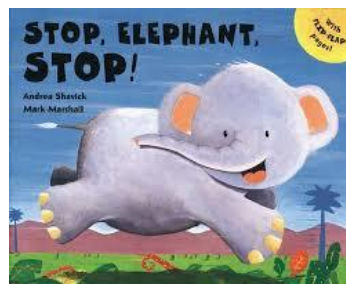
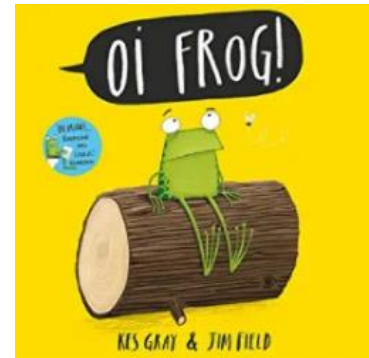
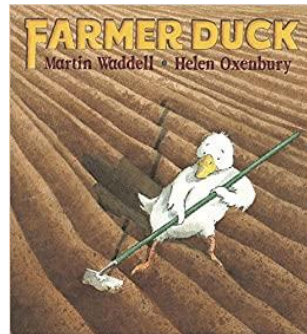
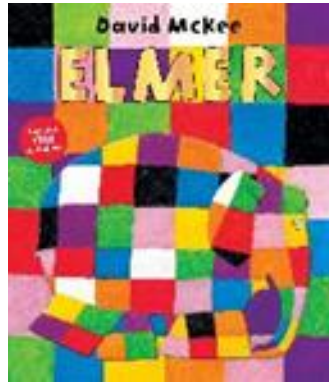
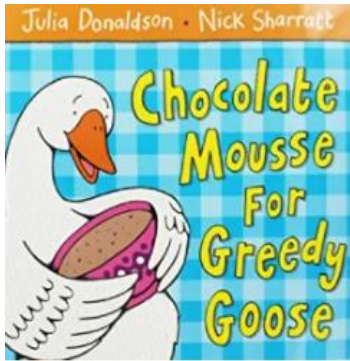
	Cycle A	Cycle B
Autumn	   	    
Spring	   	   
Summer	   	   

Discovery Special Academy Informal Y5/6 Book Spine

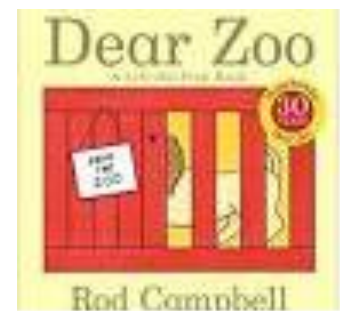
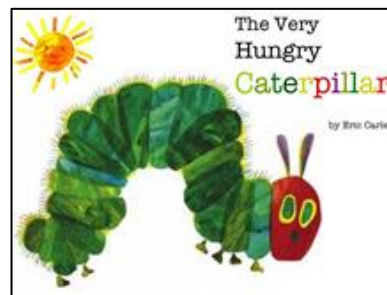
	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy

Additional Texts Informal



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



Discovery Special Academy Semi-Formal Year 1/2 Themes A

		Autumn		Spring		Summer		
Communication, language and literacy (See book spine)		Narrative Non-narrative list and labels Poetry	Narrative Non-narrative lists and labels Poetry	Narrative Non- narrative recount Poetry	Narrative Non- narrative captions	Narrative Non- narrative recount Poetry	Narrative Non- narrative captions Poetry	
Mathematical understanding		Personalised learning		Personalised learning		Personalised learning		
Understanding the world around me	Science	<ul style="list-style-type: none"> Materials - exploring and describing properties and observing changes (playdough and materials that squeeze, bend, stretch, squash) Recognising objects 		<ul style="list-style-type: none"> All creatures great and small (recognise and name animals in known habitats – e.g. the farm, the woods, the sea) Planting seeds to grow flowers 		<ul style="list-style-type: none"> Down at the bottom of the garden (mini-beasts) 		
	Awareness of plants linked to forest school							
	Geography	<ul style="list-style-type: none"> What can I find around me in autumn? - conkers, leaves, twigs (focus on exploring artefacts answering simple questions) and sort by colour and size 		<ul style="list-style-type: none"> Explore human and physical features in different locations, what I like and dislike (farm, woodland and seaside) 		<ul style="list-style-type: none"> Signs and symbols linked to my environment – where is my school, how do I get around my school, making 3d models/plans of school 		
	History	<ul style="list-style-type: none"> Me and my history (baby to now), extended family 		<ul style="list-style-type: none"> Old and new toys 		<ul style="list-style-type: none"> Things in my house now and then eg. clothes, telephone 		
	RE	<ul style="list-style-type: none"> Understand there are religious communities (linked to class demographics) Experiencing festivals of light through sensory and creative activities (Hanukah, Diwali, Christmas) 		<ul style="list-style-type: none"> Special clothes and religious clothes (when do we wear special clothes?) How Christians celebrate Easter 		<ul style="list-style-type: none"> Understand there are special religious buildings (churches, Mosque, Gudwara – linked to class demographics) 		
Computing	<ul style="list-style-type: none"> Cause and effect – both technological and not, including electronic choice boards, ipads, cause and effect games, technological toys 		<ul style="list-style-type: none"> Art app – learn how to use the tools on the app to make a picture – possible shape picture link, save their final picture and understand that they can get it back 		<ul style="list-style-type: none"> Instructions (Barefoot lessons – concept of algorithms, repetition and debugging using songs, stories and every day routines) 			
Creative development	Art	<ul style="list-style-type: none"> Collage Painting – colour mixing Colour recognition 		<ul style="list-style-type: none"> Modelling/sculpting Printing (animal prints) 		<ul style="list-style-type: none"> Parties and picnics Decorations – paint, print patterns, collage 		
	DT	<ul style="list-style-type: none"> Using reclaimed materials and a variety of tools to build and assemble 		<ul style="list-style-type: none"> Building a home for an animal Sock puppet 		<ul style="list-style-type: none"> Whole school picnic – cultural food Picnic box/bag Bunting 		
	Music	<ul style="list-style-type: none"> Body percussion Musical performance (Christmas) 		<ul style="list-style-type: none"> Rhythm and rhyme music sessions Exploring musical instruments 		<ul style="list-style-type: none"> Make musical instruments – end of year performance combining learning from previous terms 		
Personal development, health and wellbeing		<ul style="list-style-type: none"> Communities/Belonging – School, Home etc Personal routines e.g. classroom, bedtime, teeth Personal celebrations Being kind/friendship 		<ul style="list-style-type: none"> Who is in my family Keeping safe at school Keeping safe at home 		<ul style="list-style-type: none"> Where can I go that makes me happy (special places) All about me - What can I do well (achievements over the year) 		
Physical and sensory development		<ul style="list-style-type: none"> Movement skills Throwing - propelling a beanbag and then other objects using underarm/chest throw – learn techniques and skills, including targets – individual work. 		<ul style="list-style-type: none"> Movement and dance – explore movements showing an awareness of space around us (including using objects to travel round and through) Balance along low benches, cross over body movements, travel round cones. 		<ul style="list-style-type: none"> Simple games using throwing (targets) Introduce kicking, developing with targets and variety of balls (very simple level) 		

Discovery Special Academy Semi Formal Year 1/2 Themes B

		Autumn 1		Spring 1		Summer 1	
Communication, language and literacy (See book spine)		Narrative Poetry Non-narrative lists and labels	Narrative Poetry Non narrative lists and labels	Non-narrative Narrative Poetry	Non-narrative Narrative	Non-narrative Narrative Poetry	Non-narrative Narrative
Mathematical understanding		Personalised learning		Personalised learning		Personalised learning	
Understanding the world around me	Science	<ul style="list-style-type: none"> Matching and sorting materials and objects according to 1 criteria (e.g. colour, shape, material properties). Explore before and after changes (ice/water, mud, mixing, spreading) Changing leaves – falling off trees, changing colour 		<ul style="list-style-type: none"> How are we different from each other as humans - labelling my body How we are different from other animals – similarities and differences 		<ul style="list-style-type: none"> Plants we can eat – understand that there are plants that we eat and be able to name and label some of these, grow a plant e.g. bean and observe changes 	
	Geography	<ul style="list-style-type: none"> Places we can go for help (school, home, hospital) 		<ul style="list-style-type: none"> Awareness of plants linked to forest school Looking after our environment – being careful with books and toys, watering plants, tidying away, picking up litter etc 		<ul style="list-style-type: none"> Explore human and physical features in different locations - what I like and dislike (school, park, woods, seaside) 	
	History	Me and my history (special events e.g. birthday)		<ul style="list-style-type: none"> Old and new vehicles – cars, trains, bikes, planes, buses, boats 		<ul style="list-style-type: none"> Stories from the past – communicate distinctions between the past and present in other people’s lives as well as their own, including artefacts 	
	RE	<ul style="list-style-type: none"> Harvest and giving thanks Christmas - saying thank you by giving gifts (homemade). What gifts might we have given to Jesus? 		Religious story – The Good Samaritan Experiencing Easter through sensory and creative activities		<ul style="list-style-type: none"> How do I feel? How do my friends feel? Link to religious stories and understanding emotions. 	
	Computing	<ul style="list-style-type: none"> Learn how to use the tools on a new app and save their finished product – art app 		<ul style="list-style-type: none"> Instructions (Barefoot lessons/i-movie – concept of algorithms, repetition and debugging using songs, stories and everyday routines) 		<ul style="list-style-type: none"> Programming – operate/direct electronic cars/bee-bot (Barefoot tinkering with bee-bots – learning how we make a bee-bot move) 	
Creative development	Art	<ul style="list-style-type: none"> Colour mixing – recognising colours exploring results Colour mixing - Autumn colours Leaf rubbings and prints 		<ul style="list-style-type: none"> Colour mixing shades Self portraits Face collage and puzzles 		<ul style="list-style-type: none"> Fruits and vegetable printing Make paper mache fruits and vegetables to sell in role-play fruit shop Explore colour mixing with warm colours 	
	DT	<ul style="list-style-type: none"> Leaf threading Making an autumn sun catcher 		<ul style="list-style-type: none"> Moving figure (using split pins) 		<ul style="list-style-type: none"> Food tasting including chopping/cutting Fruit kebabs Fruit and vegetables collages 	
	Music	<ul style="list-style-type: none"> Unpitched percussion instruments Steady beat and rhythm Christmas performance 		<ul style="list-style-type: none"> Music wall using pots and pans tapping out rhythms 		<ul style="list-style-type: none"> What music make us happy? Listening to music from around the world 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Feelings – are you happy or sad? Why am I amazing? 		<ul style="list-style-type: none"> Healthy bodies (physical activity, healthy food, washing hands/teeth) Healthy minds – link back to are we happy or sad? 		<ul style="list-style-type: none"> What fruit and vegetables do you like? What food do you like? 	
Physical and sensory development		<ul style="list-style-type: none"> Balance, agility and coordination including yoga. Perform single movements and respond to simple commands. Catching and rolling – rolling objects towards a target, catching balls and beanbags thrown by an adult. 		<ul style="list-style-type: none"> Movement and dance – move in a variety of ways and link movements in a simple sequence modelled by an adult Balance beanbags on head, shoulders, travel along ladders and step over hurdles. 		<ul style="list-style-type: none"> Simple games using catching and rolling Introduce bats and balls (T shaped bats and large balls) 	

Discovery Special Academy Semi Formal Y1/2 Book Spine

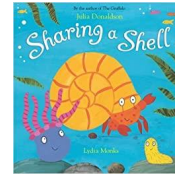
	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Semi Formal Academy Year 1/2
Additional Texts Year A

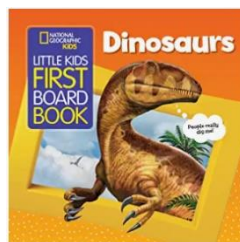
Jack and the Flumflum Tree



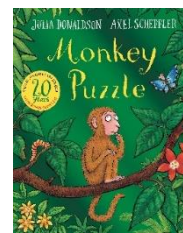
Sharing a Shell



Dinosaurs



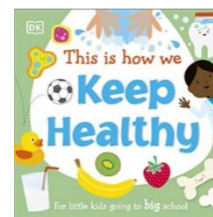
Monkey Puzzle



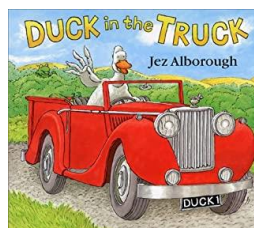
One to Ten and Back Again



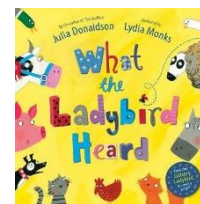
This is How we Keep Healthy



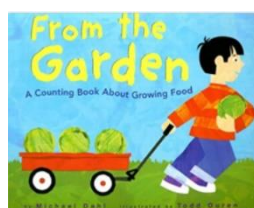
Duck in a Truck



What the Ladybird Heard



From the Garden

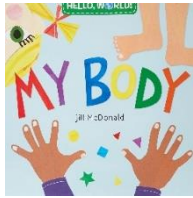


We all come from different cultures

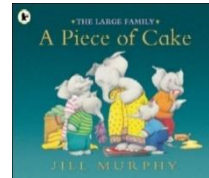


Discovery Special Academy Semi Formal Year 1/2
Additional Texts Year B

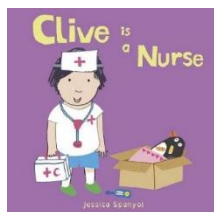
Hello World - My Body



A Piece of Cake



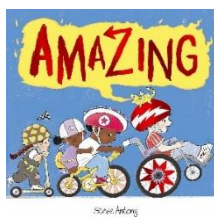
Clive is a Nurse



The Colour Monster



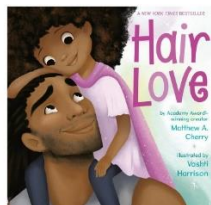
Amazing



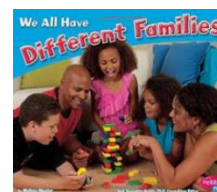
Hello Goodbye Dog



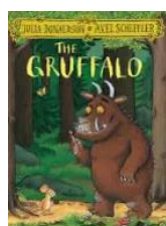
Hair Love



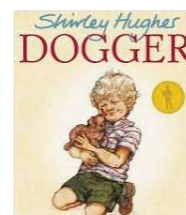
We all have different families



The Gruffalo



Dogger



English Y1/2 Semi Formal Long Term Planning Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Narrative The Three Little Pigs Start with description/labelling	Narrative Whatever Next? Start with description/labelling	Narrative Rosie's Walk Start with description/labelling	Narrative Mrs Mopples Washing Line Start with description/labelling	Narrative The Enormous Turnip Start with description/labelling	Narrative Mr Big Start with description/labelling
2	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Rosie's Walk	Narrative Mrs Mopples Washing Line	Narrative The Enormous Turnip	Narrative Mr Big
3	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Rosie's Walk	Narrative Mrs Mopples Washing Line	Non-narrative Recount PSHERE Focus Educational visit (places that make me happy)	Narrative Mr Big
4	Poetry Rhythm and Rhyme Duck in a Truck (focus for writing)	Poetry Rhythm and rhyme Pass the Jam Jim	Non-narrative Recount Educational visit/activity in school	Non-narrative Captions and instructions Science Focus (planting seeds for flowers)	Non-narrative Recount PSHERE Focus Educational visit (places that make me happy)	Non-narrative Captions and instructions Art focus- (parties and picnics)
5	Non –Narrative Lists and labels Geography/DT focus Squirrel's Busy Day narrative link	Non –Narrative Lists and labels Pass The jam Jim link (What do I need to make my jam sandwich? What do I need for a Christmas party?)	Non-narrative Recount Educational visit/activity in school	Non-narrative Captions and instructions Science Focus (planting seeds for flowers) A Tiny Seed narrative (link only)	X	Non-narrative Captions and instructions Music focus (making instruments)
6	Non –Narrative Lists and labels Geography/DT focus	Narrative Dear Santa Lists and labels	Non-narrative Captions and instructions DT Sock puppet	Non-narrative Captions and instructions Science Focus (planting seeds for flowers)	X	Poetry Rhythm and Rhyme Explore and perform favourite poems and narratives
7	Non –Narrative Geography/DT focus	Narrative Dear Santa	Poetry Rhythm and Rhyme Shark in the Park What the Ladybird Heard	X	X	Poetry Rhythm and rhyme Share Performance
8	Poetry Rhythm and Rhyme For sharing: We're going on a Leaf Hunt	X	X	X	X	X

English Y1/2 Semi Formal Long Term Planning Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus Why am I amazing? (share familiar and favourite stories this week)	Narrative Mr Gumpy's Outing Begin with description/labels, lists and captions	Narrative The Tiger Who Came to tea Begin with description/labels, lists and captions	Narrative Jasper's Beanstalk Begin with description/labels, lists and captions	Narrative Peace At Last Begin with description/labels, lists and captions	Narrative Handa's Surprise Begin with description/labels, lists and captions
2	Narrative The Gingerbread Man Begin with description/labels, lists and captions	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise
3	Narrative The Gingerbread Man	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise
4	Narrative The Gingerbread Man	Poetry Rhythm and Rhyme Chocolate Mousse for Greedy Goose	Non –Narrative Lists and labels Science (My Body)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) Read The Little Red Hen narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Poetry Rhythm and Rhyme Commotion in the Ocean Explore and perform
5	Poetry Nursery rhymes and poems from The Big Cuddle Poetry Book	Non –Narrative Lists and labels Poetry text link (What do I need for a (Christmas) party?)	Non –Narrative Lists and labels History Focus (old and new)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) Read Titch narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Non –Narrative Lists and labels PSHERE/DT focus Favourite fruits and vegetables
6	Non –Narrative Lists and labels Geography focus	Narrative The Jolly Christmas Postman Begin with description/labels, lists and captions	X	X	Poetry Rhythm and Rhyme Bedtime March (Oxford Owl)	Non-narrative Captions and instructions DT focus (fruit kebabs) Oliver's vegetables-text link
7	Non –Narrative Lists and labels DT focus	Narrative The Jolly Christmas Postman	X	X	Poetry Rhythm and Rhyme Bedtime March (Oxford Owl) Monkey Puzzle (narrative link)	Non-narrative Captions and instructions Art focus
8	Non –Narrative Lists and labels Science Focus	X	X	X	X	X

Mathematics Y1/2 Semi Formal Mathematics Long Term Planning

Y1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	X	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	X	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>
7	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	X	X	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>	X	X	X	X	X







Discovery Special Academy Semi Formal Year 3/4 Themes A

		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Recount	Narrative Instructions Poetry	Narrative Recount/Instructions Poetry	Narrative Letter writing Recount	Narrative Poetry Non Chronological report	Narrative Recount Instructions
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Everyday materials –classifying, identify and name, describe and compare according to material and properties (wood, metal, glass, plastic, water, rock, cardboard and paper) (soft, hard, bumpy etc) 		<ul style="list-style-type: none"> The human body and senses Identify and name a variety of common animals that are carnivores, herbivores and omnivores 		<ul style="list-style-type: none"> Naming a variety of common wild and garden plants including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	
	Geography	<ul style="list-style-type: none"> Human and physical features around us including autumn and winter (school grounds) 		<ul style="list-style-type: none"> Out and about in my town (plans, signs and symbols) Understand functions of locations (e.g. park, shops) 		<ul style="list-style-type: none"> Contrasting areas within the UK (focus on the human geography of places) 	
	History	<ul style="list-style-type: none"> Captain Cook 		<ul style="list-style-type: none"> How schools have changed – now and then 		<ul style="list-style-type: none"> What makes a figure significant (inc. people with disabilities) 	
	RE	<ul style="list-style-type: none"> The Christmas story – sequencing and comprehension Begin to understand we can have different beliefs and values (religious and none) 		<ul style="list-style-type: none"> Christianity – study (building, artefacts, bible, people – introduce the concept of commandments) Religious story – The Easter story 		<ul style="list-style-type: none"> Religious buildings and why they are special to different people 	
	Computing	<ul style="list-style-type: none"> How do we use computers and computing considering that information is stored and not to give out their name etc when playing games 		<ul style="list-style-type: none"> Digital art (iPads (Brushes) – save, retrieve, print and improve digital art) 		<ul style="list-style-type: none"> Direct a robot to a specific destination – ensuring the programming is careful and successful (Dash or Code-a-pillar) 	
Creative development	Art	<ul style="list-style-type: none"> Andy Goldsworthy – natural materials to make pictures (collage) Printing with a range of everyday materials (linked with Andy Goldsworthy images) 		<ul style="list-style-type: none"> Sculptures (Anthony Gormley) Drawing - Local sketches 		<ul style="list-style-type: none"> Pastel work – weather and seasons 	
	DT	<ul style="list-style-type: none"> Evaluate, design and make pop up cards. Complete by making Christmas cards Design and make Christmas biscuits 		<ul style="list-style-type: none"> Invent and build a city/small world using our knowledge of buildings (structures and strength). Make a wooden photo frame 		<ul style="list-style-type: none"> Looking at bought sandwiches and then design own sandwich (fillings and breads e.g. buns, wraps, loaves, pittas) Link to picnic Make a small world garden. 	
	Music	<ul style="list-style-type: none"> Categorise percussion instruments and how they can be played Improvisation – making choices about sounds and instruments – linking to Christmas 		<ul style="list-style-type: none"> Sea shanties Sound stories – listen and contribute 		<ul style="list-style-type: none"> Composing music using symbols and pictures (e.g. two tambourines, 1 bang of the drum) Performing – using knowledge from the previous terms 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Good to be me Getting on and falling out 		<ul style="list-style-type: none"> Celebrating differences Managing risks and making choices 		<ul style="list-style-type: none"> Me and my community Who works in our community? 	
Physical and sensory development		<ul style="list-style-type: none"> Agility skills to support athletics including teaching running technique and using ladders, mini hurdles to change direction. Dance – awareness of rhythm, move bodies and use instruments to develop rhythm in movements. 		<ul style="list-style-type: none"> Development of kicking skills to include partner work, dribbling and kicking at a goal area. Balancing and stretching – jumping, sliding, rolling. moving over, under and on apparatus 		<ul style="list-style-type: none"> Kicking/running with purpose and direction in team games – coordination (kick rounder's) Athletics – running and jumping 	

Discovery Special Academy Semi Formal Year 3/4 Themes B

		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Poetry	Narrative Instructions Poetry	Narrative Recount Poetry	Narrative Letter writing /recount Poetry	Narrative Poetry Non chronological report	Narrative Recount Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Changing materials (exploring, observing and predicting changes. Use vocabulary to describe materials that can and cannot be changed Weather and seasons 		<ul style="list-style-type: none"> Fish, amphibians, reptiles, birds and mammals – identify, name, classify and describe/compare their structure Observe natural habitats 		<ul style="list-style-type: none"> What plants need to grow (including temperature) and how seeds and bulbs grow into mature plants, fair tests, observe, predict, evaluate Variations of needs to grow from plant to plant 	
	Geography	<ul style="list-style-type: none"> UK - countries, capital cities, surrounding oceans and locating these on maps, globes, atlases 		<ul style="list-style-type: none"> Coast and country (human and physical, locational place knowledge) 		<ul style="list-style-type: none"> Weather charts – observe and record types of weather (rain gauge, wind sock) 	
	History	<ul style="list-style-type: none"> What was life like for a mining family 		<ul style="list-style-type: none"> How has Middlesbrough changed? (trip to Beamish/Preston Park) 		<ul style="list-style-type: none"> Henry Pease – founder of Saltburn (seasides) 	
	RE	<ul style="list-style-type: none"> Judaism – study (building, artefacts, religious text) Advent/Christmas Story 		<ul style="list-style-type: none"> Spring festivals around the world (Holi) Looking after the world around us/living things The Easter story 		<ul style="list-style-type: none"> Religious stories – feeding the five thousand Caring for others/how can we help each other? 	
	Computing	<ul style="list-style-type: none"> Algorithms – understanding how to build up and deconstruct to make a working algorithm for someone else to follow (Barefoot Lego lesson) or sequenced i-movie/key note 		<ul style="list-style-type: none"> Make a poster using a template or photo app (e.g. health and hygiene link/online safety). Adding/replacing text and image. 		<ul style="list-style-type: none"> Make a 3 part story using i-movie (images and voices) 	
Creative development	Art	<ul style="list-style-type: none"> Painting – Mondrian (colour mixing) Decoupage (cards, jars, boxes) 		<ul style="list-style-type: none"> Drawing and shading Weaving (simple shapes e.g. butterfly) 		<ul style="list-style-type: none"> Decorate pebbles/stones – using colour and patterns - paperweight (link back to prior learning, visit Guisborough) 	
	DT	<ul style="list-style-type: none"> Rain catcher Windmill (paper, card – see which works better) Clay work – tea light holder 		<ul style="list-style-type: none"> Building bridges – design and assemble and make stronger (linked to the transporter and how Middlesbrough has changed) 		<ul style="list-style-type: none"> Salads (fruit and vegetables)– looking at where food comes from (what can you grow in UK garden?) Evaluate, design and make 	
	Music	<ul style="list-style-type: none"> Creating own simple compositions, carefully selecting sounds – voices and instrument Listen to and describe music – Christmas music (describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures) 		<ul style="list-style-type: none"> Respond to vocabulary e.g. Symbols and signs that relate to pitch (higher, lower) Respond to vocabulary e.g. Symbols and signs that relate to tempo, dynamics (faster, slower, louder) 		<ul style="list-style-type: none"> Listen carefully to songs and music and describe how music makes us feel. Performing – using knowledge from the previous terms 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Independence and responsibilities My identity and that of others 		<ul style="list-style-type: none"> Health and hygiene, including benefits of exercise, introduction to mental wellbeing) Out and about in the community – boundaries and keeping safe 		<ul style="list-style-type: none"> Growing up Balanced diet 	
Physical and sensory development		<ul style="list-style-type: none"> Agility skills to support athletics using throwing skills learned in KS1, introduce overarm throw, bounce throw. Connect simple dance movements/patterns 		<ul style="list-style-type: none"> Bats and balls – hand eye coordination (being able to hit a ball thrown towards them) Gymnastics - balancing and stretching, learn and refine a variety of basic gymnastics shapes, jumps and balances. 		<ul style="list-style-type: none"> Kicking, throwing, rolling and bouncing balls at a target – coordination, getting ball into a hoop Athletics – throwing and targets 	

Discovery Special Academy Semi formal Y3/4 Book Spine

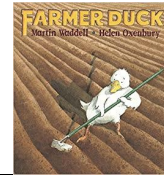
	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy Semi formal Year 3/4
Additional Texts Year A

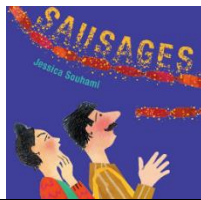
Shh! We have a plan



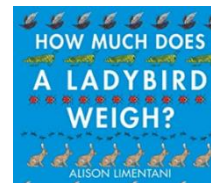
Farmer Duck



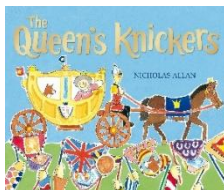
Sausages



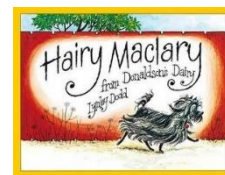
How Much Does a ladybird Weigh?



The Queen's Knickers



Hairy Maclary



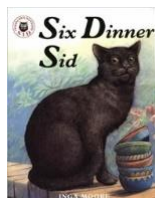
Triangle



A Stroll Through the Seasons



Six Dinner Sid



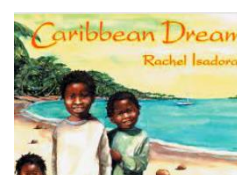
Barry the Fish with Fingers



Big book of Mammals

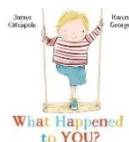


Caribbean Dream



Discovery Special Academy Semi formal Year 3/4
Additional Texts Year B

What Happened to You?



Seal Surfer



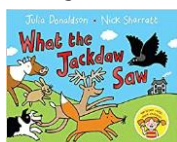
Families Around the World



I Will Dance



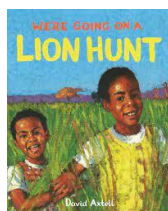
What the Jackdaw saw



A Day in India



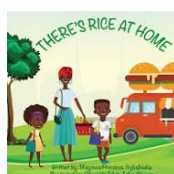
We're Going on a Lion Hunt



Huge Bag of Worries



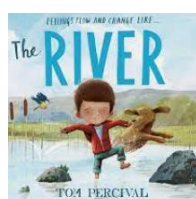
There's Rice at Home



Anya goes to Jamaica



The River



Somebody Crunched Colin



English Y3/4 Semi Formal Long Term Planning Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative Smartest Giant in Town Begin with description/labels, lists and captions	Genre: Narrative The Three Billy Goats Gruff Begin with description/labels, lists and captions	Genre: Narrative Where the Wild Things Are Begin with description/labels, lists and captions	Genre: Narrative How to catch a Star Begin with description/labels, lists and captions	Genre: Narrative Norman the Slug with the Silly Shell Begin with description/labels, lists and captions	Genre: Narrative The Snail and The Whale Begin with description/labels, lists and captions
2	Genre: Narrative Smartest Giant in Town	Genre: Narrative The Three Billy Goats Gruff	Genre: Narrative Where the Wild Things Are	Genre: Narrative How to catch a Star	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
3	Genre: Narrative Smartest Giant in Town	Genre: Non -Narrative Instructions Billy Goats Gruff: How to cross a Bridge safely	Genre: Narrative Where the Wild Things Are	Genre: Non Narrative Form: Letter Writing Can I be your Dog?	Genre: Non -Narrative NC Report History topic focus (Historical Figure)	Genre: Narrative The Snail and The Whale
4	Genre: Non -Narrative NC Report History topic focus Captain Cook	Genre: Non -Narrative Instructions DT (pop up cards)	Genre: Non Narrative NC Report History Focus Now and Then – schools from the past	Genre: Non Narrative Form: Letter Writing Can I be your Dog?	Genre: Non -Narrative NC Report History topic focus (Historical Figure)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
5	Genre: Non -Narrative NC Report History topic focus Captain Cook	Poetry Rhythm and Rhyme Bedtime March (Oxford Owl) <i>Performance in celebration assembly</i>	Genre: Non Narrative NC Report History Focus Now and Then – schools from the past	Genre: Non Narrative Recount Geography focus Out and about in my town	X	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
6	Genre: Non -Narrative NC Report History topic focus Captain Cook	Genre: Narrative Snowman	Genre: Poetry Rhythm and Rhyme Walking with my Iguana (Brian Moses) <i>Performance in celebration assembly</i>	Genre: Non Narrative Recount Geography focus Out and about in my town	X	Genre: Non -Narrative Instructions DT (how to make a sandwich)
7	Genre: Non Narrative Form: Recount Captain Cook museum- Preston Park	Genre: Narrative The Snowman	Genre: Non -Narrative Instructions DT (how to make a photo frame)	X	X	Genre: Poetry Rhythm and Rhyme Performing favourites to an audience
8	Genre: Non Narrative Form: Recount Captain Cook museum- Preston Park	X	X	X	X	X

English Y3/4 Semi Formal Long Term Planning Cycle B

Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus independence and responsibilities (share familiar stories this week)	Genre: Narrative The Magic Porridge Pot Begin with description/labels, lists and captions	Genre: Narrative The Odd Egg Begin with description/labels, lists and captions	Genre: Narrative Lost and Found Begin with description/labels, lists and captions	Genre: Narrative Bog Baby Begin with description/labels, lists and captions	Genre: Narrative The Selfish Crocodile Begin with description/labels, lists and captions
2	Genre: Narrative Owl Babies Begin with description/labels, lists and captions	Genre: Narrative The Magic Porridge Pot	Genre: Narrative The Odd Egg	Genre: Narrative Lost and Found	Genre: Narrative Bog Baby	Genre: Narrative The Selfish Crocodile
3	Genre: Narrative Owl Babies	Genre: Non -Narrative Instructions (introduction) The Magic Porridge Pot: How to make porridge	Genre: Non Narrative Form: Recount History Focus Tour of Middlesbrough)	Genre: Narrative Lost and Found	Genre: Narrative Bog Baby	Genre: Narrative The Selfish Crocodile
4	Genre: Narrative Owl Babies	Genre: Non -Narrative Instructions DT (how to make a windmill)	Genre: Non Narrative Form: NC Report History Focus (Middlesbrough- now and then)	Genre: Non Narrative Form: Letter Writing Dear Dinosaur (text for example only)	Genre: Poetry Where am I? (Oxford Owl) Emotions	Poetry Rhythm and rhyme The Story Man (Oxford Owl) Entertain
5	Genre: Poetry Rhythm and Rhyme Cake O Saurus (Oxford Owl) Entertain: Learn a new poem and perform familiar	Poetry Rhythm and Rhyme Each Peach Pear Plum (select a favourite page for focus) Stick Man (Narrative link)	Genre: Non Narrative Form: NC Report History Focus (Middlesbrough- now and then)	Genre: Non Narrative Form: Letter Writing Writing for a real life purpose	Genre: Non Narrative Form: Recount RE Focus (Visit to Saltburn – History focus)	Genre: Non Narrative Form: Instructions DT/ PSHERE Focus (How to make a fruit salad)
6	Genre: Non -Narrative NC Report Begin with labels and lists History topic focus (mining families)	Genre: Narrative Squirrel's Snowman Begin with description/labels, lists and captions	X	X	Genre: Non -Narrative NC Report History topic focus (Historical Figure Henry Pease)	Genre: Non Narrative Form: Instructions DT /PSHERE Focus (How to make a fruit salad)
7	Genre: Non -Narrative NC Report History topic focus (mining families)	Genre: Narrative Squirrel's Snowman	X	X	Genre: Non -Narrative NC Report History topic focus (Historical Figure Henry Pease)	Genre: Non Narrative Form: Instructions DT /PSHERE Focus (How to make a fruit salad)
8	Genre: Non -Narrative NC Report History topic focus mining families)	X	X	X	X	X

Mathematics Y3/4 Semi Formal Mathematics Long Term Planning

Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	X	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	X	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>
7	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	X	X	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>	X	X	X	X	X

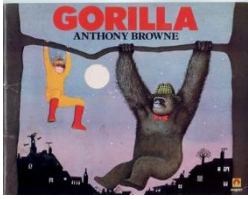

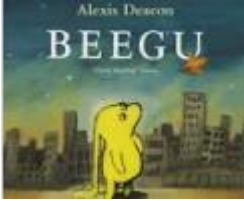



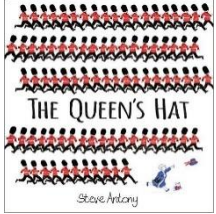
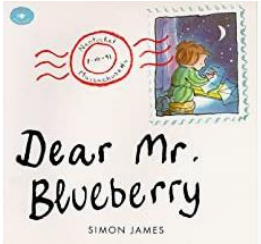

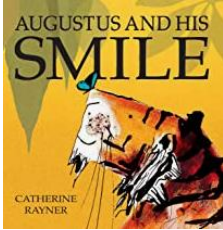
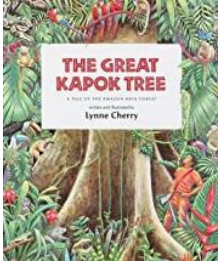
Discovery Special Academy Semi-Formal Year 5/6 Cycle A

		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Recount	Narrative Instructions Poetry	Narrative Letter writing Explanation	Narrative Non-chronological report Poetry	Narrative Poetry Recount	Narrative Poetry Explanation
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Materials and properties – compare and group physical properties Rocks and soils and how they are formed Changing materials reversible and irreversible changes (making toast, ice, baking, bi carbonate soda and vinegar) 		<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Identify that humans and some other animals have skeletons and muscles for support, protection and movement Describe the importance for humans of exercise 		<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
	Geography	<ul style="list-style-type: none"> Describe and understand physical geography (rivers and water cycles) 		<ul style="list-style-type: none"> Weather study – seasonal and daily patterns in the UK, location of hot and cold of the world – equator, north and south poles 		<ul style="list-style-type: none"> Map study, compass, simple orienteering 	
	History	<ul style="list-style-type: none"> Mary Anning (archaeology) 		<ul style="list-style-type: none"> British history heroes- Mary Jane/ Florence Nightingale/ Seacole 		<ul style="list-style-type: none"> Local history study- The Transporter Bridge 	
	RE	<ul style="list-style-type: none"> Compare and contrast Christmas and other festivals of light 		<ul style="list-style-type: none"> Hinduism – study (building, artefacts, religious text) Why do religions have sacred animals? In-depth study of Easter, including Palm Sunday/Resurrection 		<ul style="list-style-type: none"> Multicultural Britain (including those with religion and not) Love thy neighbour (Commandments) 	
	Computing	<ul style="list-style-type: none"> Digital photography – use camera/photo app – upload, save, retrieve, print 		<ul style="list-style-type: none"> Presentation – using Pages (template) about online safety 		<ul style="list-style-type: none"> Directing screen robots by writing algorithms (Scratch Junior) 	
Creative development	Art	<ul style="list-style-type: none"> Photography – Joe Cornish, local gallery visit Surface decoration – fabric paints, pens etc 		<ul style="list-style-type: none"> Cultural art – African art and Indian art 		<ul style="list-style-type: none"> Trevor Grimshaw – industrial art (drawing), link to local area 	
	DT	<ul style="list-style-type: none"> Design and make a Christmas decoration 		<ul style="list-style-type: none"> Food around the world – cultural link – where does food come from? 		<ul style="list-style-type: none"> Felting – make poppy fields 	
	Music	<ul style="list-style-type: none"> Expressive singing, chants and rhymes Creating own music using voices and instruments 		<ul style="list-style-type: none"> Music from around the world – listen with concentration and develop an understanding of live and recorded music (African and Indian) 		<ul style="list-style-type: none"> Afro-Caribbean music (Calypso) Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Me and my community Medicines and risks in the home 		<ul style="list-style-type: none"> How do I keep healthy? (including food, exercise, sleep, sun, safety, mental health) Understand and practice road safety 		<ul style="list-style-type: none"> Changing me (puberty) Keeping safe and finding help, including calling emergency services 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – energy in our bodies through dance, hard and gentle motions. Bounce, sway, explode, shake etc Skipping – agility, coordination, fitness 		<ul style="list-style-type: none"> Gymnastics -balancing and stretching, focus on floor movements using balance and core strength Swimming 		<ul style="list-style-type: none"> Team games – kick ball, tag rugby, rounders using tennis bat and ball Athletics – discus, javelin, long jump, mini hurdles, bean bag height and distance throw 	

Discovery Special Academy Semi-Formal Year 5/6 Cycle B

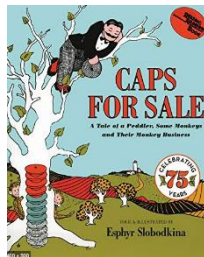
		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Instructions Narrative Poetry	Narrative Non-chronological report Explanation	Narrative Recount Poetry	Narrative Non-chronological report	Narrative Persuasion Poetry	Explanation Narrative Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Investigating materials and suitability for purpose (wood, metal, glass, plastic, rock, paper, cardboard, water) Fossils and how they are formed 		<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		<ul style="list-style-type: none"> Identify the parts and purposes of a plant roots, stem, trunk, leaves, flowers and explore how water is transported through plants 	
	Geography	Oceans of the world Continents, and the UK (exploring maps, atlases and globes within this context, signs and symbols reinforcement)		<ul style="list-style-type: none"> Contrasting non-European country (focus on the human geography of places) 		<ul style="list-style-type: none"> Describe and understand physical geography (mountains, volcanoes and earthquakes) 	
	History	<ul style="list-style-type: none"> The Great Fire of London 		<ul style="list-style-type: none"> The history of the Paralympics 		<ul style="list-style-type: none"> Our royal family – why our monarch is important 	
	RE	<ul style="list-style-type: none"> Islam - study (building, artefacts, religious text) Christmas and the Epiphany 		<ul style="list-style-type: none"> Religious symbols In depth study of Easter including Palm Sunday/Resurrection 		<ul style="list-style-type: none"> Values – where do we get our values? (If religious or not) How do these affect how we live? Begin with school values 	
	Computing	Presentation – all about me (Key note)		Garage band – creating music		<ul style="list-style-type: none"> Robots and debugging, including screen robots (Scratch Junior) 	
Creative development	Art	<ul style="list-style-type: none"> Weaving a basket Textural collage – inspired by local artist Lucy Pittaway 		<ul style="list-style-type: none"> Giuseppe Arcimboldo – pictures with fruit and vegetables 		<ul style="list-style-type: none"> Tie dye (link to DT T-shirts) Photography (plants, garden party) 	
	DT	<ul style="list-style-type: none"> Make a fire engine with moving parts and mechanisms – wheels, axles, wooden chassis Seasonal stockings – evaluate different stockings, design and make – textiles using a template 		<ul style="list-style-type: none"> Healthy eating and hygiene – evaluate healthy meals and design a healthy meal 		<ul style="list-style-type: none"> Textiles – evaluate and design t-shirts (paint, sew, link to art tie dye) 	
	Music	<ul style="list-style-type: none"> Music from the past – jazz/classical/folk/big band – and talk about it Traditional and festive music 		<ul style="list-style-type: none"> Rhythm, pitch and tempo Experiment and make sounds with different rhythm, pitch and tempo 		<ul style="list-style-type: none"> Tuned instruments – bells, glockenspiel, xylophone Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Me and my community Medicines and risks in the home 		<ul style="list-style-type: none"> Peer pressure and social media My future (PFA) 		<ul style="list-style-type: none"> How can I keep myself safe offline (including basic first aid) How can I keep myself safe online 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – energy in our bodies through dance, hard and gentle motions. Bounce, sway, explode, shake etc Skipping – agility, coordination, fitness 		<ul style="list-style-type: none"> Dance – use a range of movement and patterns to combine dance elements working with partners. Archery – coordination and control 		<ul style="list-style-type: none"> Gymnastics - balance and coordination, introduce turn, twist, spin, rock and roll and link these into movement patterns Swimming 	

Discovery Special Academy Semi-Formal Y5/6 Book Spine

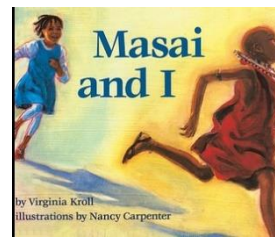
	Cycle A	Cycle B
Autumn	  	  
Spring	   	  
Summer	 	 

Discovery Special Academy Semi-Formal Y5/6
Additional Texts Year A

Caps for Sale



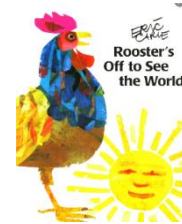
Masai and I



Seed to Sunflower



Rooster's off to see the World



Square



The Great Big Water Cycle



Mary Anning



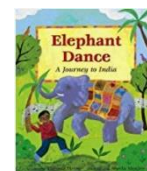
Everyday Materials



The Circus Ship

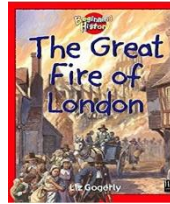


Elephant Dance

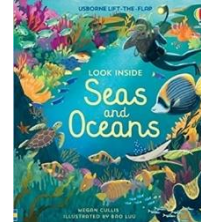


Discovery Special Academy Semi-Formal Y5/6
Additional Texts Year B

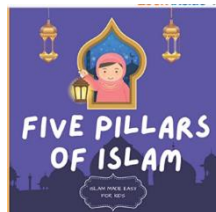
The Great Fire of London



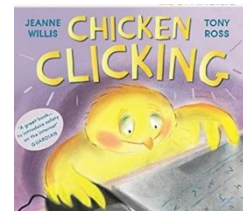
Seas and Oceans



Five Pillars of Islam



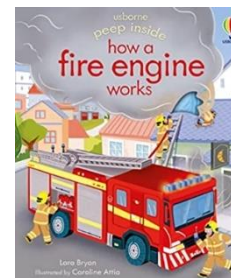
Chicken Clicking



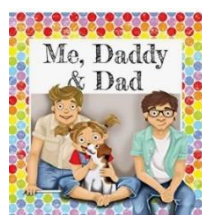
Circle



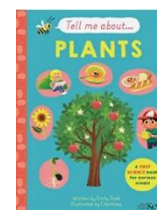
How a Fire Engine Works



Me, Daddy and Dad



Tell Me About Plants



Queen Elizabeth



The Nativity Story



English Y5/6 Semi-Formal Long Term Planning Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative Gorilla Begin with description/labels, lists and captions	Genre: Narrative Begu Begin with description/labels, lists and captions	Genre: Narrative The Tunnel Begin with description/labels, lists and captions	Genre: Narrative After the Fall Begin with description/labels, lists and captions	Genre: Narrative Goldilocks and the Three Crocodiles Begin with description/labels, lists and captions	Genre: Narrative Chalk Begin with description/labels, lists and captions
2	Genre: Narrative Gorilla	Genre: Narrative Begu	Genre: Narrative The Tunnel	Genre: Narrative After the Fall	Genre: Narrative Goldilocks and the Three Crocodiles	Genre: Narrative Chalk
3	Genre: Narrative Gorilla	Genre: Narrative Begu	Genre: Narrative The Tunnel	Genre: Narrative After the Fall	Genre: Non -Narrative Form: Recount History: Middlesbrough Transporter Bridge	Genre: Narrative Chalk
4	Genre: Non -Narrative NC Report History topic focus (Mary Anning)	Genre: Non -Narrative Instructions How to make vegetable soup	Genre: Non Narrative Form: Letter Writing The Thank You Letter	Genre: Poetry Rhythm and Rhyme A Sausage Went for A Walk (Elisha Majid) <i>Performance in celebration assembly</i>	Genre: Non -Narrative Form: Recount History: Middlesbrough Transporter Bridge	Genre: Non Narrative Form: Explanation Science Focus (plant life cycles)
5	Genre: Non -Narrative NC Report History topic focus (Mary Anning)	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Letter Writing The Thank You Letter	Non Narrative Form: NC Report History Focus (British Heroes)		Genre: Non Narrative Form: Explanation Science Focus (plant life cycles)
6	Genre: Poetry Similes Sound of Music (Oxford Owl) <i>Performance in celebration assembly</i>	Genre: Poetry Action Verbs If I Were A Hawk (Oxford Owl) <i>Performance in celebration assembly</i>	Genre: Non -Narrative Instructions PSHERE (how to cross the road safely)	Non Narrative Form: NC Report History Focus (British Heroes)	X	Genre: Non Narrative Form: Explanation Science Focus (plant life cycles)
7	Genre: Recount Art (photography) or PSHERE (My community link)	Genre: Narrative Polar Express	Genre: Non -Narrative Instructions PSHERE (how to cross the road safely)	X	X	Genre: Poetry <i>Performance to an audience of favourite and familiar poems</i>
8	Genre: Recount Art (photography) or PSHERE (My community link)	X	X	X	X	X

English Y5/6 Semi-Formal Long Term Planning Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus Me and My Community (share familiar and favourite stories this week)	Genre: Narrative The Capabaras Begin with description/labels, lists and captions	Genre: Narrative Leaf Begin with description/labels, lists and captions	Genre: Narrative The Queen's Hat Begin with description/labels, lists and captions	Genre: Narrative Augustus and his Smile Begin with description/labels, lists and captions	Genre: Narrative The Great Kapoke Tree Begin with description/labels, lists and captions
2	Genre: Narrative On The Way Home Begin with description/labels, lists and captions	Genre: Narrative The Capabaras	Genre: Narrative Leaf	Genre: Narrative The Queen's Hat	Genre: Narrative Augustus and his Smile	Genre: Narrative The Great Kapoke Tree
3	Genre: Narrative On the Way Home	Genre: Narrative The Capabaras	Genre: Non Narrative Form: Letter Writing Dear Mr Blueberry (example of letter writing only)	Genre: Narrative The Queen's Hat	Genre: Narrative Augustus and his Smile	Genre: Narrative The Great Kapoke Tree
4	Genre: Narrative On the Way Home	Genre: Non -Narrative Instructions Start with lists and sequencing How to make a healthy picnic lunch	Genre: Non Narrative Form: Letter Writing Writing for a purpose	Non Narrative Form: NC Report History Focus (Paralympics)	Genre: Poetry I've Got A Cold (Oxford Owl)	Genre: Poetry The Lighthouse Keeper (Denise Rodgers)
5	Genre: Non -Narrative NC Report Begin with labelling/lists/captions History topic focus (The Great Fire of London)	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Recount (Library educational visit)	Non Narrative Form: NC Report History Focus (paralympics)	Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Begin with labelling/diagrams and sequencing Science Focus (plants)
6	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)	Poetry Zanzibar (Oxford Owl)	X	X	Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Science Focus (plants)
7	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)	Genre: Narrative Start with description/labelling Snowman and the Snow dog	X	X	Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Science Focus (plants)
8	Genre: Non Narrative Form: Recount (Educational visit to /from the Fire brigade)	X	X	X	X	X

Mathematics Y5/6 Semi formal Long-Term Planning

Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	X	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	X	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>
7	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	X	X	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>	X	X	X	X	X

Discovery Special Academy Semi-formal curriculum Year 7/8 Cycle A

		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non chronological report Recount	Narrative Instructions Poetry Letter writing	Narrative Letter writing Explanation Instructions	Narrative Persuasion Poetry	Narrative Non chronological report Recount	Narrative Poetry Explanation
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Forces and magnets – magnets can repel/attract, they have 2 poles, there are different types (bar, ring, button, horse shoe) Group materials based on whether they repel or attract Light 		<ul style="list-style-type: none"> Rocks—igneous, sedimentary, metamorphic, classification, uses of different rocks (based on their properties), examine with microscope (grains, crystals,) Fossils and how they are made 		<ul style="list-style-type: none"> Plants—reproduction, life cycle of a flower, label reproductive parts of a plant, eg stigma, filament, pistil, observe and experiment how water is transported in plants Sound – identify how sounds are made and patterns in sound 	
	Geography	<ul style="list-style-type: none"> Name and locate countries and cities in the UK and how they have changed over time 		<ul style="list-style-type: none"> Locating world countries using maps (Europe, Russia, North and South America) 		<ul style="list-style-type: none"> Types of settlements and why they are situated where they are (Middlesbrough recap and contrast with another settlement) Local area study- Field work (8 points of a compass, keys, grid references and symbols) 	
	History	<ul style="list-style-type: none"> Changes in Britain from stone age to iron age 		<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 		<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchy 	
	RE	<ul style="list-style-type: none"> Buddhism- study (origin, beliefs and values, religious building, celebrations) 		<ul style="list-style-type: none"> The importance of tolerance and respect for different beliefs and values 		<ul style="list-style-type: none"> Multi- cultural society- link to prior learning and their own community 	
	Computing	<ul style="list-style-type: none"> Create a document using Pages (not using a template) – create own layout and use instant alpha 		<ul style="list-style-type: none"> Stop motion animation (incorporated into and i-movie) – make animation in stop motion, save into camera roll, then put into i-movie 		<ul style="list-style-type: none"> Collect data in a number document and display as a chart (excel spreadsheet check list) 	
Creative development	Art	<ul style="list-style-type: none"> Photography- The importance of light (Science link) 		<ul style="list-style-type: none"> Charcoal sketching and shading (Fossils) Sketching- light box 		<ul style="list-style-type: none"> Andy Warhol- painting 	
	DT	<ul style="list-style-type: none"> Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients – veg soup, pizza, bread buns, pasta sauce) 		<ul style="list-style-type: none"> Woodwork Bird house Mood board 		<ul style="list-style-type: none"> Levers Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold can cooked recipes (including using seasonal ingredients) 	
	Music	<ul style="list-style-type: none"> History of music- The Beatles 		<ul style="list-style-type: none"> Using symbols to compose and perform 		<ul style="list-style-type: none"> Music in past (40s-00s) Comparative 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Caring friendships: Building trust 		<ul style="list-style-type: none"> Bullying and stereotypes 		<ul style="list-style-type: none"> Physical Health-Drugs, alcohol and tobacco 	
Physical and sensory development		<ul style="list-style-type: none"> Team games- rounders, football, hockey skills 		<ul style="list-style-type: none"> Gymnastics- larger equipment, partner balancing (safety) Competitive games- badminton 		<ul style="list-style-type: none"> Athletics- Are you able to jump and land safely, using the correct technique? Competitive games- tennis 	

Discovery Special Academy Semi-formal Curriculum Year 7/8 Cycle B

	Autumn		Spring		Summer	
Communication, language and literacy (See book spine)	Narrative Non chronological report Recount	Narrative Instructions Poetry Letter writing	Narrative Letter writing Explanation Instructions	Narrative Persuasion Poetry	Narrative Non chronological report Recount	Narrative Poetry Explanation
Mathematical understanding	Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Moving and - Skeletons, muscles enable animals to move by pulling (contracting), endoskeletons and exoskeletons Food chains, classify 	<ul style="list-style-type: none"> Simple digestion in humans (including teeth) Habitats—local environments, how they change during the year, how humans' impact positively and negatively on environments 		<ul style="list-style-type: none"> Solids, liquids, gases—group, observe changes of states (when heated and cooled). Water cycle— evaporation, condensation, temperature Electricity – common appliances that run on electricity, simple circuits 	
	Geography	<ul style="list-style-type: none"> Similarities and differences through the study of human and physical geography of a region in Middlesbrough, Paris, Brazil 	<ul style="list-style-type: none"> Climate zones, Biomes and vegetation belts 		<ul style="list-style-type: none"> Types of settlements and why they are situated where they are (Middlesbrough recap and contrast with another settlement) Local area study- Field work (8 points of a compass, keys, grid references and symbols) 	
	History	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	<ul style="list-style-type: none"> A local history study- World War 2 and its impact on the local area 		<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	
	RE	<ul style="list-style-type: none"> Sikhism- (origin, beliefs and values, religious building, celebrations) 	<ul style="list-style-type: none"> Is it better to express your beliefs in arts and architecture or in charity and generosity? 		<ul style="list-style-type: none"> Comparative study based on previous studies 	
	Computing	<ul style="list-style-type: none"> Garage band – create a simple tune using more than one instrument (multi track) 	<ul style="list-style-type: none"> Video graphics – using Clips 		<ul style="list-style-type: none"> Presentation using Clips (clicks and timings) and adding animation 	
Creative development	Art	<ul style="list-style-type: none"> Designers (cushions) 	<ul style="list-style-type: none"> Sculptors- Clay work The Terracotta Army 		<ul style="list-style-type: none"> Painting (range of paint brushes) Jackson Pollock 	
	DT	<ul style="list-style-type: none"> Textiles- sewing (cushion/ bag) Designing for a purpose (who is it for?) 	<ul style="list-style-type: none"> Pulleys Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients) 		<ul style="list-style-type: none"> Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients) 	
	Music	<ul style="list-style-type: none"> Brazilian music- comparing with Indian music (prior learning) 	<ul style="list-style-type: none"> History of music- composer (Edward Elgar) 		<ul style="list-style-type: none"> Discuss and compare swing, country, traditional pop, orchestra 	
Personal development, health and wellbeing	<ul style="list-style-type: none"> Families and people who care for me: respect 		<ul style="list-style-type: none"> Being safe- strangers online and offline 		<ul style="list-style-type: none"> Keeping safe in the community 	
Physical and sensory development	<ul style="list-style-type: none"> Team games- tag rugby Gymnastics- larger equipment 		<ul style="list-style-type: none"> Orienteering Dance 		<ul style="list-style-type: none"> Athletic- relay Dance- line dancing 	

Discovery Special Academy Y7/8 Book Spine

	Cycle A	Cycle B
Autumn	 	 
Spring	 	 
Summer	 	 

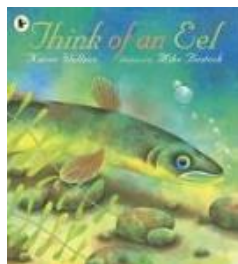
How the Grinch Stole Christmas



The Jungle Book



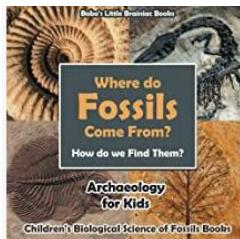
Think of an Eel



Andy Warhol



Where do Fossils Come From?



John Lennon



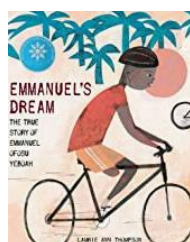
Under the Buddha Tree



My Dadima Wears a Sari



Emmanuel's dream

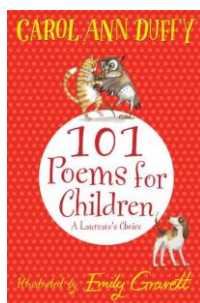


It Started With a Seed

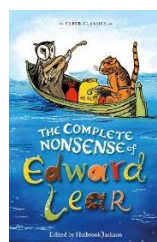


Discovery Special Academy Y7/8
Poetry Texts Cycle A

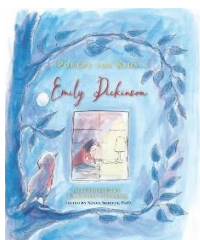
101 Poems for Children



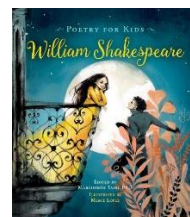
Limericks



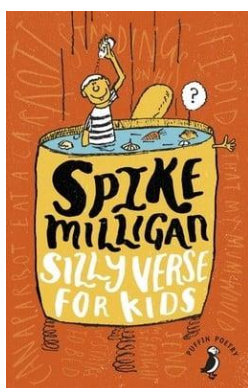
Poetry for Kids



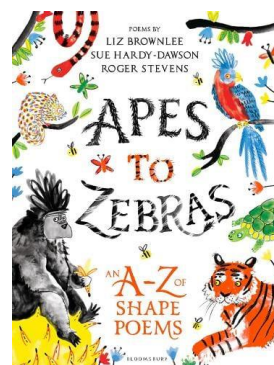
Shakespeare



Milligan

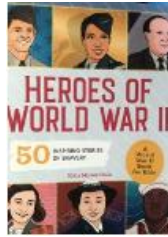


Onomatopoeia/Shape Poems



Discovery Special Academy Y7/8 - Additional Texts Year

Heroes of World War II



Sikh Fundamentals



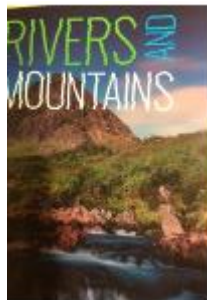
The Big Book of Brazil



A Walk in Paris



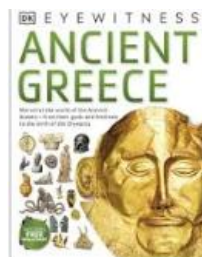
Rivers and Mountains



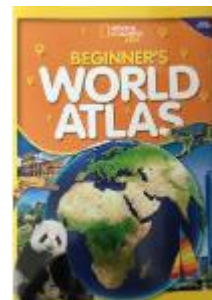
Middlesbrough at War



Ancient Greece



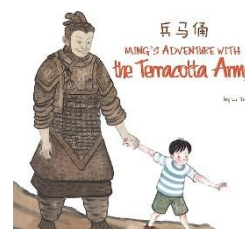
Geography World Atlas



Sikh Gurus



The Terracotta Army



English Y7/8 Semi-Formal Long Term Planning Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative (Description) Voices in the Park Begin with description/labels, lists and captions	Genre: Narrative (Shakespeare) The Tempest Begin with description/labels, lists and captions	Genre: Narrative Where the Forest Meets the Sea Begin with description/labels, lists and captions	Genre: Narrative Mufaro's Beautiful Daughters Begin with description/labels, lists and captions	Genre: Narrative Eric Begin with description/labels, lists and captions	Genre: Narrative Caged Begin with description/labels, lists and captions
2	Genre: Narrative (Description) Voices in the Park	Genre: Narrative (Shakespeare) The Tempest	Genre: Narrative Where the Forest Meets the Sea	Genre: Narrative Mufaro's Beautiful Daughters	Genre: Narrative Eric	Genre: Narrative Caged
3	Genre: Narrative (Description) Voices in the Park	Genre: Narrative (Shakespeare) The Tempest	Genre: Narrative Where the Forest Meets the Sea	Genre: Narrative Mufaro's Beautiful Daughters	Genre: Non-Narrative NC Report (inform) Art and DT (Andy Warhol)	Genre: Narrative Caged
4	Genre: Non-Narrative NC Report (inform) History Focus (Changes in Britain)	Genre: Non-Narrative Instructions DT focus (Recipes)	Genre: Poetry	Non Narrative Form: persuasion Adverts and posters	Genre: Non-Narrative NC Report (inform) Art and DT (Andy Warhol)	Genre: Non Narrative Form: Explanation Science: Plant Reproduction
5	Genre: Non-Narrative NC Report (inform) History Focus (Changes in Britain)	Genre: Non-Narrative Instructions DT focus (Recipes)	Genre: Non Narrative Form: Explanation Science Focus (How a fossil is made)	Non Narrative Form: persuasion Adverts and posters	X	Genre: Non Narrative Form: Explanation Science: Plant Reproduction
6	Genre: Poetry Limericks	Genre: Non Narrative Form: Letter writing	Genre: Non Narrative Form: Explanation Science Focus (How a fossil is made)	Genre: Poetry Shape poems (application of previous poetic devices)	X	Genre: Non Narrative Form: Explanation Science: Plant Reproduction
7	Genre: Recount Educational visit /experience	Genre: Non Narrative Form: Letter writing	Genre: Non Narrative Form: Explanation Science Focus (How a fossil is made)	X	X	Genre: Poetry Performance
8	Genre: Recount Educational visit /experience	X	X	X	X	X

English Y7/8 Semi-Formal Long Term Planning Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 <small>Read Flat Stanley s a group text this half term</small>	Summer 2
1	Genre: Narrative Beowulf Begin with description/labels, lists and captions	Genre: Narrative (Description) Elves and the Shoemaker Begin with description/labels, lists and captions	Genre: Narrative Shakespeare Macbeth Begin with description/labels, lists and captions	Genre: Narrative Journey Begin with description/labels, lists and captions	Genre: Narrative Young Zeus Begin with description/labels, lists and captions	Genre: Narrative Flat Stanley Begin with description/labels, lists and captions
2	Genre: Narrative Beowulf	Genre: Narrative (Description) Elves and the Shoemaker	Genre: Narrative Shakespeare Macbeth	Genre: Narrative Journey	Genre: Narrative Young Zeus	Genre: Narrative Flat Stanley (superhero invent)
3	Genre: Narrative Beowulf	Genre: Narrative (Description) Elves and the Shoemaker	Genre: Narrative Shakespeare Macbeth	Non Narrative Form: Persuasion RE (persuading to give to a charity)	Genre: Narrative Young Zeus	Genre: Narrative Flat Stanley (superhero invent)
4	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Poetry Acrostic and rhyme	Genre: Non Narrative Form: Letter Writing (choose real- life purpose)	Non Narrative Form: persuasion RE (persuading to give to a charity)	Genre: Non -Narrative NC Report (inform) Influential ancient Greek	Genre: Poetry Onomatopoeia
5	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Poetry Acrostic and rhyme	Genre: Non Narrative Form: Letter Writing (Choose real-life purpose)	Genre: Poetry Kennings	Genre: Non -Narrative NC Report (inform) Influential ancient Greek	Genre: Poetry Shape poems (application of previous poetic devices)
6	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Non -Narrative Instructions DT focus (make a PE drawstring bag)	X	X	Genre: Non -Narrative Form: Recount Educational visit /experience (Geography eg. Captain Cook monument)	Genre: Non Narrative Form: Explanation Science link
7	Genre: Recount Educational visit /experience (Geography link)	Genre: Non -Narrative Instructions DT focus (make a PE drawstring bag)	X	X	Genre: Non -Narrative Form: Recount Educational visit /experience (Geography eg. Captain Cook monument)	Genre: Non Narrative Form: Explanation Science link
8	Genre: Recount Educational visit /experience (Geography link)	X	X	X	X	X

Y/7/8 Semi Formal Mathematics Long Term Planning

Y7/8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	X	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	X	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>
7	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	X	X	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>	X	X	X	X	X

Discovery Special Academy Year 9 Long Term Overview

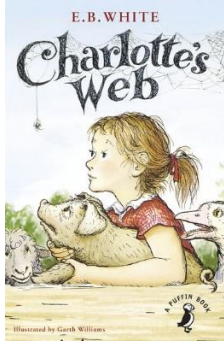
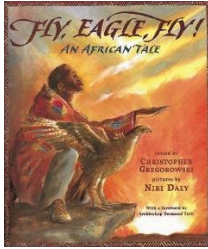
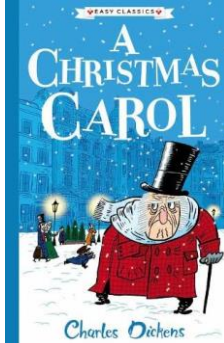
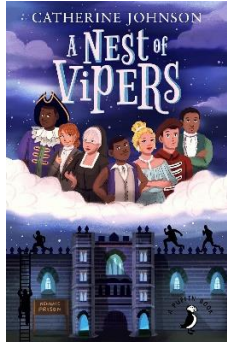
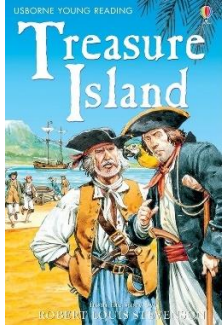

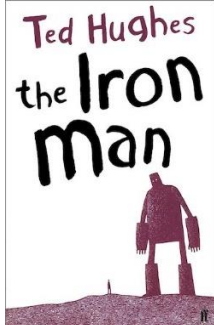
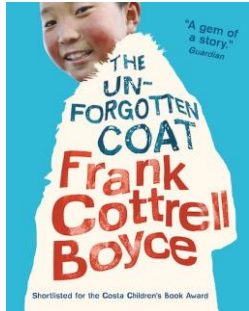

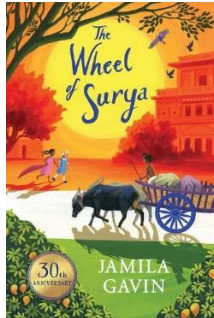
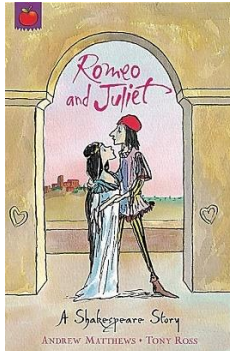
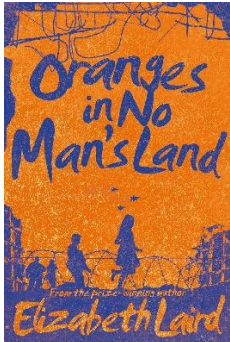
	PFA	Autumn	Spring	Summer
English	E	See Functional Skills Planning	Speaking and Listening (with assessment) Writing	Reading (with assessment) Writing (with assessment)
Maths	E			
ICT/Computing	E	Coding <ul style="list-style-type: none"> - Scratch – Introduction and revision (Spark Tutorials 1-4) - Program – Dash Robots - Develop a Story for Dash - Develop a Scratch Story or Use Arrow Keys - Make a Clicker Game 	Publishing/Practical Data Handling <ul style="list-style-type: none"> - Pages - Bring in content from internet - Use of duplicate to expediate publication - The difference between a working document and a PDF - Print Cycles - Canva (next step) - Using Numbers - Formatting Data Cells - Creating formulas - Create a checklist using Numbers - Using Excel 	Publishing/Practical Data Handling <ul style="list-style-type: none"> - Pages - Bring in content from internet - Use of duplicate to expediate publication - The difference between a working document and a PDF - Print Cycles - Canva (next step) - Using Numbers - Formatting Data Cells - Creating formulas - Create a checklist using Numbers - Using Excel
			Application examples: Library posters Measurement of plants – record growth Farm orders Farm jobs Flyers for events	Application examples: Carlton checklist Flyers for events Mini-business posters Farm jobs Measurement of plants – record growth

STEM (Thu)	Science	E	<p>Solar System</p> <ul style="list-style-type: none"> - The movement of the Earth and other planets relative to the sun - Describe the movement of the moon relative to the Earth - Understand that the movement of the Earth causes day and night - Name the planets in our Solar System - Understand that planets are approximately spherical bodies 	<p>Evolution</p> <ul style="list-style-type: none"> - Explore how living things on Earth have changed over time - Understand that characteristics are passed from parents to their offspring - Identify how animals and plants are adapted to suit their environment and that adaptations may lead to evolution 	<p>Electricity</p> <ul style="list-style-type: none"> - Which appliances need electricity to work - Understand circuit symbols - Create a simple electrical circuit - Know that a switch opens and closes a circuit - Know common conductors and insulators and associate metals with being good conductors - Associate the brightness of a light with the number and voltage of cells
STEM (Thu)	D and T	E/IL	<p>Moving toys</p> <ul style="list-style-type: none"> - Understand the function of a cam and investigate a range of toys that use them - Design a toy that utilises cams to make parts move - Build a toy using a box and at least two cams to drive movement <p>Food Enterprise</p> <ul style="list-style-type: none"> - Muffins/Scones/Christmas Cakes - Cooking techniques - Marketing - Sales 	<p>Each class to carry out at least one STEM project per year - TBA</p> <p>Food Enterprise</p> <ul style="list-style-type: none"> - Pizza - Cooking techniques - Marketing - Sales 	<p>Textiles – decorative techniques</p> <ul style="list-style-type: none"> - Explore a range of decorative techniques: tie-dye; block printing; embroidery; batik - Create an African-style wall hanging <p>Food Enterprise</p> <ul style="list-style-type: none"> - Curry - Cooking techniques - Marketing - Sales
Social and Cultural (Mon/Tue/Wed)	History	FRC	<p>Vikings</p> <ul style="list-style-type: none"> - Viking invasions - Effect on Britain 	<p>Conflict</p> <ul style="list-style-type: none"> - First World War origins - Life in the trenches - Warfare and tactics 	<p>Industrial Revolution</p> <ul style="list-style-type: none"> - The invention of the railways and their impact - Changes to work and leisure - Different types of industry - Home life and education - Children and the revolution
	Geography	FRC	<p>Vikings</p> <ul style="list-style-type: none"> - Viking origins - Arrival in Britain 	<p>Conflict</p> <ul style="list-style-type: none"> - Which countries were involved in the war? - Major conflicts and landscape 	<p>Industrial Revolution</p> <ul style="list-style-type: none"> - The development of towns - Population growth in towns (Middlesbrough and other towns)

	RE	FRC	Vikings <ul style="list-style-type: none"> - Viking beliefs - Viking ceremonies 	Conflict <ul style="list-style-type: none"> - Describe some Christian and Humanist values simply - Express their own ideas about some big moral concepts - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	Industrial Revolution <ul style="list-style-type: none"> - Laws to protect children (rights and responsibilities) - Human rights (slavery)
	PSHERE	FRC	Relationships Staying Safe Keeping safe online	Respect Keeping safe online	Healthy Lifestyles Keeping safe online
Physical Development (Mon/Tue/Wed)	PE	HW	Team Games Football/Rounders/Tag Rugby/Boccia	Individual Games Badminton/Table Tennis/Gymnastics	Team Games/Individual Games Cricket/Athletics
	Sensory/Therapy	HW	Individual sensory programmes Movement programmes Targeted therapy sessions Physio SALT	Individual sensory programmes Movement programmes Targeted therapy sessions Physio SALT	Individual sensory programmes Movement programmes Targeted therapy sessions Physio SALT
Creative Arts (Mon/Tue/Wed)	Art	HW	South America/North America <ul style="list-style-type: none"> - Explore the work of Frida Kahlo - Explore the work of Joaquin Torres Garcia - Produce art in the style of a chosen artist from the Americas 	Africa <ul style="list-style-type: none"> - Explore the use of patterns in African art (Ndebele people) - Explore the work of Esther Mahlangu 	Asia <ul style="list-style-type: none"> - Explore famous Japanese artwork (The Great Wave Off Kanagawa) - Explore the legend of Chinese Dragon art
	Music	HW	South America/North America <ul style="list-style-type: none"> - Explore blues/jazz/reggae - Look at the life and work of Bob Marley/BB King/Miles Davis/John Coltrane 	Africa <ul style="list-style-type: none"> - Understand the importance of drums in traditional African music - Recognise different types of African drums - Recognise other African instruments 	Asia <ul style="list-style-type: none"> - Listen to the work of a range of K-Pop artists - Explore the origins and features of K-Pop - Recognise the influence of Bollywood

	Drama and Dance	HW	South America/North America <ul style="list-style-type: none"> - Explore the early days of cinema and its growth - Look at the influence of Hollywood - Explore different genres of film - Perform a dramatic piece in the style of a chosen genre 	Africa <ul style="list-style-type: none"> - Retell a popular African story through movement and sound (Mufaro/Handa) 	Asia <ul style="list-style-type: none"> - Watch a selection of Bollywood performances - Choreograph a short routine based on Bollywood techniques
	Digital Media	HW	Build on skills learned in Garage Band/iMovie/Clips to record evidence of Creative Arts	Build on skills learned in Garage Band/iMovie/Clips to record evidence of Creative Arts	Build on skills learned in Garage Band/iMovie/Clips to record evidence of Creative Arts
Community Engagemen t (Fri)	Enterprise	FRC/IL/E	Bambino/Peter Jones Tycoon-Talentino <ul style="list-style-type: none"> - Seven Employability Skills – identifying the skills they have - What’s the issue? – deciding on the focus of your project - How do we do it? – looking at planning a project - What does our business look like? – marketing and branding. 	Bambino/Peter Jones Tycoon-Talentino <ul style="list-style-type: none"> - Who can do what? – splitting up roles and doing interviews - Does it add up? – costs, pricing and profits - Market research – opportunities in school or in the community 	Bambino/Peter Jones Tycoon-Talentino <ul style="list-style-type: none"> - Our community – engaging with the local community - Local employers – building relationships with local businesses - End product – the culmination of the project
	Careers	FRC E	Talentino <p>What is work?</p> <ul style="list-style-type: none"> - What is a job and what is good about having one? - What might affect finding and having a job? 	Talentino <p>There is a job for me!</p> <ul style="list-style-type: none"> - What sort of help do I need to ask for? - What sort of jobs are there for me? - How can I find out more about jobs? 	Talentino <p>What should I choose?</p> <ul style="list-style-type: none"> - Who am I? - What do I want to do? - How do I plan for what I choose
	Work Experience	FRC/IL/E	Before the end of Year 11, all students will have had the opportunity to carry out a meaningful and appropriate work experience placement.	Before the end of Year 11, all students will have had the opportunity to carry out a meaningful and appropriate work experience placement.	Before the end of Year 11, all students will have had the opportunity to carry out a meaningful and appropriate work experience placement.
	Volunteering	FRC/IL	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.
	Supporting our community	FRC/IL	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.	Through developing an Enterprise project, opportunities will be developed for students to work with people in our local community, either through volunteering or offering a service that will support the community.

Discovery Special Academy Y9 Book Spine

Year 9	Autumn 1	Autumn 2
	<p>Charlotte's Web Fly, Eagle Fly</p>  	<p>A Christmas Carol A Nest of Vipers</p>  
	Spring 1	Spring 2
	<p>Treasure Island The Island</p>  	<p>The Iron Man The Unforgotten Coat</p>  
	Summer 1	Summer 2
	<p>The Secret Garden The Wheel of Surya</p>  	<p>Romeo and Juliet Oranges in No Man's Land</p>  

Discovery Special Academy Spelling Progression

Phonics Schemes

Discovery Special Academy have developed a phonics progression programme that is used throughout the academy. Phase one of the programme uses a multi-sensory approach to teach pupils how to recognise sounds in their environment including the sounds their own voice can make. These are essential pre reading skills. Once embedded, frequent repetition will allow pupils to apply their sound knowledge to support them with the structured synthetic phonics approach (Read Write Inc.) in phase two.

From phase two onwards, pupils follow the 'Read, Write Inc.' synthetic phonics scheme to develop their phonic skills of blending and segmenting at their own pace. A range of visual resources complements this approach.

The Discovery phonics programme aims to build pupil's speaking and listening skills in their own right as well as preparing pupils for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for pupils, with the aim of them developing early reading skills and working towards becoming fluent readers.

To support pupils in reading words, all sounds within the phases are taught in a specific order and separated into sets. Each set contains some sounds with two or three letters representing one sound (digraphs and trigraphs). When teaching the pupil, we call these sounds 'chatty friends' and pupils learn that together these letters produce one sound, for example **sh, th, ng, nk** (in Set 1).

During all phases, pupils read texts to suit the sounds and words they are learning. All books are read at least twice in school before being sent home to share. This supports parents when sharing a book at home and pupils have the opportunity to 'show off' their reading skills in a different setting, encouraging them to become confident, fluent readers. Pupils progress through reading books at their own pace ensuring they have learnt previous sounds and words before moving on. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that reading becomes easier and enjoyable for them.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	<p>Phase One phonics at Discovery includes seven areas of learning:</p> <p>Step 1: Sounds in my environment</p> <p>Step 2: Sounds of instruments</p> <p>Step 3: Using my body to make sounds</p> <p>Step 4: Nursery rhymes and rhythm</p> <p>Step 5: Initial sounds</p> <p>Step 6: Making sounds with my voice</p> <p>Step 7: Oral blending and segmenting</p> <p>A Phase One assessment determines if pupils are ready to move onto Phase two of the Discovery phonics programme.</p>
<i>Phase Two</i>	<p>In Phase Two, pupils learn the corresponding sounds for the letters of the alphabet and how to blend these sounds together. This helps pupils to read words. Pupils also learn how to segment words into their separate sounds. This skill helps pupil to read and spell words.</p> <p>Set 1 sounds are taught in this order: m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k.</p> <p>Pupils read Sound Blending books 1-10, Red ‘ditty books’ and green books with corresponding story books.</p>
<i>Phase Three</i>	<p>In Phase Three, pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 2: ay ee igh ow oo oo ar or air ir ou oy.</p> <p>Pupils read purple and pink story books. Non-fiction texts also complement each colour band.</p>
<i>Phase Four</i>	<p>Pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 3: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p> <p>Pupils read orange, yellow, blue and grey story books.</p>
By the end of the phonics programme pupils should be able to:	<ul style="list-style-type: none"> • Write all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense.

Students should now be ready to move onto spelling rules as outlined in stages 1 – 4 on the following pages

Bridge to spelling stages 1-3

By the end of the phonics programme pupils should be able to read and recognise for reading, the spellings below, and this should be checked through practice and retrieval. They should now focus on applying this knowledge into transcription and spelling (writing)

Transcription: spelling

I can spell words containing each of the 40+ phonemes.

I can name the letters of the alphabet in order.

I can use letter names to distinguish between alternative spellings of the same sound

I can add –s to words e.g. cats, dogs.

I can add –es to words e.g. catches.

I can add the endings –ing, -er and –ed.

I can spell words using –ing, -ed, -er, -est where no change is needed in the spelling of root words (for example, helping, helped, helper).

I can spell words using –ff, -ll, -ss, -zz and –ck e.g. off, well, miss, buzz.

I can spell words where the –n comes before the –k e.g. bank, think.

I can divide words into syllables e.g. pocket, rabbit, carrot.

I can spell words using –tch e.g. catch, fetch, kitchen.

I can spell words using the –ve sound at the end of words e.g. have, live, give

I can add –er, -est to adjectives e.g. fresher, freshest, quicker, quickest.

I know vowel digraphs and trigraphs and understand the rule for each e.g. ai, ay, a-e and air, ear, are in hair, bear, care

I can spell words ending in –y e.g. happy, funny, very, party, family.

I can spell words using –ph instead of –f e.g. dolphin, phonics, elephant.

I can spell words using –wh instead of –w e.g. when, where, wheel

I can spell words using –k rather than –c e.g. Kent, sketch, kit, skin.

I can add the prefix –un to words e.g. unhappy, unkind, undo, unfair, unlock.

I can spell compound words e.g. football, playground, farmyard.

I can spell common exception words (action words) e.g. the, a, do to

I can spell the days of the week.

I can divide words into syllables.

I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.

I can apply the phonic sounds I know into my writing (*RWI sets 1, 2 and 3*).

	Stage 1	Stage 2	Stage 3
	<p>I can spell words adding –es to nouns and verbs endings in –y e.g. try – tries.</p> <p>I can spell words adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it e.g. copied, copier, happier, happiest, cried, replied....<i>but</i> copying, crying, replying.</p> <p>I can spell words using -dge after a, e, i, o, u e.g. badge.</p> <p>I can spell words using –ge at the end of the word e.g. charge.</p> <p>I can spell words using -g at the front of a word e.g. gem.</p> <p>I can spell words using –c at the front or before a, e, i and y e.g. race/cell.</p> <p>I can spell words using –kn and –gn at the beginning of words e.g. knock/gnaw.</p> <p>I can spell words using –wr at the beginning of words e.g. wrong.</p> <p>I can spell words using –le at the end of the word e.g. table.</p> <p>I can spell words using –el at the end of the word e.g. tunnel.</p> <p>I can spell words using –al at the end of the word e.g. pedal.</p> <p>I can spell words using –il at the end of the word e.g. fossil.</p> <p>I can spell words using –y at the end of the word e.g. cry.</p> <p>I can spell words using –ing, -ed, -er, -est, and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, sadder, saddest, runner, runny.</p> <p>I can spell words using –ll at the end of a word e.g. all, ball.</p> <p>I can spell words using the ‘o’ sound e.g. mother, brother.</p> <p>I can spell words using –ey sound at the end of a word e.g. valley.</p> <p>I can spell words using –a after –w and –qu e.g. wander, quantity, squash.</p> <p>I can spell words using the -or sound after –w e.g. world, worth.</p> <p>I can spell words using –s e.g. television, treasure.</p> <p>I can spell words using the suffixes –ment, -ness, -ful, -less, -ly e.g. enjoyment, sadness.</p> <p>I can spell words using an apostrophe for contraction e.g. can’t, didn’t.</p> <p>I can spell words using a possessive apostrophe (singular) e.g. the girl’s book.</p> <p>I can spell words ending in –tion e.g. station, section.</p> <p>I can spell homophones e.g. there/their/they’re.</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.</p>	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable (-ing, -ed, -en, -er).</p> <p>I can spell the sound spelt y elsewhere than at the end of words.</p> <p>I can spell the sound spelt ou.</p> <p>I can spell words using the prefixes un-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>I can spell words with the suffix –ation.</p> <p>I can spell words with the suffix –ly.</p> <p>I can spell words with the suffix –ous.</p> <p>I can spell words with endings sounding like ‘air’ spelt ‘ure’.</p> <p>I can spell word endings which end in –tion, –sion, –ssion, –cian.</p> <p>I can spell words with the /k/ sound spelt ch (Greek in origin). For example: <i>chorus, chemist</i>.</p> <p>I can spell words with the //j/ sound spelt ch (mostly French in origin). For example: <i>chef, machine</i>.</p> <p>I can spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin).</p> <p>I can spell words with the /s/ sound spelt sc (Latin in origin). For example, <i>science, scene</i>.</p> <p>I can spell words with the ai, a_e, ay sound spelt ei, eigh, or ey.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences that include words and punctuation taught so far.</p>	<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell words with endings which sound like –cious or –tious.</p> <p>I can spell words with endings which sound like –cial and –tial.</p> <p>I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>I can spell words ending in –able and –ible.</p> <p>I can spell words ending in –ably and –ibly.</p> <p>I can add suffixes beginning with vowel letters to words ending in –fer.</p> <p>I can use a hyphen.</p> <p>I can spell words with the sound spelt ei after c, e.g. ceiling, deceive</p> <p>I can spell words containing the letter-string ough.</p> <p>I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use a dictionary to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can write from memory, sentences that include words and punctuation taught so far.</p>

Discovery Special Academy Sentence Types

The language of sentence types is modelled and used in all pathways to support all pupils to develop their ability to communicate orally, through symbols or in written form if able. Emerging sentence types should be taught orally and then more formally in writing as pupils make progress. Only move onto the next stage of sentence types once pupils are secure orally and/or in written form.

	Previously Taught – continue to consolidate and apply	New Learning	Grammar
Emerging (PG-P8)		<p>In dialogue:</p> <ul style="list-style-type: none"> Conjunction: and, because Story language: Once upon a Time, Early one Morning, Then, happily ever after Time connective: e.g. Then, Next, After that, Adjectives 	Finger spaces
Growing (Br-one 3)	<p>In dialogue:</p> <ul style="list-style-type: none"> Adjectives Conjunction: and, because Story language: Once upon a Time, Early one Morning, Then, happily ever after Time connective: Then, Next, After that, 	<p>In dialogue/writing when appropriate:</p> <ul style="list-style-type: none"> Story Language: One (sunny) day, soon, suddenly, in the end Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, When, Finally 	Finger spaces, capital letter, full stop
Developing (two 1 – two 3)	<p>In writing:</p> <ul style="list-style-type: none"> Story Language: One (sunny) day, soon, suddenly, in the end Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, When, Finally 	<p>In writing:</p> <ul style="list-style-type: none"> 2A Conjunction sentence: “and, but, or, so, because” Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Finally Question sentence Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>. Imperative sentence 	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, command, compound, adjective, noun, verb
Secure (three 1+)	<p>In writing:</p> <ul style="list-style-type: none"> 2A (noun phrase) Conjunction sentence: and, but, or, so, because Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Then, Finally Question sentence Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>. Imperative sentence 	<p>In writing:</p> <ul style="list-style-type: none"> Powerful sentence (noun phrase) Conjunction sentence: and, but, or, so, when, if, that, because Adverb sentence List of 3 	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, past tense, present tense, apostrophe (possessive and contracted), comma (to separate items in a list)

Discovery Special Academy Comprehension Progression

At Discovery Special Academy, we know that comprehension, the ability to understand something, begins before a child can read letters or words. Pupils are taught to acknowledge and appreciate their environment and the wider world through their chosen means of communication by offering valuable learning experiences in and outside the academy. From Nursery onwards, language development is priority and taught through a literature rich environment with the sharing of stories, rhymes, poems and songs at its heart. We know that cultural experiences and knowledge of the world improve spoken language and can empower pupils as readers and as a result, improve well-being, happiness and mental health. Our wider subject curriculum ensures pupils learn about subjects before they are expected to discuss or write about them and educational visits support them in being able to retrieve knowledge, use related vocabulary and link it to new contexts.

This learning is key throughout a pupil's time in EYFS and for those pupils who transition to the informal phase. Comprehension continues to focus on understanding the world around them through learning to communicate and interact using alternative and augmentative communication methods. It also allows pupils to comprehend that they can be their own agent of change and influence their world.

Before those pupils who are able, become fluent readers, that is they can read with accuracy, automaticity and prosody, comprehension is taught through familiar focus texts during English lessons. This approach allows new vocabulary to be correctly modelled by the adult, allowing understanding of new words to be recalled using contexts. New words are explained, displayed and then used in the Talk for Writing approach. This also allows previously learnt vocabulary to be retrieved and re used in new stories and genres. Story characters are described and compared and when ready, pupils can begin to use written methods to show their comprehension of texts, for example, use labelling skills to show their understanding of the diversity of characters. Adult led discussions for example, relating to an author's intent, help pupils to understand that reading commands communication between a writer and their audience. This knowledge is essential as pupils begin to see themselves as authors.

As pupil's reading becomes fluent, comprehension is taught using whole class texts where pupils take ownership of their own copy. Adults read aloud and this helps pupil's understanding of texts through prosody and thinking out loud questions, for example, characters feelings and anticipation. When ready, pupils can show their understanding of the text using written methods such as sequencing, summarising, comparing and explaining using inference and deduction skills.

Comprehension for all Learning Pathways

Visual timetables
Choosing boards
Makaton
Labels and photographs
Symbols
Routines and structures
Social stories
Facial expressions and body language
Repetition
Songs
Stories and rhymes
Making choices
Developing independence

P4	<p>Pupil begins to anticipate key events and important phrases, <i>e.g. saying/signing a single word or phrase.</i></p> <p>Pupil uses picture cues when sharing a book, with support.</p> <p>Pupil mimics 'reading-like' behaviour, <i>e.g. holds a book and pretends to read it.</i></p> <p>Pupil holds a book the correct way and turns pages.</p>
P5	<p>Pupil begins to use patterns of speech influenced by their experience of books.</p> <p>Pupil listens and engages with stories with increasing attention.</p> <p>Pupil derives some meaning from a book and indicates what it is about.</p> <p>Pupil uses picture cues when sharing a book, <i>e.g. matching a picture of a character to one in their book.</i></p> <p>Pupil shows interest in the content of a book, <i>e.g. looks at pictures to see what happens next.</i></p> <p>Pupil demonstrates 'reading-like' behaviour, <i>e.g. uses it to tell a simple version of the story.</i></p> <p>Pupil holds a book the correct way, starts at the beginning and turns the pages.</p> <p>Pupil distinguishes between pictures and writing.</p>
P6	<p>Pupil makes some links between books read and own experiences, with support, <i>e.g. 'That's my dog!'</i></p> <p>Pupil predicts words or phrases within a particular, familiar story</p> <p>Pupil shows emerging confidence when talking about points of interest in a story.</p> <p>Pupil occasionally asks and responds to simple questions, in the form of 'how?', 'where?' or 'why?'.</p> <p>Pupil begins to recognise that information can be retrieved from books.</p>
P7 <u>Begin recorded evidence of comprehension work</u>	<p>Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts.</p> <p><u>Pupil makes connections between texts and their experiences and demonstrates this in own recording</u></p> <p>Pupil predicts elements of a text, <i>e.g. when the adult stops reading the pupil fills in the missing word.</i></p> <p>Pupil enjoys an increasing range of texts and shows interest in the activity of reading.</p> <p>Pupil asks and responds to simple questions in the form of 'how?', 'where?' or 'why?'.</p> <p>Pupil understands some conventions of print <i>e.g. reading top to bottom, left to right.</i></p> <p><u>Pupil knows information can be retrieved from texts, e.g. circling the animals included in the story.</u></p>
P8	<p>Pupil retells narrative in the correct sequence, drawing on the language patterns of stories</p> <p>Pupil interprets the meaning of pictures deducing a storyline from illustrations.</p> <p>Pupil makes predictions based on illustration, story content and title</p> <p><u>Pupil responds to stories or poems, with relevant comments, sequencing and questions or actions.</u></p> <p>Pupil shows understanding of how information texts can be used to answer questions e.g looking back through a book for the <u>answer</u></p>
Bridge	<p>Pupil can answer literal questions about a familiar book that has been read to them.</p> <p>Pupil can look at pictures and interpret characters' feelings</p> <p>Pupil recognises and begins to use some terms referring to print, e.g. book, picture, cover, page</p>

Pivats Level 1	<p>Pupil recalls main points of a familiar text and can sequence.</p> <p>Pupil answers questions requiring literal retrieval.</p> <p>Pupil uses awareness of punctuation to support fluent reading, <i>e.g. pausing at full stops.</i></p> <p>Pupil can identify the main events and characters in stories.</p> <p>Pupil retrieves relevant information by answering questions relating to who, what, where, when, why, how.</p> <p>Pupil reads familiar texts with some expression.</p> <p>Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading.</p> <p>Pupil talks about typical characters in texts, <i>e.g. goodies and baddies.</i></p> <p>Pupil makes simple predictions about what has been read so far, e.g character's feelings .</p> <p>Pupil makes simple inferences with about what has been said and done</p> <p>Pupil says how they feel about familiar texts and identifies an aspect they like.</p> <p>Pupil chooses and talks about a favourite book and gives reasons for its selection.</p> <p>Pupil relates characters, settings and events to their own experiences. .</p> <p>Pupil listens to what others say.</p> <p>Pupil understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line.</p> <p>Pupil recognises some features of texts e.g. Contents page, labels, titles, captions etc.</p> <p>Pupil begins to talk about the differences between fiction and non-fiction.</p> <p>Pupil begins to identify features of a range of texts including <i>narratives, instructions, poems, recounts and information.</i></p> <p>Pupil is able to discuss the title and how it relates to events in the whole story.</p>
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Discovery Special Academy Question Stems for Comprehension Curriculum

Question stems should be introduced at a stage appropriate time as pupils move into a more formal, subject specific curriculum (this may happen at any stage through the SF curriculum). Once pupils are ready to begin structured comprehension, content domains are introduced orally and taught through adaptation and careful planning.

<p>Early comprehension skills From P7 – L1</p>	<ul style="list-style-type: none"> • Matching characters and objects to the correct book • Sorting images of pictures from a book • Sequencing pictures/objects from a familiar text
<p>(Pivats L2) <i>Draw on knowledge of vocabulary to understand texts.</i></p>	<ul style="list-style-type: none"> • Which word in the text describes...? (multiple choice) • Which word means ...? Tick one (multiple choice) • Find and copy one word which tells you... • Find and copy one word that shows... • Find and copy two words that describe how... • Find and copy one word from the top of page ... that means... • What does the word ... mean in this sentence? (multiple choice) • '... ..' What does the word ... mean? (multiple choice) • '.....' What does this mean? (multiple choice) • Look at the section headed: Find and copy one word that means the same as ... • Look at the paragraph beginning ... Find and copy one word that means the same as ... • Draw lines to match the words below to their meaning. • The boat hit the rocks with <i>a great crunch</i>. This means that it made... (multiple choice) • '.....' This means x was (multiple choice) Tick one • The word x means. Tick one (multiple choice)
<p><i>Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.</i></p>	<ul style="list-style-type: none"> • What ...? • What does...? (multiple choice) • What did...? • What was ...? (multiple choice or short response) • What could...? • What had ...? • What are ...? • What made ...? • Give two things ... • Give two problems ... • Look at the section headed: Give one thing that... • What happens to...? • Where did...? • Where were ...? • How did ... think ...? • Why did ...? • Why was ...? • Draw lines to match these characters to..... • When were...? • When did ...? • Tick two good points about... (multiple choice) • At the end of the story, Bella was happy? Why? • Who did...? • Tick to show what... (complete a table) • Tick True or False for each statement about...(complete table) • Complete the table... • Why does ... like...? • Which ... is ...? • The text tells us about x. Name two of them.

<p><i>Identify and explain the sequence of events in texts.</i></p>	<ul style="list-style-type: none"> • Number the sentences below from 1 to 4 to show the order they happened in the story. One has been done for you. • Look at the whole story. Number the sentences 1 to 5 to show the order that they happen in the story. One has been done for you.
<p><i>Make inferences from the text.</i></p>	<ul style="list-style-type: none"> • Why did ... say, "...”? • Why did ...? (multiple choice) • Why did ...? • Why was...? • Why can ...? • Why were ...? • How do you know that...? • The ... said: ‘... ...’. How do you know...? • How can you tell that ...? • How did ... feel when ...? (multiple choice) • How is ... like a ...? • Put ticks in the table to show which sentences are true and which are false. (complete a table) • What made ...? • Find and copy two words that show that... • Give two things the ... does that tell you ... • Who is...?
<p><i>Predict what might happen on the basis of what has been read so far.</i></p>	<ul style="list-style-type: none"> • Based on what you have read, what might happen next to the...? • Which of these do you think x is likely to say at the end of the x?
<p><i>Give/explain the meaning of words in context</i></p>	<ul style="list-style-type: none"> • Find and copy one word meaning... • Look at the paragraph beginning...Find and copy one word meaning... • Find and copy one word from this paragraph that is closest in meaning to ... • In the sentence/paragraph ... which word most closely matches the meaning of the word... (can be multiple choice) • Find and copy a word/group of words that suggest that/show how... • What does the word...suggest about.../ What does the word ... tell you about... • Circle the correct option to complete the/each sentence below... • Look at the paragraph... what does the word...suggest about... • Look at the paragraph beginning...Find and copy one word or a group of words that shows that... • Find and copy one word/group of words that tells you... • Give the meaning of the word...in this sentence. • What does...mean? Tick one. (can be multiple choice) • Which word is closest in meaning to...
<p><i>Retrieve and record information/identify key details from fiction and non-fiction.</i></p>	<ul style="list-style-type: none"> • Write down one/two/three things that you are told about the... • Which one of these drawings best represents... • Look at the paragraph beginning...What did...have to do in order to... • What was revealed at the end of the poem/story? (can be multiple choice) • Using information from the text indicate whether the following statements are true or false... • Circle the correct option to complete the/each sentence below... • What helped...to get...? • Look at the paragraph beginning...give one/two reasons why... • Why were...not always...? Why had...? • How would you get from...to...? How long ...? • According to the text, what could you do on...? Give two examples. • Look at the paragraph/text box. Complete the table below... • Tick true or false in the following table...

	<ul style="list-style-type: none"> • What does the... do to frighten the...? • How does the ... behave when...? • Who else ...? • Name two of ...? • In what year...?
<p><i>Summarise main ideas from more than one paragraph</i></p>	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the poem/story? • Using information from the whole text, tick one box in each row to show whether each statement is true or false. • Number the following events 1-5 to show the order in which they happened. The first one has been done for you.
<p><i>Make inferences from the text / explain and justify inferences with evidence from the text.</i></p>	<ul style="list-style-type: none"> • How can you tell that...was keen to get to the...? • Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs? • Look at the paragraph beginning... why did ...find it difficult to ...? • Look at the paragraph beginning...how do you know that... wanted to keep...a secret? • What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards... • What are three ways the ... shows...? • Explain what this description suggests about... • What evidence in the text is there that....can be dangerous? Give two examples. • Why did ... feel ...? • In what ways might...character appeal to many readers? Explain fully referring to the text in your answer. • According to the text, how did the...help to change the opinion of... • How do you think ... felt when (or about) ...? • What do you think...was thinking? • What kind of person do you think...was? Use evidence from the text to support your answer. • Explain how...felt about... • How do these words make the reader feel about...? • How does the first paragraph suggest that the characters are...? • How can you tell that...is an expert on ...? • Put a tick in the correct box to show whether each of the following statements is a fact or an opinion. • Using information from the text, tick one box in each row to show whether each statement is a fact or opinion. • What suggests that the...was...? • Look at the paragraph beginning ... to the ending ... What impressions of thedo you get from these paragraphs?
<p><i>Predict what might happen from details stated and implied</i></p>	<ul style="list-style-type: none"> • Do you think that ... will change his/her/their behaviour in the future? Explain why using evidence from the text. • Based on what you have read, what does the last paragraph suggest might happen next to the...? Use evidence from this paragraph/the text to support your prediction. • What do you think...would say to... about? Use evidence from the text to support your answer.
<p><i>Identify / explain how information / narrative content is</i></p>	<ul style="list-style-type: none"> • Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.

<p><i>related and contributes to meaning as a whole.</i></p>	<ul style="list-style-type: none"> • Find and copy a group of words where ... mood changes. • What impact does ... change in mood/feeling have on the text as a whole? • The characters have different opinions of each other throughout the text. Find and copy a group of words which explain ... opinion of...
<p><i>Identify / explain how meaning is enhanced through the choice of words and phrases.</i></p>	<ul style="list-style-type: none"> • What is the effect of using this word? • What is the effect of putting the words in this order? • Find a simile and a metaphor and explain why they have been used • What is the effect of using short sentences / questions? • What features of the text tell you...? • Why is ... an effective way of describing how...? • Why has the writer/author used a particular word or phrase? • Why does the writer compare ... to ...? • What do phrases such as ... tell you...? • How does the poet / author try to make the reader feel ____? Refer to the text to support your answer. • ...stood stump still... (page__) What does this tell you about...? • Look at the paragraph beginning: _____. Find and copy four different words from the rest of the paragraph that suggest...? • Look at the paragraph beginning: _____. How does the writer...? • Look at the section headed: ... Find and copy two groups of words/phrases that suggest • In the paragraph beginning: What does the word ... suggest about ...? • ...they crossed the glassy surface of the lake. Give two impressions this gives you of the water.
<p><i>Make comparisons within the text.</i></p>	<ul style="list-style-type: none"> • The mood/relationships/opinions of the characters change throughout the text. How do they change? • How does...feel about ... compared to the beginning of the text? • According to the text, give one way...are/is similar to.../different to ...
<p><i>Identifying language, presentational and structural features.</i></p>	<ul style="list-style-type: none"> • What is the purpose of the bullet points, sub-headings, boxes, pictures, diagrams, arrows, underlining? • What is the purpose of a contents page? • What is the main purpose of...? • How does the layout help the reader? • What kind of text is this? • What is the function of ...? • Tick the purpose of this paragraph. • Why has a glossary been included? • What features tell you it is a play script/poem/instructions etc.? • Match the features to the text type. • Tick three features of an autobiography, newspaper report etc. • How are some of x's words emphasised? • Why are some parts of the text printed in different font? • Why are the words at the top of the page in a bold, large font? • Look at the section headed: ... Why are italics used for the word ...? • Look at the section headed: ... Why is the word ... in inverted commas?

Discovery Special Academy Talk for Writing

It is our aim to ensure that pupils have plenty of opportunities to read and hear written text so that they can internalise the language patterns they can then use for inspiration. This idea is central to the process devised by Pie Corbett in the form of Talk for Writing. His research demonstrates that pupil's writing improved in all year groups after oral rehearsal of narrative and non-narrative written texts.

The Talk for Writing teaching sequence at Discovery carefully considers the building blocks required to teach writing. Text maps are produced using Communication in Print and the Discovery Makaton visual resource. They are planned carefully, to include words that have been taught through daily phonics instruction. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that it becomes easier. This not only supports them to continue to crack the phonics code but to begin to learn how to write. Text mapping frees up working memory, allowing pupils to concentrate on the writing skills they have learnt so far including spellings, sentence types, handwriting and punctuation.

This approach, through teacher modelling at the imitation stage, also supports reading fluency. It gives pupils the opportunity to understand the meaning of words through expression and intonation when imitating language patterns.

The table below demonstrates how the 'Talk for Writing' approach at Discovery gives pupils the knowledge and skills required to progress through the imitate, innovate and invent stage, depending on the curriculum pathway they are following.

<p>Imitate</p>	<p>The aim is to keep retelling written text until it can be retold by the whole class together.</p> <p>What is the process?</p> <ol style="list-style-type: none"> 1. Choose a text and adapt it to include phonics and skills already practiced. 2. Produce a text map using academy text map resources. <p>This is a crucial element of the process. The map should be designed to include any rhythmic patterns and words integral to the story or specific sentence openers that you would like the pupil to use.</p> <ol style="list-style-type: none"> 3. Practise telling the text aloud using the 'my turn, your turn' approach. 4. The text map must be clearly displayed and retold using Makaton signs, expression and intonation. 5. Practise daily until pupils have internalised the language patterns. Of course, it doesn't have to be word perfect, but it should follow the structure of the text map. 6. Provide opportunities for pupils to retell and/or perform the text map independently. 7. Pupils need to be shown how to write through the use of sentence strips, alphabet cards and shared writing. Finally, the pupil will write the text.
<p>Innovate</p>	<p>Once the pupils have a firm grasp of the text pattern, it can then be adapted as a whole class or individually, depending on the curriculum pathway being followed. This can be done in a number of very simple ways.</p> <ol style="list-style-type: none"> 1. Substitutions- change certain elements of the text. e.g. in 'Goldilocks and the Three Bears', substitute the porridge, chairs and beds for other household items. 2. Alterations- alter the setting or the character of the story, e.g. in 'Cinderella', change the girl to a boy and the ball to a football tournament. Change the wishes and the outcome in the 'Genie and the Magic Lamp'. Alter or adapt the ending of the original story. 3. Now that the pupils have their own version of the text, they will need the opportunity to imitate their own version until it becomes fluent. 4. Finally, the pupils now have a go at writing their own adapted text in supported groups.
<p>Invent</p>	<p>The third strand represents the ability to invent stories as a whole class or individually. All pupils need regular practice and will find it so much easier once they have experienced the imitation and innovation stages a number of times.</p> <ol style="list-style-type: none"> 1. Stories should have a simple three-part structure: beginning, middle and end. 2. Non narrative tasks must rely on knowledge taught and related to prior knowledge. 3. Teachers work with the child to produce an invented text map, using academy resources: Communication in Print and Makaton. 4. Once pupils have their own text map, they will need the opportunity to imitate their independent plan. 5. Finally, the pupils now have a go at writing independently.

Discovery Special Academy Preparing for Adulthood themes

	Employment	Friends, community & relationships	Independent living	Good health	Pupil voice and agency	Minimum external opportunities
Throughout the academy - the golden thread of all pathways	Developing focus and attention Following routines Developing communication at whatever level	Developing relationships with staff and peers New experiences and opportunities provided, eg visitors into the academy After school clubs	Hand washing Independent feeding skills Changing for PE (beginning with shoes and socks) Coats/hats – dressing appropriately for weather	Outdoor play Physical exercise Varied diet Sensory integration Happiness boxes Collective worship	Developing communication Communication boards in outdoor areas	Pupils will have opportunities for visits into the community throughout their time in the academy, including at least:
EYFS	Attention Autism Daily routines/visual timetables Focussed learning / listening times throughout the day Intensive interaction Individual tasks Embedded routines	Fluidity between classroom and sensory space – all children mixing together Visits out of school Trust developed between adults and child through play, ratios, tasks and adults observing children	Toileting Eating Washing hands Walking Dressing / undressing Sitting Choosing	Fruit offered at snack Physical activity – outside play Food exploration – sensory Play session weekly All children offered veg daily on their plate to gain tolerance Communicating pain/illness	PECs shelves PECs sentence strips Timetable (visual) Communication boards/signs (toilet etc) Staff develop awareness of child's behaviours/triggers/body language & act accordingly Staff observations Communication between staff Behaviour logs/plans Behaviour chart to see patterns of behaviours	Sensory centre eg Pendragon
Informal	Routines Communication Appropriate behaviour Manners Now & next Encouragement & support (new things)	Sharing, turn taking, waiting Mixing across classes where appropriate Buddy system	Toileting, dressing, shoes, coat, hair, teeth Numeracy Go into a shop, library etc Real life experiences (e.g. bus, train)	Healthy fruit Outdoor play Soft play Sensory sessions	Communication techniques – gestures, signs, symbols, verbal Staff observation Staff to speak up on behalf of child if needed	Sensory centre eg Pendragon Woodland park Local shop Local café, eg Priory Woods School Aquarium or similar
Semi-formal year 1 & 2	Now/next board (visual timetable) Transitions Following instructions Boundaries	Playing alongside each other Sharing toys Good relationships with familiar adults Encourage recognition of names Encourage communication 'hello'	Finding own coat Accepting help Tidy up song – What do we do? Lining up Choices – food, activities Money – 5 currant buns Mindfulness/yoga	Accepting support – self care Exercise / movement Sensory Mindfulness	Choice boards in classroom Being aware of how child is behaving Awareness of what is happening around us Involvement in the Junior leadership team Involvement in annual review process where appropriate – all about me	Community building eg church Farm Woodland park Local shop Cafe
Semi-formal year 3 & 4	Follow string of (complex) instructions Adapt social skills to audience Adaptability – managing choice and change Problem solving Career choices – What can you do? – explore range External agencies to provide experiences (e.g. Tesco) Role play / shop areas within the classroom	Safety Social awareness Social time Community visits Visitors to school "Real world" Emergency services Self-regulation Social skills taught holistically Social skills within/outside the academy Building resilience to deal with varied situations	Practical life skills Self-reflection Money awareness/value Choice Communication IT skills Fully change for PE Choices – fruit time Encourage their voice – meal times/menus Life skills such as making sandwiches safely	Walking in community Swimming First aid / life saving Safety Awareness of medical professionals eg doctor, dentist Awareness of challenging issues: Eg. substance abuse, alcohol (as appropriate) Promoting movement daily combined with healthy lifestyles to support positive physical and mental health Importance of limiting screen time Importance of sleep	Wellbeing/ability and opportunities to make choices Express wants & needs Involvement in and leading on projects in the Junior leadership team Involvement in annual review process – all about me	Library Museum Post office Sporting venue, eg Sports Village Community building eg mosque Café Garden centre
Semi-formal year 5 & 6	What are pupils good at? What are their interests? Wide range of experiences so can make informed choices Internal work experience opportunities Mini enterprise	Negotiation at simple levels On and offline safety Social time with pupils in other schools eg at trust events Team work in PE	Healthy habits Promoting independence for personal skills (e.g. learning to tie shoelaces) Responsibilities within classroom and academy Buddies	Mental health issues discussed, eg anxiety, depression Strategies to support positive mental health Where help can be found Puberty Relationships education	Involvement and leading on projects and leading the team in the Junior leadership team Involvement in local and national events eg SEND conference Involvement in annual review process, eg attend beginning of meeting Involvement in discussions around transition to secondary	Bank Art gallery Temple/Gurdwara Public event, eg concert, award ceremony Theatre

Semi-formal year 7 & 8	Confidence building activities Development of vocational profile Work experience opportunities – internal and external Mini enterprise Visits to a wide range of work places	Managing time Developing independent travel skills Understanding alcohol and drugs (simple) Resilience building activities Developing hobbies and interests	Responsibility for self – movement around academy, to different subject areas etc Real life experiences eg shopping, journeys Independent living tasks eg cleaning, laundry	Sex and relationships education Developing responsibility for own health Planning meals for balanced diet	Involvement in decision making regarding home school communication books, academy logo etc	Town Hall/Civic building Office building (work place) Local college/HE institution Residential home
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