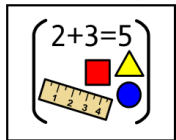
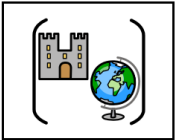
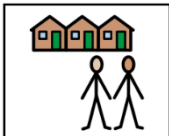


Year 1 of 3		EYFS	Autumn Term		Spring Term		Summer Term	
Theme		Traditional Tales	Light and Dark	Space	Growth and Change	Superheroes and Transport	Seaside	
Independent Living	My Independence (Sense of Self) 	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/undressing	Topic: Travel Skill: Out and About (social skills) TW R1) Transition between school and the wider world. Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events	Topic: Shopping Skill: Making a choice between items of food (H&SC R1) Anticipates food routines with interest	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/undressing	Topic: Travel Skill: Out and About (social skills) TW R1) Transition between school and the wider world. Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events	Topic: Shopping Skill: Making a choice between items of food (H&SC R1) Anticipates food routines with interest	
	Cooking (Creating with Materials) 	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on	Topic: Mixing Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later	Topic: Cutting Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being	Topic: Spreading Skill: Manipulating resources (Range 2 PD) Manipulates objects using hands singly and together	Topic: Mixing Skill: Manipulating resources (Range 2 PD) Manipulates objects using hands singly and together	Topic: Cutting Skill: Manipulating resources (Range 2 PD) Manipulates objects using hands singly and together	

		into being able to release grasp	on into being able to release grasp	able to release grasp			
Education + Employment	Communication and Language 	Fables	Non-Fiction/ Fact Files	Science Fiction	Fables	Non-Fiction/ Fact Files	Science Fiction
		Ensure the following is delivered daily Reading and Writing: Individualised targets taught in the moment/in context from STAR Assessment. Listening to and reading a range of texts and poems. Phonics: Phonics will be linked to the validated DFE phonics scheme 'Little Wandle'. Reading scheme in school 'Big Cat'. Speaking: Individualised targets from SCERTS and STAR Assessment					
	Number and Problem Solving (Number/Numerical Patterns) 	Number and Place Value or Multiplication, Division and Fractions	Shape, Position and Direction	Number and Place Value or Addition and Subtraction	Measure	Number and Place Value or Multiplication, Division and Fractions	Time and Money
		Ensure the following is delivered daily Individualised targets taught in context from STAR Assessment					
	World Around Us (The World) 	Subject: History Topic: Black History Skill: Develop a sense of belonging (P&C Range 1-2) Develops a sense of belonging to their	Subject: Geography Topic: My Community Skill: Looking with interest (Range 1 The World)	Subject: RE Topic: Christianity Skill: Develop a sense of belonging (P&C Range 1-2) Develops a sense of belonging to	Subject: History Topic: Toys Skill: Engaging with toys (SOS Range 2) Shows an emerging autonomy through	Subject: Geography Topic: Ocean and Sea Skill: Water/Messy Play (CWM Range 1-2) Experiments with a range of media	Subject: RE Topic: Buddhism Skill: (P&C Range 1-2) Develops a sense of belonging to their family and their key carer

		family and their key carer Recognises key people in their own lives	Looks around with interest when in a room,	their family and their key carer Recognises key people in their own lives	asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away	– tools, materials, sound and whole body movement - through multi-sensory exploration	Recognises key people in their own lives
Community + Relationships	PSHE (People, Culture and Communities) 	Topic: Friendship Skill: Tolerance of others (MR Range 1) Enjoys the company of others and seeks contact with others. Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Topic: Responsibilities Skill: Understanding routines (UE Range 2) Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine	Topic: Hygiene Skill: Sense of Self Range 1 Sensory play experiences – clean/not clean Learns about their physical self through exploratory play with their hands and feet and movement Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's	Topic: Behaviour Skill: Understanding emotions range 1/2 Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs Begins to become aware of their	Topic: Relationships Skill: Making relationships range 1 /2 Enjoys the company of others and seeks contact with others. Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. Engages another person to help achieve a goal, e.g. to get an	Topic: Health Skill: Sense of Self Range 2 Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away Health and Self-care range 1 Express discomfort,

				faces, eyes, and mouth in play and care events	emotions as the connections in the brain that make feelings conscious grow and develop	object out of reach Cooperates with caregiving experiences,	hunger or thirst and distress
	Music (Being Imaginative and Expressive) 	EYFS students will have weekly music sessions delivered by the company Rhythm Time 					
Health + Wellbeing	Creative (Creating with Materials) 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration	Topic: Tools Skill: Handling resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole body movement - - through multi-sensory exploration	Topic: Drawing Skill: Handling mark making tools (W R3) Begins to understand the cause and effect of their actions in mark making	Topic: Shape Skill: Exploring different shaped objects (SSM R1) Explores differently sized and shaped objects Beginning to put objects of similar shapes inside others and take them out again	Topic: Pattern Skill: Exploring foundational patterns (SSM R1) Shows interest in patterned songs and rhymes, perhaps with repeated actions Experiences patterned objects and images	Topic: David Hockney Skill: Sticking

	PE (Gross and Fine Motor Skills) 	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together	Topic: Dance Skill: Movement with Rhymes and Games (M&H R2) Enjoys finger and toe rhymes and games.	Topic: Catching and Throwing Skill: Throwing objects (M&H R2) Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them	Topic: Netball Skill: Holding (SSM Measure R1) Responds to size, reacting to very big or very small items that they see or try to pick up	Topic: Balance Skill: Walking on uneven surfaces (M&H R2) Starts walking independently on firm surfaces and later on uneven surfaces	Topic: Gymnastics Skill: Climbing (M&H R2) Climbs inside, underneath, into corners and between objects
Students access weekly dance classes and termly swimming lessons. 							
 External Providers		○ All classes will have 2 six week blocks of Forest School. The aim of these sessions is to develop, confidence and independence, empathy, physical fitness, improve physical and mental health, and improve learning. All of these sessions are planned and delivered by Fruits of the Forest. ○ As part of the Hippodrome Education Network (HEN) all classes have a six-week block with a Learning and Participation Artist. The aim of these sessions is to facilitate engagement in the arts whilst building confidence and resilience. 					