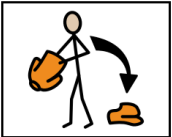


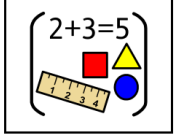







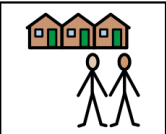


Year 2 of 2	EYFS	Autumn Term		Spring Term		Summer Term	
Theme		Classic Stories	Traditions	Seasons	Food around the world	Animals and Dinosaurs	Under the Sea
Independent Living	My Independence (Sense of Self) 	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate 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: Recap on cutting. Skill: (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp	Topic: Fruit Salad Skill: (Range 3 M&H) Hands start to operate independently during a task that uses both, with each hand doing something different at the same time	Topic: Grating Skill:	Topic: Sandwiches Skill:	Topic: Biscuits Skill:	Topic: Cakes Skill:

Education + Employment	Communication and Language 	Famous children's authors	Fiction	Science Fiction	Poems, Songs and Rhymes	Non-Fiction/ Fact Files	Fables
	<p style="text-align: center;">Ensure the following is delivered daily</p> <p>Reading and Writing: Individualised targets taught in the moment/in context from STAR Assessment. Listening to and reading a range of texts and poems.</p> <p>Phonics: Phonics will be linked to the validated DFE phonics scheme ' Little Wandle '. Reading scheme in school ' Big Cat '.</p> <p>Speaking: Individualised targets from SCERTS and STAR Assessment</p>						
Education + Employment	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
	<p style="text-align: center;">Ensure the following is delivered daily</p> <p style="text-align: center;">Individualised targets taught in context from STAR Assessment</p>						
Community + Relationships	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 family and their key carer Recognises key people in their own lives	Subject: Geography Topic: Travel and Tourism Skill: (TW R1) Transition outside of school Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel,	Subject: RE Topic: Sikhism Skill:	Subject: History Topic: Fashion Skill:	Subject: Geography Topic: Continents Skill:	Subject: RE Topic: Islam Skill:

			interesting objects and events				
	<p>PSHE (People, Culture and Communities)</p> 	<p>Topic: Friendship Skill: Tolerance of others (MR Range 1)</p> <p>Enjoys the company of others and seeks contact with others.</p> <p>Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.</p>	<p>Topic: Responsibilities Skill: Understanding routines (UE Range 2)</p> <p>Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine</p>	<p>Topic: Hygiene Skill:</p>	<p>Topic: Behaviour Skill:</p>	<p>Topic: Relationships Skill:</p>	<p>Topic: Health Skill:</p>
<p>Health + Wellbeing</p>	<p>Music (Being Imaginative and Expressive)</p> 	<p>EYFS students will have weekly music sessions delivered by the company Rhythm Time</p> 					
	<p>Creative (Creating with Materials)</p>	<p>Topic: Natures Art Skill: (EAD Range 1-2)</p>	<p>Topic: Collections Skill: (EAD Range 3)</p>	<p>Topic: Lines Skill:</p>	<p>Topic: Painting Skill:</p>	<p>Topic: Textiles Skill:</p>	<p>Topic: Jean-Michel Basquiat Skill:</p>

		<p>Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p>	<p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p>				
	<p>PE (Gross and Fine Motor Skills)</p> 	<p>Topic: Rolling Skill: PD M&H Range 2 Pushes, pulls, lifts and carries objects, moving them around and placing with intent</p>	<p>Topic: Bowling/Curling Skill: PD M&H Range 2 Pushes, pulls, lifts and carries objects, moving them around and placing with intent</p>	<p>Topic: Kicking Skill:</p>	<p>Topic: Football Skill:</p>	<p>Topic: Batting Skill:</p>	<p>Topic: Tennis Skill:</p>
<p>Students access weekly dance classes and termly swimming lessons. </p>							
 <p>External Providers</p>		<ul style="list-style-type: none"> ○ 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. 