



RED THEMED MAP 2025 - 2026

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERACHING BIG QUESTIONS	Red Theme	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
	BQ	What are our buildings made from?	How can I shop?	What are the properties of materials? What are they good for?	What are we entitled to?	What do lights, colours and shapes mean when out and about?

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
KNOWLEDGE	E.G. Pre-formal - Begin to respond consistently to familiar people events and object. React to new activities and experiences. Begin to show interest in people, events and objects. Accept and engage in co-active exploration. Semi-formal- Say one number for each item in order 1,2,3,4,5 Formal – Count objects, actions and sounds. Functional – Subitise (perceive quantity without having to count) Pre formal learners Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. Semi formal and Formal learners Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters.	E.G. Pre formal- Pupils begin to respond consistently to familiar people, events and objects by; Reacting to new activities and experiences [for example, withholding their attention] Beginning to show interest in people, events and objects. Semi formal Number – •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. •Finds the total number of items in two groups by counting all of them Measurements- Know and use the vocabulary: long, tall, high, low, wide, thick, thin. Measure and begin to record length and height using non-standard units. Be able to compare lengths and heights and use related vocabulary. Formal- Understand the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the	E.G. Pre-formal-Develop learner’s ability to begin to be proactive in their interactions. Develop learner’s ability to show behaviour that can be interpreted as rejection to some stimuli. Develop learner’s ability to respond differently to different stimuli. Develop learner’s ability to explore the environment with assistance. Semi formal- Time •Taught to begin to use language linked with particular times and events in the day e.g. breakfast - beginning of the day/morning, bedtime – night-time Money Taught to count up to 3 objects to exchange for another. Formal- Time and money- Show familiarity with names of days of the week. Know there are 7 days in a week. Know the months of significant events; e.g. Birthday Know that different events/ activities can occur on different days. Be aware of the continuous sequence of day and night and relate to the passing of days of the week. Shows familiarity with range of devices which are linked to time e.g. calendars, sand timers, clocks, digital and analogue. Functional - Use time purposefully – clocks, watches, timetables, cues, during the day.	E.G. Pre-formal- - Requesting events or activities [for example, pointing to key objects or people] Participating in shared activities with less support. Semi-formal · Data analysis - Interpret and present discrete & continuous data using appropriate graphs, charts, representations Formal Estimate, predict, tally, data graphical methods, including bar charts and time graphs. Solve compare, sum and difference problems using information presented in bar charts, pictograms, tables, other graphs. Functional – Use everyday information to populate/ read graphs & charts – e.g. schedules, shop opening times. Pre formal learners Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. Semi formal and Formal learners Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters. Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. Statistics: Collecting and interpreting simple data. The aim is to develop fluency, reasoning, and problem-solving skills. Semi formal and formal learners will use numicon to:	E.G. Pre-formal- Position Quantity Anticipate, follow and join in with familiar activities when given a contextual clue. Search for objects out of sight, hearing or touch. Semi-formal – Compare two amounts to see which is greater or less. Formal – Use the equal signs to represent equivalence between two equal sets of objects Use the language related to addition and subtraction e.g. more than, less than Functional – Recognise colours and shapes of signs / symbols in community. Pre formal learners Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. 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	Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. Statistics: Collecting and interpreting simple data. The aim is to develop fluency, reasoning, and problem-solving skills. Semi formal and formal learners will use numicon to: Develops Number Sense: Helps children see patterns, such as "one more" or "one less," making number relationships clearer. Supports Calculation: Encourages understanding of addition, subtraction, multiplication, and division through hands-on manipulation. Enhances Problem-Solving: Allows children to explore mathematical concepts in a practical way, improving reasoning skills. Formal learners will follow white rose maths.	vocabulary involved in adding and subtracting. Measurements- Functional – Check the weight of bags / containers before carrying. Are they too heavy? Can more be added? Should items be removed? Is the bag strong / box / container enough? <u>Pre formal learners</u> Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. <u>Semi formal and Formal learners</u> Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters. Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. 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		subtraction, multiplication, and division through hands-on manipulation. Enhances Problem-Solving: Allows children to explore mathematical concepts in a practical way, improving reasoning skills. Formal learners will follow white rose maths.			
Procedural Skills	E.G. Pre-formal – Create shapes from dough. In the outdoor environment use a parachute as a shape to fill Semi-formal- Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Add one more. Formal – Count objects in part of a building e.g. shapes of windows Functional - Subitise objects used in everyday activities to 5	E.G. Pre formal- Listen to sounds of coins, bells of shop doors, scanning machines. Grasp items -explore, scan, place in bags / containers with increasing independence. Notice when scanner has not worked – exchange item, wear items that indicate they work in a shop - offer arm to dress – notice a hat – physical, and on sight in a mirror. Request adjustments when clothes / hats etc do not fit well. Semi -formal- Guess number of items for in shopping basket – check by counting, add more, request fewer items, check size of items – will they fit into specific bags / containers? Formal- Estimate how much shopping is needed, number of items in basket / trolley, cost of items. Add more, take items away depending on number of coins / notes they have. What can they afford? Use addition and subtraction skills to solve problems – decide what to remove if not enough – what to add if there is more cash. Functional - Pick up bags, boxes, containers -empty, notice difference as items are added – decide what is and is not manageable – solve problems if too heavy /too light. Check strength of containers. Make decisions about alternatives.	E.G. Pre-formal – Initiate actions when playing Skittles Semi-formal –Role play money/ exchange activity – handle real money Formal – Estimate with support, how much money is needed for the shop Functional – count money / coins / notes when shopping (role play or IRL)	E.G. Pre-formal – point to items they would like to have / keep / try/ taste/ drink. Share with others Initiate interactions with others. Reject items following exploration. Semi-formal –Recognise representations · make a collection of e.g. 3 buttons Formal –Data Analysis · Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Functional – Read and interpret relevant informative graphs and charts e.g. dinner list / time table.	E.G. Pre-formal – Look for any form of exploration; for example, the learner looking around, reaching out, or a body movement if on the floor. Develop learner's ability to repeat action when first attempt unsuccessful Semi-formal – Learn to respond to ‘add one’ to a number of objects in practical situations · Taught to respond to ‘add one’ to or ‘take one away’ from a number of objects in practical situations Formal – Use the equal signs to represent equivalence between two equal sets of objects Use the language related to addition and subtraction e.g. more than, less than · Know that putting two groups of objects together makes a greater amount Functional – Notice describe, read signs in community e.g. prices on pricelists
KEY VOCABULARY	Pre-formal – find, same, match, look, feel, find, turn, shape. Semi-formal- Addition and subtraction: add, more, and, make, sum, total, altogether, double, one more, two more	Pre formal Count, number, next, before, after, one, two, three, four, five, same, different Semi formal how many altogether, total, besides, how long, under, over, next to, between, behind, in front,	Pre-formal – Money, coin, penny, pence, pound, price, cost, buy, sell, Semi-formal – Time Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter	Pre formal Quickest, fastest, slowest Semi formal First, second, third, graph Formal Estimate, predict, tally, data	Pre-formal – Number bonds, number line Semi-formal – Add, more, increase, plus, make, Formal – sum, total, altogether, count all Functional – price list, stop sign

	Formal – Properties of shape: shape, pattern, flat, curved, straight, round, hollow, solid Sort, Functional - estimate	inside, next to, outside, heavy, light, tall, Formal Measure, size, compare, guess, estimate, enough, too much, too little, too many, too few, long, short, tall, high, low, thick, thin, longer, shorter, taller, higher, full, half full, empty, holds, containers Functional – weight heavy light more less strength alternative solution	Formal – Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Functional – coins notes	Functional – information charts	
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SUBJECT: IT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
DISCIPLINARY Knowledge	Pre-formal – To know when IT is safe to use. To know how to use IT to communicate wants, needs, wishes and feelings. To know that they can access IT in areas outside the classroom. Semi-formal – To know how to log on and log off safely with support. To know that they can communicate any questions or concerns about technology and how it is used. To know how to collect and record data using an iPad. Formal – To know how confidently log in and log off safely using a password. To know not share private information (e.g. passwords for log ins). To know how to collect and record data using an iPad. Functional – To know how to create a name / signature	Know how to use a range of screens Know how to use screens safely Know when to take a break from a screen Know when a screen is blank, active, frozen Know how to activate a screen Know how to use the internet for research safely Know that there is a range of internet shopping sites Know that they can take part in online activities privately and safely Know that they can leave a digital signature	Know that screens usually provide information Know what a timer is Know that timers can be set on digital devices Know how to activate timers Know how to choose sounds for end of timer Know what misinformation is Know when information is not correct Know that they must always check online sources Know that it is important to be honest when sharing important information Know that information must be checked before it is sent	Know that they have a right to access devices for different purposes Know and experience a wide range of interactive devices for different purposes Know how to activate, stop, login, log out Know why it is important to logout Know what Artificial Intelligence is Know how to use AI safely Know that AI may not always be true or accurate Know that every interaction with technology can be tracked Know that it is important to be mindful of internet online usage Know that it is important to be sensible in choices made for websites etc	Know what an image is Know that images can be collected from a range of devices including cameras Know how to create their own images Know that they can make choices Know that they can take and select photographs for a purpose Know that they can select different types of information Know that information can be stored on a chart Know that they can make decisions about charts used Know that charts can be amended as information comes through Know how to store information Know how to find information
Procedural Skills	Pre-formal – Recognise when IT is ready and safe to use - Respond consistently to stimuli produced in different areas of the school including outside. Semi-formal – Review information about online safety on posters / around classroom / around school. Recognise and name people who can help them if there is a problem. Compile a checklist of what to do before	Touch, press, swipe, zoom in, zoom out, scroll on Touchscreens, ipads, desk tops, lap tops, whiteboard etc Recognise when screen is not working Ask for help Choose when to take a break from a screen Learn how to and practice activating range of screen	Practice interpreting information on a screen Use a real timer for a purpose – use a digital timer for a purpose – e.g. in cooking, sports, travel, exercise, time to do walkway, time it takes to get dressed, etc Notice when timer stops Notice if timer has actually started Be mindful of amount of time using online services / devices	Know that a digital footprint can be used to evidence online life Use voice activation, movement activation, swiping, pressing, pressing, maximise, minimise, turn, twist, switch Know the names of a range of devices Know the purpose of devices Interact with range of devices for range of functional purposes	Develop research skills – find and like images where light, colour and shapes can be identified Collect favourite images Use different cameras to collect images Select images for a gallery Log images selected Identify special features of online images Store favourite images Find favourite images Develop, print images of photographs taken

	using devices to stay safe. Practice logging on and logging off safely. Formal – Practice logging on and logging off using known secure password. Communicate effectively with known trusted adults. Identify them around school and on posters. Recognise and name people who can help them if there is a problem. Create a poster of the does and don't when using technology and the internet. Functional – use IT equipment to create mark / name / signature as label for work	Develop research skills for shopping websites Compile a shopping list privately Transfer shopping list to website (as a draft) Practice digital signature on different screens	Recognise incorrect information – e.g. name on a screen – is it your document? Does it have your name with your private information / private shopping list? Use and share accurate information for good websites / documents / records	Learn and use safe memorable passwords Learn and practice logging in and logging out Check time of online use Check actions of last online visit	Change images using online resources
VOCABULARY	Pre-formal – attend, Pre-formal – screen Semi-formal – data, Formal – safe technology Functional - signature	Pre-formal – onscreen use Semi-formal – safe internet use Formal – private internet use Functional – digital signature	Pre-formal – screenshot Semi-formal – timer Formal – misinformation Functional – honesty	Pre-formal – interact Semi-formal – safe internet use Formal – Artificial Intelligence Functional – digital footprint	Pre-formal – image Semi-formal – select Formal – chart Functional – storage find

SUBJECT: SCIENCE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Disciplinary Knowledge	Know that materials can change Know how to change materials Know how to investigate using all senses Know that there are different substances that can be combined safely Know that substances can change Know why substances change Predict changes Describe changes	Pre-formal- Demonstrates brief memory for previously presented stimuli Responds to familiar voice or another personal identifier -Responds to a range of stimuli Semi-formal – To explore properties of material for bags. Formal – To observe identifying similarities and differences, classifying, trying to make sense of a phenomenon or raising a question Questioning and making predictions: based on a possible explanation or hypothesis Planning: designing an investigation to test predictions, determining what constitutes evidence	Know properties of materials Know properties of animal habitats Know how to predict, observe and record information Know what soft materials are Know what hard materials are Know how to compare Know what waterproof means Know that different animals need different conditions to thrive Know that humans need specific conditions to thrive Know how to create healthy living environments for different species	<i>I can grow food, access/collect fresh water and build a shelter.</i> Know how to collect water from nature Know how to filter / sieve water from nature Know what is needed to grow food Know how to nurture plants Know how to make changes when plants do not look healthy	Know that there are different sources of light. Know / notice and begin to understand how shadows are made using natural and man-made light. Know what manmade light is Know what natural light is Know what Transparent is Know that magnified images change what we see - Refraction-magnifying glasses – eye glasses – view items through different lenses – record observations Know manmade light sources Know natural light sources Know that transparent items allow light to pass through Know that refraction changes what we see Know about vision, glasses, refraction, optical illusions

Procedural Skills	Explore materials in original and altered state e.g. water, ice, warm water, safe steam from a warm drink – what happens when it touches transparent plastic – make marks Repeat for fruit / vegetables; squashed, squeezed, pressed, grated, blended etc bananas, oranges, tomatoes, carrots, peas etc Use all senses to explore Add wet substances - water, honey, herbs, oil, other substances Describe changes – express preference Mix, freeze, chill, heat, predict, check, observe, record result	Pre-formal – Develop learner’s response and reaction to range of stimuli. Look for: • a change in activity level or facial expression • movement of eyes, lips, tongue • vocalisation • tensing/relaxing • movement of arms/legs/fingers • starting to smile/laugh • pushing Bags Information Cards Paper Bags Paper is made from trees which are a natural source Paper bags are convenient Light and easy to carry easy to store cheap compared with many other types of bags can be recycled in many ways or melted may be coated or treated in plastic to waterproof may be made from other paper paper is biodegradable, can be composted, and breaks down to landfill and can be recycled to make new products new trees can be grown to provide paper for new bags Light Plastic bags Plastic bags are very convenient and used often may be different designs and colours are light and easy to carry and to transport can be used in many ways can be recycled in many ways or melted can be used many times for different uses can be made from other plastic may be made from other plastic may be made from other plastic may be made from other plastic Heavy Duty Plastic Bags Heavy duty plastic bags are very convenient, quite light and easy to carry can carry a heavy load and are strong can be used in many ways can be recycled in many ways or melted can be used many times for different uses can be made from other plastic may be made from other plastic may be made from other plastic may be made from other plastic Natural Fabric Bags made from fabric from plants (eg. linen, cotton, hemp, etc) made in different shapes and sizes and decorated with patterns or logos are strong and can last many times and last a long time some may be washed may have a plastic coating to make them waterproof may be made from other fabric may be made from other fabric may be made from other fabric may be made from other fabric Synthetic Fabric Bags made from synthetic material (eg. PET) from plastic made in different shapes and sizes and may be decorated with patterns or logos are strong and can last many times and last a long time some may be washed may have a plastic coating to make them waterproof may be made from other synthetic material may be made from other synthetic material may be made from other synthetic material may be made from other synthetic material Re-usable bags Heavy duty plastic and fabric bags may be re-used over and over again fabric bags may be washed and re-used re-using bags is better for the environment than always using new ones re-usable bags may have more material when they are made from other plastic bags or other types of plastic bags which are not recycled they may be cheaper over time especially when used many times used many times used many times used many times Semi-formal – Capacity: How many packs of printer paper can we put into the bags before we cannot carry them any more? How many pencils can two different bags hold? Strength: How many coins can the bag hold before it breaks? In the end the students weighed coins rather than counting them. Weighing the coins accurately needed assistance from an adult. How many cups of sand or bottles of water can be carried in a bag without it breaking? Waterproofness: How long will a paper bag and a plastic bag hold water? Is the bag waterproof ? How strong are bags when wet? They tested this by wetting the bags then adding plastic cubes to see how many the wet bags could carry before they break. Formal – Begin to make suggestions for planning Begin to explore simple testing Based on already gained knowledge and skills learners will be encouraged by adults to answer questions (including open questions) which will lead them to make suggestions for planning an activity.	Explore test hard and softer material that could be used to make a den indoors and outdoors Explore whether materials are waterproof – include canvas, metal, plastic Observe animal habitats- test whether water can enter – in natural environments – rabbit hutch Explore materials that could be used to make own dens/tents Make predictions about suitable materials to make dens. Record findings	Explore water from a tap Select appropriate containers to collect water from nature – size- container with or without holes Safely observe water from nature (water with soil, dead leaves, pebbles etc) Experiment with fabrics to filter water – mesh, cotton, gravel, sand, – which is best? Experiment with sieves Experience use of sieves in everyday lives	Experience the activation of light sources with / without / with scaffolded support Notice a need for light Initiate turning lights off Notice when there is less sunlight Allow light into e.g. Make models e.g. making search boxes, use of torches in dark places Notice what light allows us to see Notice amount of light needed Choose transparent sources when necessary Learn more about refraction- Experiment with magnifying glasses Use , learn, practice skills to find out more about magnifying lenses/ light lenses including those on glasses, change what we see – cut – to size, choose reflective paper, fold, cut tape, slide items – explore patterns, draw, trace, vary lights, cut card, transparent items, select beads and other colourful shaped tactile items, make choices. vision: Our eyes use refraction to focus light onto the retina (the back of the eye) so we can see. • Glasses: Glasses use refraction to correct vision problems by bending the light rays in a way that makes images clearer. Identify when a magnifying glass will help – small text on ingredients • Optical Illusions: Refraction creates interesting optical illusions, like a pencil appearing bent in water. Examples of refraction: • A straw in water: The straw appears bent because light is refracted as it enters the water. • Rainbows: Rainbows are formed when sunlight is refracted through raindrops. • Shining a flashlight into a glass of water: The light beam appears to bend as it passes through the water. • Make a <u>kaleidoscope</u>-
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VOCABULARY	Pre-formal – smooth Semi-formal – flexible Formal – hard, firm Functional – predicted outcomes	Pre-formal – strength Semi-formal – investigate Formal – predict Functional -test	Preformal – Den Semi-formal – Habitat Formal – Observation Functional - Record information	Preformal – Water source Semi-formal – Germinate Formal – Filter Functional -Sieve	Preformal – Manmade light Semi-formal – Natural light Formal – Transparent Functional- Refraction-magnifying glasses – eye glasses – view items through different lenses – record observations
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Communication and Interaction

SUBJECT: Literacy

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
KNOWLEDGE	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Fresh Start and See and Learn. Pupils follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To explore materials in increasingly complex ways. Semi-formal- Speaking – To match letters Listening – To respond to others. Formal – Spoken Language – to select an appropriate communication method to communicate with a peer. Functional – to develop a fact<u>ual</u> book and share with another class / cluster	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Fresh Start and See and Learn. Pupils follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To use emerging conventional communication. Semi-formal-. Reading – To finger scan text in social space with verbal prompt of story-teller. Writing – to attempt to Formal –Reading: word reading – To apply growing knowledge to endings which sound like /S/ spelt – cious or tious, for example, delicious, suspicious, nutritious. Reading: comprehension – To ask questions to improve their understanding. Functional – form and follow a shopping list, to gather all items.	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Fresh Start and See and Learn. Pupils follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To apply potential solutions systematically to problems. Semi-formal- Writing – to use information gathered from the text to draw/write about key characters/ objects Formal –Writing: transcription – to spell words ending in – fer, for example, prefer, preference. Writing: composition – To plan their writing noting and developing initial ideas, drawing on reading and research where necessary. Writing: vocabulary, grammar and punctuation – to recognise vocabulary and structures that are appropriate for formal speech and writing.	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Fresh Start and See and Learn. Pupils follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To begin to show anticipation of a text through vocalisation and/or gesture. Semi-formal- Reading – To replace missing key words/symbols in the context of a known story. Formal – Reading: word reading – To apply knowledge to words ending in – able, and -ible, for example, adorable/ applicable, considerable, legible Reading: comprehension – To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Writing: transcription – to spell words ending in –	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Fresh Start and See and Learn. Pupils follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To use mark making with intention and interest. To show an interest in the content of the book by (turning pages) pointing at pictures etc. Semi-formal- Writing – to build sentences left to right using more than three key words Formal – Writing: transcription – to spell words with ‘silent’ letters. Writing: composition – To use a wide range of devices to build cohesion within and across paragraphs. Writing: vocabulary, grammar and punctuation – To use modal verbs or adverbs to indicate degrees of possibility. Functional – to create own poem.

			Functional – to make and share that's not my ... texts with a younger cluster.	able, and -ible, for example, adorable/ applicable, considerable, legible Writing: composition – Functional – to create a fact sheet to display what they have learnt about a chosen famous person who was active in human rights movements.	
	Pre-formal – To use hands, fingers, feet to explore materials. To use an appropriate communication method to communicate preferences between familiar people. Semi-formal- Speaking – To use an appropriate method to match letters. Listening – To use an appropriate communication method to respond to others. Formal – Spoken Language – to use an appropriate communication method to communicate with a peer. Functional – to create a fact book.	Pre-formal – To use gestures, for example, pointing, waving, nodding, shaking head, vocal sounds, to communicate with others. Semi-formal- Reading – To finger scan text. Formal –Reading: word reading – To read words endings which sound like /S/ spelt – cious or tious, for example, delicious, suspicious, nutritious. Reading: comprehension – To use an appropriate method to ask questions. Writing: transcription – to spell words with endings like /S/ spelt – cious or tious, for example, delicious, suspicious, nutritious. Functional – to follow a list to gather items. To use an appropriate method to form a shopping list.	Pre-formal – To explore & find possible solutions to solve problems. Semi-formal- Writing – to draw or write about key characters/ objects from text. Formal – Writing: transcription – to spell words ending in – fer, for example, prefer, preference. Writing: composition – To plan their writing. Writing: vocabulary, grammar and punctuation – to use impersonal language, such as avoiding the first-person pronouns, I and we. To use correct grammar, spelling, and punctuation within writing. Functional – to explore that's not my ... texts. To use an appropriate format to create own that's not my ... text. To share with a younger cluster the book they have created.	Pre-formal – To make vocal sounds, gesture, make body movements to show anticipation of a text/ sensory story. Semi-formal- Reading – To use key words, symbols, signs to replace missing in a known story. Formal –Reading: word reading – To read words ending in – able, and -ible, for example, adorable/ applicable, considerable, legible Reading: comprehension – To conclude a characters' feelings, thoughts and motives. Writing: transcription – to spell words ending in – able, and -ible, for example, adorable/ applicable, considerable, legible Functional – to use an appropriate format to create a fact sheet. To research chosen famous person who was active in human rights movements.	Pre-formal – To use hands, fingers, tools to make marks. To look at a book with an adult, turning pages, pointing at pictures, etc. Semi-formal- Writing – to form sentences of more than three key words Formal – Writing: transcription – to spell words with 'silent' letters. Writing: composition – To use an appropriate format to create cohesive paragraphs. Writing: vocabulary, grammar and punctuation – To use modal verbs or adverbs within writing. Functional – to use an appropriate format to create own poem.
KEY VOCABULARY	Pre-formal – nouns – e.g. building Semi-formal – Wolverhampton Landmarks e.g. Molineux Stadium Formal – structured speech Functional – Factual Information	Pre-formal –verb- browse Semi-formal – verb - finger scan Formal – noun - bullet points Functional – noun - checklist	Pre-formal –verbs for holding – handle, cling, grab, grip, stroke, snatch, Semi-formal – descriptive words – smooth, shiny, fuzzy, crisp, coarse, bumpy, Formal – suffixes – ing, ed, ly, s, ness Functional – dictionary	Pre-formal – verbs - enquire inspect examine investigate Semi-formal – noun – internet – key words Formal – subjunctive forms / intentional / hypothetical situations – I wish that... I insist, I'd love it if... Functional – fact finder – internet	Pre-formal – anticipation shadow Semi-formal – intonation shade Formal – pronunciation ray beam (of light) Functional – perform spectrum rainbow

SUBJECT: History / Geography

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Disciplinary Knowledge	Know and explore key human features e.g. city, town, village, factory, farm, house, office and shop. Know how to explore key differences of these features. Know how to express preferences for these features e.g. different shapes, textures. Know and recognise different buildings. Know how to recognise the differences between different buildings. Know what human habitation means. Know the purpose of different buildings. Know how to recall events in different buildings	Know that we can use technology for a range of activities e.g. play, research, directions. Know how to explore a range of maps online. Know how to follow directions using technology e.g. google maps. Know how to stay safe when walking in the community e.g. road safety. Know that you can go shopping for a range of items. Know that products are moved across the national and international community into our shops e.g. planes, boats and trains. Know how people used to shop	Know how to explore natural and man-made materials. Know that some materials can be recycled. Know the history of recycling e.g. Roman Empires, practiced recycling out of necessity, driven by scarce resources. Glass, metals, and even paper were reused and recycled. Know how to sort a range of recycled materials. Know and identify different types of materials. Know the differences between natural and man-made materials. Know where different materials come from; wool, leather, plastic, wood. Know the impact of recycling on the world e.g. plastic pollution. Know that some old materials are better for the environment	Know what war is Know what conflict is Know that there are places in the world where war still abounds. Know about a particular campaign from a war. Know what revolution means? Know to recognise the geographical changes through conflict- eg territories changing. Know how the UK landscapes affected medieval conflict. Know what a map is Know to recognise features on a map. Know what the welfare state is and how society changed through it's introduction. Know what peace is Know how to be fair	Know where St. Basil's Cathedral is Know why St. Basil's is so colourful. Know what the Byzantine era is Know why blue is such a rare colour Know why designers need to make sustainable products alluring. Know how weathering impacts on sustainable products. Know that print and colour have meaning.
Procedural Skills	Recognise explore key human features e.g. city, town, village, factory, farm, house, office and shop. Explore key differences of these features. Express preferences for these features e.g. different shapes, textures. Recognise different buildings. View photographs of special events – discuss when, building, occasion,	Use fine motor skills to access technology for different activities. Explore maps online. Recognise different directions and begin to use them effectively in context. Recognise how to stay safe, applying this skill functionally. Take part in shopping activities e.g. coin exchange.	Use fine motor skills to explore natural and man-made materials. Identify which items can be recycled. Explore the history of recycling. Recognise the differences between natural and man-made materials. Sort a range of recycling materials/ identify the material.	Enrich their locational knowledge, spatial awareness and environmental understanding; Learn about, visit, experience spaces in local area – grass, sports, libraries, shops, schools, transport, hospitals, theatres, cinema, swimming etc Learn that in many countries, people have similar experiences. Learn that war often means environments can be destroyed.	Learn that St Basil's Cathedral is in Russia. Locate Russia on a map. Compare to location of England. Compare transport in both countries. Experience old traditions of Russia from long ago, that are still important today; family life is important in both counties, religion – both countries celebrate Christmas, but in Russia, they celebrate it in January, identify common features of places of worship in both countries; holidays include family meals and celebrations in both countries, handshaking inside a room or outside a room – not across a door – this is bad luck; giving gifts when visiting families including flowers; respecting elders – ‘Babushka’ is a respectful name for grandma. compare with those of England. Russians make decisions as groups, in England, individual views also have value. Both countries appreciate dance and culture – in

	clothes, who was there, purpose of event	Role play old and new shopping experiences using / counting coins, notes, using card, phone	Identify where different materials come from e.g. wool, leather, plastic, wood. Explore old materials – compare with new – e.g. plastic / metal – which is best for the environment and why – hold, throw, use for different purposes, consider ability to dispose / recycle.	Learn what causes war; people making their voices heard, wanting life to be fair, equal; sometimes people argue about who should have land, water, natural resources, food, beliefs (religious and political), who should be in charge, human rights. Arguments are usually not good. Imagine life without spaces in local areas – what would happen? Pupils should be taught that : People in the past shared that they wanted peace, equal land and enough money to ensure everyone had what they needed. Sometimes, building were destroyed. People had to work together to help each other rebuild homes and places to learn and work. Role play working together to rebuild, work, play learn with others.	Russia, ballet is very popular – many dances are popular in England – experience range of dances. Learn that colours of St Basil Cathedral represent traditions, Byzantine (old Roman) influences and help us to remember the building– learn explore colours in different light / locations. Do we have colourful, memorable buildings? What did designers do to make people want to enter? How can pupils make e.g. entrance to prom more alluring? For many years, in Russia, blue has represents honesty, dreams, happiness, achievement. What do colours mean to students? <i>To understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Human and physical geography at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century</i>
Vocabulary	Pre formal- Buildings Semi formal- Human features Formal- Human habitation Functional- past events	Pre formal- Research Semi formal- Maps Formal- International Functional – old modern coins notes card phone	Pre formal- Recycling Semi formal- Reduce Formal- Reuse Functional - Metal bowls	Pre-formal – Conflict/ charts Semi-formal – Revolution/ Landscape Formal – Helping others Welfare/ Grid references Functional - campaign work together	Pre-formal – dyes meaningful colours Semi-formal – sustainable family life Formal – Human geography/ Cultural Geography Functional- Creative Designers

SUBJECT: MFL

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Know / review basic greetings in Italian Know what Italian words sound like Know what words in Italian songs mean	Know basic requests and numbers in Italian Know what Italian words sound like Know how to respond to Italian words	Know basic everyday objects in Italian Know what Italian words sound like Know the equivalent Italian word in English	Know how to make basic requests in Italian Know what Italian words sound like Know how to make basic requests	Know how to describe primary and secondary colours in Italian Know what Italian words sound like Know how to use Italian words in context Know how to use colours to describe items

	Know buildings and landmarks in Italy (Tower of Pisa - <u>most famous Italian buildings</u> - Google Search)	Know what Italian money systems are in use	Know how to describe materials and textures		Know colours of Italian flag
Procedural Skills	Los Lugares Song! (Places)	100 Easy Italian Words for Beginners Italian Lesson	Roleplay events where students need to ask for e.g. water, toast, butter etc. Where possible, use English and Italian words in real situations Most relevant items on video, include other items E.g cold Water – acqua fredda	Develop role play opportunities to greet others, say please, thank you etc. Use in real situations whilst completing everyday tasks. E.g.	I colori in italiano - Colors in Italian - Learn Italian colors vocabulary - YouTube
100 Easy Italian Words for Beginners Italian Lesson	Learn about the (Tower of Pisa - <u>most famous Italian buildings</u> - Google Search) Greet others in English and on some occasions in different spaces, in Italian. Include the following; Ciao: Hello. Arrivederci: Goodbye. Buongiorno: Good morning. Buon pomeriggio: Good afternoon. Buona notte: Good night. Per favore: Please. Grazie: Thank you.	<i>Italy's official currency is the Euro (€, EUR)</i> Role play working in a shop using English and Italian Words Sí: Yes. No : No. Bene: Good. Cattiva cattivo : Bad. Voglio: I want. Non Voglio: I don't want. vorrei : I would like. quanto costa? -How much does it cost? Una: One. Due: Two. Tre: Three. Quattro - Four. Cinque: Five.	Toast – pane abbrustolito Soft butter - burro morbido Open shop - negozio aperto Healthy food - cibo sana Taxi - taxi Café - caffè Train - treno Airport - aeroporto	Per favore: Please. Grazie : Thank you. aiuto – help <u>come ti chiami</u> (What is your name?) <u>Che ore sono</u> (What time is it?) <u>Di dove sei</u> (Where are you from?) dove vivi (Where do you live?) Mi potete aiutare (Can you help me?) posso aiutarla (Can I help you?) capisci? (Do you understand?)	Describe objects seen in environment – select English description - learn Italian description – e.g. Red – rossa / rosso Blue - blu Yellow – gialla giallo Orange - arancia Green - verde White – bianca / bianco Purple - viola
VOCABULARY	Preformal – Ciao: Hello. Semiformal – Buongiorno: Good morning. Formal - Grazie: Thank you Functional - Building - edificio	Preformal – Sí: Yes. Semiformal – Brnr: Good. Formal - QVoglio: I want. Functional - Euro – eura euro	Preformal – Cold Water – acqua fredda Semiformal – Toast – a pane abbrustolito Formal - Healthy food - cibo sana Functional - Important - importante objects -oggetti	Preformal – aiuto – help Semiformal – Per favore: Please. Formal - Mi potete aiutare (Can you help me?) Functional - Information - informazioni	Preformal – Red – rossa / rosso Semiformal – Green - verde Formal - White – bianca / bianco Functional - colour – colore

			and places -luoghi		
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SEMH

SUBJECT: PSHE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Knowledge	Know and respond to changes Respond to stimuli about different kinds of physical exercise and activity. Know different kinds of physical activity and exercise. Know our favourite forms of physical exercise. Know physical and mental benefits of regular exercise. Know the risks associated with an inactive lifestyle (including obesity)	Know how to take part in a range of activities to achieve a goal. Know and explore the feeling of achieving a goal/ winning a game. Know how we can develop our strengths and skills through practice. Know how we might achieve our targets and goals (e.g. breaking longer-term goals into several short-term targets).	Know how to take part in simple strategies that make us feel happy and calm. Know how we can keep ourselves happy and calm. Know how we can help others who are feeling unhappy. Know whom to ask or tell if we are feeling unhappy and/or need help. Know that mental wellbeing is a normal part of daily life, in the same way as physical health.	Know how to respond to stimuli about different kinds of families and different kinds of relationships in families. Know how to respond to stimuli about parenthood. Know what being in a family means. Know the different types and features of committed, long term relationships. Know that marriage, civil partnerships and living together are choice that couples might make as part of their commitment to each other.	Know how to respond with curiosity to stimuli about different ways of keeping safe online. Know how we can stay safe online. Know the rules for keeping safe online. Know how social media can be used in a safe and positive way. Know some of the risks of using social media. Know some steps we can take to take care of our own and other people’s safety and well-being when using social media. Know why social media, some computer games and online gaming, for example, are age restricted.
Procedural Skills	Respond to stimuli about different kinds of physical exercise and activity. Recognise different physical activities. Sort the benefits of exercise between mental and physical. Recognise and explain the impact of inactive lifestyle. Respond appropriately to wet (rain, liquids) Ice, wind, cold, warm – on hands, feet, face Moisturise skin, dry skin Move slowly, quickly, walk indoors, outdoors, move on static electrical machines, experience different forms of physical leisure activities (minigolf, bowls, cricket etc) identify favourite movement – check breathing, heartrate. Watch how heart and lungs work	Respond to different activities Set a goal Respond to achieving the goal. Communicate strengths and skills through practice. Practice how we can achieve our goals. Try again when goal is not reached e.g. scoring in a net Celebrate achieving a goal	Respond to strategies that make us feel happy and calm. Recognise how to stay happy and calm. Recognise when other people are feeling unhappy. Communicate when you need help.	Respond to stimuli about different kinds of families and relationships. Recognise the characteristics of being in a family. Recognise the different types of relationships.	Respond with curiosity to stimuli about different ways of keeping safe online. Recognise strategies we can follow to stay safe. Follow safety strategies when using social media. Understand how to use technology safely. Recognise the risks of using social media. Practise how to use technology safely, following rules.

	via 3D models. Learn that this is good for us – moving is better than sitting. Represent future selves – healthy, or unhealthy – what will they do to stay healthy- create a schedule – e.g. include quick wins such as walk to shops, take stairs, exercise equipment at home, play games with friends - share this with parents and careres				
Vocabulary	Pre-formal – Regular exercise Semi-formal – Active lifestyle Inactive lifestyle Formal – Well being Functional – Active lifestyle	Pre-formal – Goal Semi-formal – Short term targets Formal – Long term targets Functional - Celebration	Pre-formal – Calm Semi-formal – Support Formal – Feelings Functional - Strategy Mental wellbeing	Pre-formal – Relationship Semi-formal – Family Formal – Marriage Functional - Commitment	Pre-formal – Risks Semi-formal – Website Formal – Social Media Functional - Filtering

SUBJECT: RE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Christianity & Sikhism CREATION AND THE NATURAL WORLD	Christianity & Judaism TRADITION	Christianity & Buddhism SYMBOLISM	Christianity & Islam WORSHIP	Christianity & Hinduism COMMUNITY AND RELATONSHIPS	Christianity & Sikhism CREATION AND THE NATURAL WORLD
DISCIPLINARY KNOWLEDGE	<i>Know that there are different parts of the world e.g. land, sea.</i> <i>Know how to show preferences between different textures/ materials e.g. dry, wet.</i> <i>Know how the focus religions believe the world was created.</i> <i>Know the different stages in which the world was created e.g. Christians believe the world was created in 6 days, God rests on 7th day.</i>	Know how to explore range of items linking to key religious beliefs teachings e.g. religious sensory bin. Know what religion means e.g. the belief in and worship of a <u>superhuman</u> power or powers, especially a God or gods. Know what Christians believe is good/ right. Know what Christians believe is bad/ evil. Know what Jewish people believe is good.	Know how to explore different symbols/ significant items linking to religion. Know and recognise religious symbols. Know the meaning behind the symbols. Know where you can find religious symbols e.g. religious buildings. Know symbols in the wider community. Know the meaning behind the symbols in the wider community.	Know how to explore different environments. Know how to take part in a journey e.g. go through school/walkway/school trip. Know what a pilgrimage is (a journey to a holy place, which can lead to a personal transformation, after which the pilgrim returns to their daily life. A pilgrim is a traveller who is on a journey to a holy place). Know why religions take part in a pilgrimage.	Know how to participate in celebrations/key events/ /special days in your own life. Know how to express preferences for different events/ celebrations. Know what a Christening is. Know what happens during a Christening. Know why a Christening is special. Know what Rakhi is. Know why Rakhi is special.

		Know what Jewish people believe bad/ evil. Know what justice means.			
Procedural Skills	Utilise senses/ use fine motor skills to explore the different textures of the world – indoors and outdoors – travel over different terrain – in different shoes, and barefoot Understand who the focus religions believe created the world. Recognise how the world was created and sequence for focus religions. Create a schedule for each day of their week – incorporate rest	<i>Use fine motor skills to explore different items linking to the religions e.g. stories, songs, resources.</i> <i>Recognise what religion means.</i> <i>Understand what it means to be good.</i> <i>Recognise what it means to make bad choices.</i> <i>Recognise what justice means.</i> <i>Make good choices, use fine motor skills / technology / life skills to create gifts /cards/ food/ drinks.</i> <i>Select what they are grateful for</i> <i>Agree an act of kindness and action it – make necessary resources following exploration of craft / food etc to kindly share with others</i> <i>Share resources- express gratitude – offer items made to e.g medical staff, family members, expect gratitude</i> <i>Choose between what is good/ bad</i> <i>Make comparisons for Christians and Jews – similarities and differences</i> <i>Complete tasks in a fair way</i>	Explore different items and express preferences. Recognise religious symbols. Understand the meaning behind the symbols. Recognise symbols in the community. Understand why we have symbols in the community.	Use fine motor skills and gross motor skills to explore range of environments. Explore a range of environments, express preferences. Recognise what a pilgrimage is and communicate this definition to a peer. Understand why religions take part in a pilgrimage.	Explore a range of celebrations/ key events/ special days. Participate in a range of celebrations/ key events/ special days. Recognise what a Christening is. Understand what happens during a Christening. Recognise what happens during Rakhi.
VOCABULARY	Pre-formal – Water Semi-formal – Creatures Formal – Holy day Functional – Schedule	Pre-formal – Power Right choices Semi-formal – Evil / bad Formal – bad choices Functional - Justice (fair)	Pre-formal – Preferences Meaning Semi-formal – Significance Formal – Community Functional - Symbolic symbol	Pre-formal – Environnment Semi-formal – Journey Formal – Devotion committed Functional - Pilgrimage travel special journey	Pre-formal – Ceremony Semi-formal – Christening Formal – Rakhi Functional - key event

SUBJECT: Art

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Know how to confidently choose the best material for the Know how to use malleable media Know how to design a new building Know that projects need to be budgeted Know that buildings have different functions. Know what a surveyor is 	Know what colours and fonts are appealing to customers Know how to get market research Know how to design own labels Know how to recognise iconic branding. 	 Amiria Gale Know that Architects design outdoor structures for decoration. Know that gardens contain structures for relaxation. Know that natural and manmade media is used when designing interiors or garden furniture. Know that prints are used. Know that artists design sculptures and adornments to bring interest to gardens. Know that designers design functional items for gardens- bug hotels, trellis'	 "The Hand That Will Rule the World" by Ralph Chaplin. June 30, 1917 Know we have the right to have our voice heard. Know that historically others have attempted (and sometimes succeeded) to curtail our rights. Know that protesters use placards to reinforce their message. Know that some protest groups use logos and symbols to convey their message. Know that artists and sculptors use malleable materials to leave a lasting legacy of their message. Eg. 	 Know how to capture an image using a camera. Know that photographs can be edited. Know that photographs can be filtered. Know that art can be copied. Know what drawing from life means Know that films are also art. Pre-formal - Experience taking photographs, experience editing images to change them. Experience copying know artworks.
	Know how to confidently choose the best material for the Know how to use malleable media Know how to design a new building Know that projects need to be budgeted Know that buildings have different functions. Know what a surveyor is Pre-formal – Semi-formal – Formal – Functional –			The Way of Human Rights by Dani Karavan.	

					Semi-formal – With help take photographs, with help edit images. With assistance copy known artwork Formal – Take a photo, edit and photo, copy known artworks. Communicate preferences and say why.
Procedural Skills	Draw, mould, sculpt, soften malleable materials to create a shape for a building / objects that would be found in a building vary size, shape and textures using moulding tools. Work with others to contribute to a project. Designing dream rooms. Creating models of how the room would look. Giving opinions and showing preferences. Gathering opinions from other people and adapting ideas. Realising projects. Draw, mould, sculpt, soften malleable materials to create a shape for a building / objects that would be found in a building vary size, shape and textures using moulding tools. Work with others to contribute to a project. Pre-formal – Designing dream rooms. Creating models of how the room would look. Giving opinions and showing preferences. Semi-formal- Designing dream rooms. Creating models of how the room would look. Giving opinions and showing preferences. Gathering opinions from other people and adapting ideas. Formal – Designing dream rooms. Creating models of how the room would look. Giving opinions and showing preferences. Gathering opinions from other people and adapting ideas. Realising projects. Functional - Use moulding skills to shape foods – e.g. dumplings, biscuits, scones	Exploring and experimenting with colours and fonts – 2D and 3D Recognising iconic labels. Create own labels – electronically and with own hands Showing preferences. Getting market research and adapting ideas after feedback. Work in collaboration with others. Pre-formal- Exploring and experimenting with colours and fonts. Recognising iconic labels. Showing preferences. Semi- Formal Exploring and experimenting with colours and fonts. Recognising iconic labels. Showing preferences. Getting market research and adapting ideas after feedback. Formal- Exploring and experimenting with colours and fonts. Recognising iconic labels. Showing preferences. Getting market research and adapting ideas after feedback.	Pre-formal – Explore different media and use tools with support. Design and realise a project. Test the durability and suitability of materials for the purpose of your design. Semi-formal – Research different media and use tools with support. Design and realise a project. Test the durability and suitability of materials for the purpose of your design. Self evaluate work. Formal – Research different media and use tools with support. Design and realise a project. Test the durability and suitability of materials for the purpose of your design. Self evaluate work. <i>Functional- Give constructive criticism to peers.</i>	Pre-formal – Explore and have an awareness of different artists and sculptors. Show a preference of artists preferred. Feel the sensation of malleable media beneath your fingers. Semi-formal – Explore and have an awareness of different artists and sculptors. Show a preference of artists preferred. Feel the sensation of malleable media beneath your fingers. Create a piece of sculpture using tools and body parts. Formal – Explore and have an awareness of different artists and sculptors. Show a preference of artists preferred. Feel the sensation of malleable media beneath your fingers. Create a piece of sculpture using tools and body parts. Self assessment and Peer assessment. <i>Functional- use organisational skills to arrange a pop up exhibition</i>	Press, turn, twist, activate, pull, roll, etc buttons to use camera’s effectively Learn about the body of a camera – lens, viewfinder, dials, shutter, screen, flash, grip etc – functions and purpose Capture close up, and distanced photographs from different angles. Include above and below. Include indoors and outdoors. Include people and objects. Include colour, black and white and sepia Create ‘tableau – visually striking arrangement or grouping / living picture with actors / actresses Practice programmes to lighten, darken, shrink, enlarge, filter photographs. Edit with increasing independence. Create copies of photographs for a purpose – to make cards, invitations, framed memories, programmes etc Create film of at work / inspirations for art works. Edit film. Share film with invited audience
VOCABULARY	Pre-formal – Soften Semi-formal- Mould Formal – sculpt Functional – Malleable	Pre-formal Signage Semi-formal- Persuasive Formal-Marketing Functional- Market Research	Pre-formal Design Semi- formal Prints Formal- Interior and exterior design. <i>Functional- improve</i>	Pre-formal Sculpt Semi- Formal Malleable materials Formal – sculptural Legacy <i>Functional- pop up exhibition</i>	Pre-formal – photograph film Semi-formal - edit change Formal - Tableau Functional - Captured images

SUBJECT: Music

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Know that songs have a structure Know that songs are sung Know that pieces of music have bass lines Know what repetition means	https://youtu.be/ONjMiLMw66g?si=JoMKxSiYvh3CQqdP Music inspired by The Silk Road By Kitano. Know that music is created all over the world. Know that world music compositions used different instruments. Know how to create own compositions. Know what pitch is. Know how to express yourself through music. Know that some music makes you want to move.	https://youtu.be/3M7YAfc1-BU?si=KN6guV7e26dTOsqJ Polyphonic Music- Georgian Acapella Trad. Know that music is made of textures. Know that different sounds are known as timbre Know that musicians sometimes use graphic scores Know that music can be notated. Know simple rhymes to learn the note names. Know how to name different families of the orchestra Know how to name different instruments within a band.	https://youtu.be/IWkLovWpT4Y?si=1JTYvdlv1YOZ3a We shall overcome By Toots and Maytals Know that protest songs have been written throughout history and are still composed today. Know that simple melodies have a 'hook' Know that some protest songs have a chorus Know the different parts of a song Know that music has 'form' Know how to recognise specific musical forms.	<i>Know that some music is written from inspiration of places.</i> <i>Know that some places carry emotional meaning</i> <i>KNOW that music also carries emotional meaning.</i> <i>Know that your opinion matters</i> <i>Know that its okay not to like a piece of music</i> <i>Know how to move your body to communicate your feelings.</i> <i>Know how you can adapt/ devise a composition from an original source</i>
Procedural Skills	Pre-formal – Experience music written with a polyphonic line Experience different types of voice. Try to use own voice to make sounds. Semi-formal – Experience music written with a polyphonic line . Experience different types of voice. Try to use own voice to make sounds. Listen to lots of musical textures and give preferences.	Pre-formal – Experience world music, listen to music that other students of KS4 age would be studying, experience different pitches and tempos of music. Experience the feeling of movement to music. Semi-formal – Experience world music, listen to music that other students of KS4 age would be studying, experience different pitches and tempos of music. Experience the feeling of movement to	Pre-formal – Experience listening to the sounds of classical music and world music ensembles. Experience using a graphic score. Experience electronic instruments. Semi-formal – Experience listening to the sounds of classical music and world music ensembles. Experience using a graphic score. Experience electronic instruments. Show a preference in style.	Pre-formal – Experience a range of protest songs from simple chants to interwoven textured pieces of music. Make sounds or sing or play to different examples of protest songs. Semi-formal – Experience a range of protest songs from simple chants to interwoven textured pieces of music. Make sounds or sing or play to different examples of protest songs. Repeat percussive accompaniment and compose ostinatos	Pre-formal – Explore music inspired by buildings, give an honest reaction to what you hear. Devise your own piece working in groups adapting a known piece of music. Semi-formal – Explore music inspired by buildings, give an honest reaction to what you hear. Devise your own piece working in groups adapting a known piece of

	Formal – Experience music written with a polyphonic line (. Experience different types of voice. Try to use own voice to make sounds. Listen to lots of musical textures and give preferences. Say why. Functional- Express musical preferences with reasons -e.g. lively beat, melody, meaningful words, great chorus.	music. Show preferences to music and create your own music. Formal – Experience world music, listen to music that other students of KS4 age would be studying, experience different pitches and tempos of music. Experience the feeling of movement to music. Show preferences to music and create your own music. Communicate why you like the music you like. Functional- Experience world music, listen to music that other students of KS4 age would be studying, experience different pitches and tempos of music. Experience the feeling of movement to music. Show preferences to music and create your own music. Communicate why you like the music you like. Express what you think about other people's compositions.	Formal – Experience listening to the sounds of classical music and world music ensembles. Experience using a graphic score. Experience electronic instruments. Functional- Experience listening to the sounds of classical music and world music ensembles. Experience using a graphic score. Experience electronic instruments. Show a preference in style and communicate why.	Formal – Listen to a range of protest songs from simple chants to interwoven textured pieces of music. Make sounds or sing or play to different examples of protest songs. Repeat percussive accompaniment and compose ostinatos. Show preferences and say why Functional- Listen to a range of protest songs from simple chants to interwoven textured pieces of music. Make sounds or sing or play to different examples of protest songs. E.G When will we be paid for the work we do – the Staple Singers The Staple Singers - When Will We Be Paid (first 50 seconds) Repeat percussive accompaniment and compose ostinatos. Show preferences and say why. Compose own protest songs linked to own experiences – rehearse, record and perform live.	music. Perform the work of others in your class. Formal – Explore music inspired by buildings, give an honest reaction to what you hear. Devise your own piece working in groups adapting a known piece of music. Communicate preferences giving musical answers for reasons. Functional- Explore music inspired by buildings, give an honest reaction to what you hear. Devise your own piece working in groups adapting a known piece of music. Communicate preferences giving musical answers for reasons. Perform your devised piece in a public area of school.
VOCABULARY	Pre-formal – songs Semi-formal – bass line Formal – structure Functional- pop industry.	Pre-formal- Rhythm Semi- formal- Pitch and tempo Formal- World instruments. Functional- critique.	Pre-formal- Ensemble Semi- formal- graphic score Formal- Notation Functional- Appreciation	Pre-formal – Chorus Semi-formal – Verse Formal – Form Functional- Song of protest (binary form verse / chorus / verse	Pre-formal - Buildings/ structure Semi- formal- Group/ ensemble Formal – variation Functional- Public performances.

SUBJECT: DT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Disciplinary Knowledge	Know that local buildings have been designed to match their purpose Know that buildings use decorations. Know buildings use certain colours for front doors Know that some buildings need disabled access	Know that local shops have been designed to encourage people to enter. Know that shops use logos and branding Know shops use certain colours to entice customers. Know that shops need disabled access	Know that different materials are used for garden furniture and garden adornments. Know that materials need to be tested against weathering. Know what is used to protect materials against weathering.	Know students have the right to visit safe places for their wellbeing. Know people visit restaurants to enrich their lives.	Know how to communicate likes and dislikes Know how to give reasons why you like/ dislike something. Know how to put things away Know why it's important to keep tidy and put things away in DT. Know what a prototype is Know how to research emerging technologies.

		Know that shops are moving online and how websites are designed to entice custom	Know how to design a piece of garden furniture. Know that furniture needs to be tested for ergonomics	Know people enjoy beautifully designed buildings eg Birmingham Library. Know that resources used for wellbeing are designs.	Know how to name some engineers names from history or current pioneers. Brunel – railways – Alexander Graham Bell – telephone Walt Braithwaite – Computer Aided Design technology, Wanda M. Austin – Chief technology officer at NASA Know how to test ideas. Know why sustainable materials usage is critical. Know that resources used for wellbeing are designs by people and the best ones are those that have been tried by the target audience.
Procedural Skills	Pre-formal – Recognise local buildings and make simple designs to replicate parts them. Semi-formal – Recognise local buildings and make simple designs to replicate parts / mostof them. Make a simple model to replicate the plans. Formal – Recognise local buildings and make simple designs to replicate them. Make a simple model to replicate the plans. Evaluate design process. Functional- Check disabled access of known buildings	Pre-formal – Recognise local shops and make simple designs to replicate them (explore colours, shapes) Semi-formal – Recognise local shops and make simple designs to replicate them. Make a simple model to replicate the plans. Name colours Formal – Recognise local shops and make simple designs/ colours to replicate / represent them. Make a simple model to replicate the plans. Evaluate design process. Measure Functional- Investigate / Research how to activate lights for models.	Pre-formal- Observe the changes of style in garden furniture. Make simple designs. Semi- formal Observe the changes of style in garden furniture. Make simple designs. Show preferences. Formal- Observe the changes of style in garden furniture. Make simple designs. Show preferences. Evaluate Functional- Organise outdoor furniture.	Make simple designs – lines – straight, diagonal, curves, dots, flowers, opaque, transparent, test Pre-formal- Observe the changes of design for wellbeing resources. E.g scented handkerchiefs - Observe the changes of design for wellbeing resources – e.g. twiddles, Make simple designs. Show preferences. Formal- Observe the changes of design for wellbeing resources – e.g. fans. Make simple designs. Show preferences. Evaluate Functional- identify best well being items through exploration – learn how to request, activate, use toiletries, scents, massage, spas, safe candles, fans, drinks, nail care, hair care, grooming food and healthy snacks. Create own well being pod / list / environment.	Explore trains, phones, ALD's, set up solar lights – link to inventors / pioneers mentioned – consider how lives have been improved. Pre-formal – Experience likes and dislikes of foods, materials and designs; Using a total communication approach communicate preferences and say why. E.g. cleaning cloth – which material is best? Holds more water, squeezes out easily. Explore trains, phones, ALD'S, set up solar lights – link to inventors / pioneers mentioned – consider how lives have been improved. Semi-formal – Research why health and safety in DT is so important. Design and make something using a prototype to test ideas. Generate feedback for these ideas. E.g. desk tidy – what size, shape, what could it hold, how sturdy is it? Explore trains, phones, ALD'S, set up solar lights – link to inventors / pioneers mentioned – consider how lives have been improved. Formal – Research why health and safety in DT is so important. Design and make something using a prototype to test ideas. Generate feedback for these ideas. Research past and current pioneers in engineering. E.g. drink holder – which fastening is best – what size – should it go into a pocket, or dangle from a bag? What about the weight of the bottle with / without the drink? Explore trains, phones, ALD'S, set up solar lights – link to inventors / pioneers mentioned – consider how lives have been improved. Functional- Invent useful item – eg. Door stop, bell for attention, Desk tidy, cleaning cloth, drink holder – present information about engineer or team of engineers for invention. Display

Vocabulary	Pre-formal- decorations	Preformal - design	Pre-formal – deckchair	Pre-formal- scented handkerchief	Pre-formal – Health and Safety within DT safe equipment
	Semi- formal -purpose	Semi-formal- model	Semi-formal – weathering	Semi- formal- Relaxing twiddles	Semi-formal – Pioneers leaders in engineering
	Formal- plans	Formal – tape measure	Formal – organised environment ergonomics	Formal- fan	Formal – prototype practice
	Functional- disabled access	Functional – lighting	Functional- purposeful furniture	Functional- well being	Functional- inventor designer

SUBJECT: PE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
Knowledge	Know how to develop flexibility in a range of activities Know how to hold pencil in mid or upper shaft in a grip Know how to use tactics in sports Know how to develop trust Know how to problem solve Know how to perform a single movement or skill with some control Know how to cradle and release a ball	Know how to demonstrate the difference between moving slowly and moving quickly. Know how to use hands freely Know how to confidently move around and tolerate different terrains/ gradients Know how to cradle and release a ball Know how to compete in an inter-cluster tournament of your own choice. Know how to celebrate success Know how to be a good loser.	Know how to develop balance and co-ordination in a range of activities Know To perform a small range of skills and link movements together Know that exercise outside is different to exercise indoors Know that there are amateur teams. Know that there are professional teams. Know that skills in PE develop over time. Know that sportspeople must practice. KNOW to analyse techniques Know how to refine.	Know that all students have the right to move and be helped to move. Know that all humans have the right to have fresh air and exercise in different environs of the school. Know to trust one another Know to work as a team. Know that there are local and national teams. Know that teams use uniforms to identify who they are. Know to cheer teams and support. Know that we need to keep practicing to get better. Know that we can evaluate by watching back.	TEAM GAMES Know to experience rules of a game. Know to experience disappointments when a ruling goes against you. Know how to solve problems as an individual Know how to solve problems as a team. Know how to evaluate skills. Know how to recognise personal progress.
Procedural Skills	Pre-formal – Have opportunities to experience flexibility (strictly within the limits of the individual student), experience using simple tactics with lots of adult support Semi-formal – Have opportunities to experience flexibility (strictly within the limits of the individual student), experience using simple tactics with	Pre-formal – Experience an inter-cluster/ inter- schools tournament, experience a full game, experience setting up, praise and celebration and being a good loser or magnanimous winner. Semi-formal – Experience an inter-cluster/ inter- schools tournament, experience a full game, experience setting up, praise and celebration and	Pre-formal- Experience cheering and supporting a team. Experience practicing and honing a skill. Semi- Formal Experience cheering and supporting a team. Experience practicing and honing a skill. Communicate a preference	Pre-formal- Experience the movement of dance and rhythmic gymnastics. Feel textures and materials used to enhance performance. Feel stretches and levels. Semi- Formal- Experience the movement of dance and rhythmic gymnastics. Feel textures and materials used to enhance performance. Feel stretches and levels. Communicate preferences.	Pre-formal – Experience taking instruction and rulings from referees or umpires. Experience charting personal growth and perseverance. Semi-formal – Experience taking instruction and rulings from referees or umpires. Experience charting personal growth and perseverance. Explaining why skills have improved/ stayed the same.

	lots of adult support. Use problem solving skills. Use confidence. Formal – Have opportunities to experience flexibility (strictly within the limits of the individual student), experience using simple tactics with lots of adult support. Use problem solving skills. Use confidence and be bold. Functional- Practice skills and use in a game or physical activity	being a good loser or magnanimous winner. With friends take a lead within warm-ups or team tactics. Formal – Experience an inter-cluster/ inter- schools tournament, experience a full game, experience setting up, praise and celebration and a good loser or magnanimous winner. With friends take a lead within warm-ups or team being tactics. Experience being team captain. Functional- – Experience an inter-cluster/ inter- schools tournament, experience a full game, experience setting up, praise and celebration and being a good loser or magnanimous winner. With friends take a lead within warm-ups or team tactics. Experience being team captain. Take a lead in setting up a competition.	Formal- Experience cheering and supporting a team. Experience practicing and honing a skill. Communicate a preference. Functional- Lead a team or activity.	Formal- Experience the movement of dance and rhythmic gymnastics. Feel textures and materials used to enhance performance. Feel stretches and levels. Communicate preferences. Functional- Choreograph with peers. Evaluate and improve the work undertaken	Formal – Experience taking instruction and rulings from referees or umpires. Experience charting personal growth and perseverance. Explaining why skills have improved/ stayed the same. Communicating how members of your team play. Functional- Experience taking instruction and rulings from referees or umpires. Experience charting personal growth and perseverance. Explaining why skills have improved/ stayed the same. Communicating how members of your team play. Plan your own tournament. Abide by rules of a game or activity
Key Vocabulary	Pre-formal – Flexible Semi-formal- problem solve Formal –tactics Functional – Confidence and limits	Pre-formal- Praise Semi-formal- good sportsmanship Formal- Organising Functional- Leading/ Captaining Tournament	Pre-Formal- Team Semi Formal- Amateur Learning skills Formal- Excellent Professional Functional- leader	Pre-formal- stretch Semi-formal- Rhythmic Formal- Choreograph Functional- improve	Pre-formal – rules Semi-formal – umpire/ referee Formal – Strategy Functional- Organising. Rules of game