



ORANGE THEMED MAP 2025 - 2026

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Orange Themes	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
	BQ	What are local buildings used for?	What should I buy?	Can I name materials and describe their textures?	Who can I call on for help?	Where can we find lights, colours and shapes?

Cognition & Learning

Subject; Mathematics

Mathematics	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
KNOWLEDGE	E.G. Pre-formal – Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. •Has some understanding that things exist, even when out of sight. Semi-formal- •Select the correct numeral to represent 1 to 5, then 1 to 10 objects •Count an irregular arrangement of up to ten objects Formal –•Subitise (recognise quantities without counting) up to 5 •Automatic recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	E.G. Pre formal Accept and engage in coactive exploration. Follow a moving stimulus. Semi formal –Time/money -Begin to use language linked with particular times and events in the day e.g. breakfast – beginning of the day/morning, bedtime – night-time Show understanding of what is happening now and what will happen next. Formal- Time/money In shopping activities use up to ten 1p coins to buy objects up to a value of 10p. Recognise and sort 1p, 2p and 5p coins by the size, shape and colour. 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:	E.G. Pre-formal - 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 –Recognise representations of some familiar numbers. Formal – Show an understanding that the number items remain the same, even when rearranged. Understand that the order in which a number of items are counted does not matter but that each object in a collection must be counted once Pre formal learners Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning	E.G. Pre-formal - proactive in their interactions by; communicating consistent preferences and affective responses recognising familiar people, events and objects performing actions, often by trial and improvement, and remembering learned responses over short periods of time. cooperating with shared exploration and supported participation. Semi formal - Count, tally, sort Vote Graph, block graph, pictogram Formal - Represent Group, set, list, table Label, title Understand that each numeral represents a constant number. 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.	E.G. Pre-formal- Observe the results of their own actions with interest [for example, listening to their own vocalisations] Semi-formal – To show recognition of numerals in the environment or personal significance To make plausible attempts at recording numbers Formal – 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 and removing objects from a group makes a smaller amount. 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.

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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.	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. 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Procedural Skills	E.G. Pre-formal –React to changes of amount in a group of up to three items. Semi-formal- To identify, count and name regular shapes (triangle, rectangle, circle and square). To sort by shape. To use shapes to make pictures. To count sides on 2D shapes. Formal – To identify how many sides and corners a 2D shape has To select a specific shape by its name..	E.G. Pre formal- Develop learner’s consistent response to familiar people, events and objects. Look for: stilling/tensing or relaxing smiling or a change in facial expression turning of the head fleeting eye contact reaching out/touching. Semi- formal- Use a schedule effectively. Formal – Time Encourage to sequence three events through the day e.g. first you come into school then you have lunch in school then you go home. Use symbols or pictures to help or visual timetables to help sequence. Use the correct terminology related to time and the passing of time. Show consistency by using the same vocabulary at all times.	E.G. Pre-formal – Respond to stimuli - facial expression movement of eyes, lips, tongue vocalisation tensing/relaxing movement of arms/legs/fingers starting to smile/laugh Pushing Semi-formal – Learn to/ continue to say, sign or indicate / count aloud when an adult begins counting. Formal – Count items in range of representations including objects and money. Show consistency by using the same vocabulary at all times.	E.G. Pre-formal – Present a range of stimuli (those not preferred by the learner). Watch for signs from the learner such as: turning away, averting the eyes, changing facial expression, movement of arms or legs. Intensive Interaction Musical Interaction Communication Aids e.g. Big Mac, switches, Switch toys Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g., Sensory Stories Individualised Sensory Environment Semi-formal – identify one more and one less than a number to 40 identify and represent numbers using objects and pictorial representations including the number line Formal – interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data	E.G. Pre-formal – Show an awareness of number activities and counting Pupils are aware of cause and effect in familiar mathematical activities. Anticipate, follow and join in with familiar activities when given a contextual clue. Semi-formal –Add by increasing on number line Subtract by decreasing using a number line Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations (Numicon) Formal – Solve problems involving missing numbers with addition subtract one-digit. Develop fluency and independence in adding and subtracting one-digit numbers up to 20, including zero by combi add and subtract numbers using concrete objects, pictorial representations, and mentally.
KEY VOCABULARY	Pre-formal – look, feel, touch, move, hard, soft, corner, next, hold. Semi-formal- Addition and subtraction: add, more, and, make, sum, total, altogether, double, one more, two more ... ten more, how many more to make ...? Formal – how many more is ... than ...?, how much more is ...?, take away	Pre formal - pence coin Time clock Semi formal pound note value Formal - before after next hours/minutes/ first today	Pre-formal – look, feel, touch, move, hard, soft, corner, next, hold. Semi-formal – none, how many ...?, count, count (up) to, count on (from, to), count back (from, to), count in ones, twos, fives, tens, is the same as, more, less, Formal odd, even, few, pattern, pair pence coin pound note value before after next hours/minutes/ first today Time Clock	Pre formal- – look, feel, touch, move, hard, soft, corner, next, hold, count, order, Semi formal - Count, tally, sort Vote Graph, block graph, pictogram Formal Represent Group, set, list, table Label, title	Pre formal Backwards, forwards, between, repeat / again, actions, two, choice, Semi formal Number line Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How many more to make...? Formal How many more is,,, then,,,? How much more is...? Subtract, take away, minus. Odd, even Double, halve Share,

Subject; IT

IT	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY Knowledge	Pre-formal – To know that their actions have an effect on the screen/monitor/equipment. Know	Know that we should be kind when using online resources.	Know how to make good choice Know how to initiate activation of a device	Know roles and responsibilities when using online facilities Know how to use the internet safely	Know how to communicate that you are happy with a decision

	that they can access IT in areas outside the classroom. Semi-formal – To know and understand range of directional instructions. Know how to transfer programming skills using familiar and learnt commands / algorithms with support (robotic vacuum cleaner/beebots) Formal – To know how to confidently compile clear instructions . To know how to confidently transfer programming skills using familiar and learnt commands / algorithms (a set of clear and precise instructions) for a purpose (e.g. robotic vacuum cleaner).	Know that others should be kind to us when using online resources Know that we press different keys for different functions Know adapted methods to access IT resources Know that graphs and charts have rows and columns Know how to collect and record data and information Know how to activate actions Know how to use adapted recording methods including voice activated facilities Know that shopping can take place online Know trusted shopping sites Know information that needs to be shared when shopping online	Know how to use adapted activation resources Know the purpose of a space bar in word Know how to press / activate a space bar Know what a font is Know how to change font Know how to change size / colour of a font Know how to record information Know how to search for information Know how record descriptions about materials and textures they experience	Know how to communicate that help is needed Know how to help others Know how to record thoughts and views Know how to save thoughts and views in different ways Know how to share relevant information with others	Know how to communicate that you are not happy with a decision Know how to use a drawing / animation programme electronically Know how to represent a design / object / concept using an artistic / animation programme Know how to save drafts Know how to retrieve and amend drafts Know how to send information safely to others
Procedural Skills	Pre-formal – Recognise the sign / symbol / word / TaSSeLs for safe by reaching, pressing, gesturing or using facial expressions to show that they are going to use / activate a device. Repeat and notice the changes they have made. Repeat the use of communication devices and be sure that their choices are clear. Semi-formal – Play games linked with arrows that show forwards, backwards, left, right. Review use of bee bot / Botley. View / show an interest in electronic robotic switch activated resources in action. Program robotic vacuum with support. Formal – Practice programming beebots, botley, rugged robot, code and go. Observe success and mistakes – notice and correct with increasing level of independence.	Create kind messages to send to others Consider kind ways to make requests Recognise and select kind emoji's to send to each other Notice unkind emojis – how do they make them feel? Press / manipulate keys / adapted device to use a keyboard / technological device Find out different ways to shop Write / compile shopping lists – using words/ pictures / symbols / images Create graphs and charts to show e.g. how many loaves of bread are needed View online shopping sites Consider information needed when online shopping – name address – deliver Role play what happens with online shopping – order – workers select, pack deliver whilst checking online list / internal online shop Sabotage online shop – so students notice e.g. missing name, wrong name of school, wrong class, wrong item in delivery, request for e.g. DoB – is it necessary? etc	Make choices from 2 or more options – some just good choices, some options to include bad choices Activate devices in use – switch on and off safely – dry hands Use space bar when typing observations of materials and textures Choose fonts Choose colours Choose size Search for information about materials and textures Record own views about materials and textures Present materials and textures via art programmes	Learn how to stay safe online Learn and practice switching on, off, logging in, activating, recording information, searching, saving, sending messages safely Practice using kind words, emojis, sentences, messages Recognise kind messages Speak up if messages are unkind Ask for help Help others Record and share what they have learnt	Demonstrate happy and sad / agree disagree with decisions – take part in role play scenarios with IT / online activity Learn how to use e.g. VR programmes, Learn how to change / manipulate light, colours and shapes on relevant programme Request help with changes Agree changes Create, save, print images
VOCABULARY	Pre-formal – hold, drag Semi-formal – safely, drag, drop Formal – directions, map,	Pre-formal – kind Semi-formal – keys Formal – online shopping column	Pre-formal – Good choice Activate Semi-formal – space bar Formal – font	Pre-formal – helpful Semi-formal – save Formal – save as draft	Pre-formal – action Semi-formal – send Formal – animation

SUBJECT: Science

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
- ORANGE -	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
Disciplinary Knowledge	Know how to explore changing materials Know how to communicate what has been noticed Know that objects are made from different materials Know that materials have different properties Know that properties of materials indicate their use Know that materials can change	Know how to communicate findings Know how to make requests Know how to complete simple tests Know how to identify purposes of materials	Know that some materials are sturdy/ allow light to pass through Know why Perspex / acrylic is good for greenhouses Know best materials for different purposes	Know how to explore seeds, soil, plants and water Know what is needed to grow food Know what is needed to keep animals safe Know where animals and plants can find water Know how to collect water	Know that there are different light sources Know what a shadow is Know that some objects are opaque Know what a reflection is
Procedural Skills	Explore changing materials using both hands – e.g. Flour, water, sugar, food colouring, icing sugar, paper, rubber, plastic, leather Sponge, wool, cotton, wood, metal, brick, rock, cardboard Use all senses to explore Vary experiences by adding liquid to dry materials, safely combine different materials, apply pressure Cool, freeze, heat – notice changes Add pressure Squash Squeeze Stretch, twist, soak Notice, observe, record, predict identify, classify changes in; Shape Properties Size colour Investigate and record properties of materials Communicate observations / what has been noticed Consider what materials can be used for	Context – use knowledge and skills to consider properties of a bag for a specific purpose– suggest materials to make a bag Communicate intentionally through eye contact, vocalisations, gestures etc Participate in exploration of the wider environment Search for people / items Plan take part in simple experimental activities – respond appropriately to simple questions Make / take part in simple investigations	Explore / test strength / durability / sturdiness of Perspex, wood, twigs etc Explore outdoors – where do they find living things Choose best material for greenhouses, animal habitats Test ability of materials to allow light to come through Build simple spaces for plants and animals Predict whether they will work	Hold, grasp, sprinkle, explore soils, plants, seeds, water. Explore presence / absence impact of sunlight on plants Find suitable water butt Collect natural water Observe features of natural water Provide water for plants and animals	Explore, activate light from different light sources Notice difference between natural sunlight and absence of natural sunlight Explore shadows Make and manipulate shadow puppets Experiment with reflections Notice reflection in mirrors

Vocabulary	Pre-formal – bendy, shiny, twist Semi-formal – metal, plastic, wood Formal – melt, boil, freeze	Pre-formal – heavy, light, Strong Semi-formal – investigate Formal – Enquiry	Preformal – nest Semi-formal – den Formal – Greenhouse	Preformal – Plant Semi-formal – Shelter Formal – Germinate	Preformal – Light source Semi-formal – Shadows Formal – Reflection Opaque
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Communication and Interaction

SUBJECT: Literacy

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
KNOWLEDGE	E.G. Pre-formal – To begin to respond consistently to objects of reference and sensory cues related to the text. Semi-formal- Speaking – To begin to use single ‘words’ from text in other contexts. Formal – Spoken Language – to maintain and participate in collaborative conversations. 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, Read Write Inc. and See and Learn. Pupils follow sequenced plans / schemes to match individual needs.	E.G. Pre-formal –To participate in drama relating to the narrative of the text. Semi-formal- Reading – To show some understanding of how books work Formal – Reading: word reading – To read aloud and understand the suffix – ly, for example, final+ly, sad+ly 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, Read Write Inc. and See and Learn. Pupils follow sequenced plans / schemes to match individual needs.	E.G. Pre-formal – To demonstrate learned responses to text joining in through favoured means. Semi-formal- Speaking – To use words from text in other contexts. Formal – Spoken Language – to continue to attend and build on a different viewpoint. 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, Read Write Inc. and See and Learn. Pupils follow sequenced plans / schemes to match individual needs.	E.G. Pre-formal – To indicate recognition of familiar characters / people within the text by preferred means of communication. Semi-formal- Listening – To listen to chosen book. Formal – Writing: transcription – to continue to write from memory simple sentence, dictated by the teacher. 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, Read Write Inc. and See and Learn. Pupils follow sequenced plans / schemes to match individual needs.	E.G. Pre-formal – To explore materials in increasingly complex ways. Semi-formal- Speaking – To continue to begin to engage in co-active participation in drama and role-play activities that focus on particular texts. Listening – To show an understanding of names of familiar objects Reading – To follow the sequence of a simple picture story Formal –Writing: composition – To read aloud their own writing, to a group or the whole class. Writing: vocabulary, grammar and punctuation – To use commas after fronted adverbials. 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, Read Write Inc. and See and Learn. Pupils follow sequenced plans / schemes to match individual needs.
Procedural skills	E.G. Pre-formal – To smile, vocalise, turn head, eye point, reach, hold objects of reference and sensory cues related to identified text.	E.G. Pre-formal – To use emerging communication skills, such as eye contact, gesture or actions to seek attention. To handle props associated with the narrative of the text. Semi-formal –	E.G. Pre-formal – To smile, look, react on seeing the results of own actions with interest Semi-formal- Speaking – To use an appropriate method to	E.G. Pre-formal – To use preferred means of communication to recognise familiar characters / people within the text Semi-formal- Speaking – To engage in co-active participation in drama and role-play activities.	E.G. Pre-formal – To use senses to explore materials associated with topic. Semi-formal- Speaking – To engage in co-active participation in drama and role-play activities. Formal –

	Semi-formal - Speaking – To use an appropriate method to use single words. Formal – Spoken Language – to use an appropriate communication method to take part in conversations.	Reading: comprehension – To check that the text makes sense to them. Formal – Read / decode new words. Use fronted adverbials (e.g. yesterday, I went to the park)	use words from text in other contexts. Formal – Spoken Language – to listens to peer and build on a different viewpoint.	Formal – Spoken Language –To propose changes to grammar and vocabulary within sentences.	To read words, which contain the /l/ sound spelt y elsewhere than the end of words, for example, pyramid, mystery.
KEY VOCABULARY	Pre-formal – noun - house Semi-formal – local building names Formal – construction	Pre-formal – narrative Semi-formal – want list Formal – fronted adverbials – yesterday, later, next	Pre-formal – material Semi-formal – natural Formal – sentence	Pre-formal – famous Semi-formal – human rights Formal – pronoun	Pre-formal – circle Semi-formal – grammar Formal – types of poems, for example, free verse, narrative poetry

SUBJECT: History / Geography

	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
Knowledge	Know and explore own identity. Know and explore different aspects that impact identity e.g. family, friends, groups. Know family members. Know where you live. Know how to describe buildings we use including buildings – e.g. house, flat, bungalow, garage, shop, cinema, school Know how to explore a map. Know local buildings e.g. Molineux, Black Country Museum Know how to interpret a range of sources of geographical information e.g. maps, diagrams, globes, aerial photographs. Know about non-European societies that contrast with British History	Know how to explore different toys / items that do not use technology. Know and explore how technology changed our lives (TV) Know and explore different images in black and white (link to the first TV). Know the difference between black and white and colour images Know how to use adverbs. Know how it made people feel to be able to buy their own television. Know and explore how the television has changed over the years. Know who invented the television.	Know and explore materials from the past e.g. People during the Stone Age used tools such as stone axes, rocks and wooden spears. Know and explore materials we use day to day. Know how to sort different materials/ textures. Know we can use a range of materials for construction e.g. concrete blocks, wooden roof beams. Know the properties of different materials. Know which materials are best for building a house.	Know that the Romans invaded Britain and kept slaves. Know why all slavery is wrong. Know that slavery still happens today (FBV). Know that you can say NO Know that you have a voice. Know that different geographical regions have different rules and laws. Know what rules and laws are. Know that cultural differences are good. Know we can learn from the ideologies of others.	Know how ancient civilizations used colour in their artwork, jewellery and homeware. Know how colour is used in flags Know how maps use colours to depict regions Know how colours in nature change through weather. Know what a globe is Know what a map is Know what an atlas is Know what charts are

	Know that Black History Month is to learn more about historical events Know about own family history e.g. what have people in your family experienced.				
	Explore own identity. Recognise a range of people e.g. friends, family. Visit places in school and beyond Recognise / sense builds and rooms – class, pool area, courtyard, home, shop, home, bungalow, house, flat, garage, cinema Understand who is in your family – titles e.g. parents, grandparents, siblings, brother, sister etc Recognise who is in family. Explore own environment e.g. where you live. Recognise some features/ places on a map. Explore a range of sources of geographical information.	Use fine motor skills to explore different toys/ items. Explore how toys have changed over time. Use adverbs to advertise items – e.g. very colourful, extremely cheap... Recognise different pictures in black and white. Compare black and white and colour images. Compare black and white images to colour. Understand how it would make people feel to be able to buy a TV.	Use fine motor skills to explore different materials. Manipulate malleable wet, Experience hard blocks of materials. Sort range of materials/ textures. Recognise different materials. Recognise the properties of different materials. Understand we can use different materials for different objects depending on the purpose.	Pupils should continue to develop a <u>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</u> Learn what invade means- run into the playground. Learn that going somewhere they should not is bad. Learn that the Romans 'ran' into Britain. Learn that people had to do as the Romans said. Learn that people had a right to say no – after some time, they said no and the rules and laws were changed. <u>The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall</u> Learn that not all invasions were successful – people said no Learn that offering a choice is always better Offer students chance to make positive, kind choices Create fair choices Learn that they can say yes or no.	To complete a study in depth into a significant turning point: for example, the <u>Neolithic Revolution</u> § at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, <u>Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century.</u> <u>To build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</u> Name / use / create colours that exist in ancient artwork (e.g. Egypt) Learn how to make own colours - Mix, pour, measure – flour, water food colouring – with natural materials – soot, charcoal, blueberries, oranges, dark leaves, flower petals – collect natural objects from outside- e.g. grass. Some experimentation will be needed – adults to try first. Vary depth of colour. Use to recreate simple ancient jewellery, simple homeware made from clay. Identify artistic features of Egypt a- identify agriculture features of Greece- (agricultural) fruit and vegetables Use fruit and vegetables to make colours – cherries, kiwi, tomatoes, cabbage, carrots Explore globes, maps, atlases – talk about what they can see and countries they find.
Vocabulary	Pre-formal – Identity Family tree Semi-formal - Family history Formal - Aerial photographs.	Pre-formal - Leisure Semi-formal - Entertainment Formal - Broadcast	Pre-formal - Materials Semi-formal Textures Formal – Properties stone tools	Pre-formal – I have a right to say NO. Semi-formal – fair rules Formal – fair law (v ideologies)	Pre-formal – globe Semi-formal – atlas Formal – Civilisations

SUBJECT: MFL

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE Useful links songs about shopping in spanish for children with english translation on youtube - Google Search what is red in spanish - Google Search	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE Spanish	Know / review basic greetings in Spanish Know what Spanish words sound like Know what words in Spanish songs mean Know famous building in Spain	Know basic requests and numbers in Spanish Know what Spanish words sound like Know how to respond to Spanish words	Know basic everyday objects in Spanish Know what Spanish words sound like Know the equivalent Spanish word in English	Know how to make basic requests in Spanish Know what Spanish words sound like	Know how to describe primary and secondary colours in Spanish Know what Spanish words sound like Know how to use Spanish words in context Know colours of Spanish flag
Procedural Skills	<u>Los Lugares Song! (Places)</u> Learn about the <u>most famous landmark in spain - Google Search</u> Greet others in English and on some occasions in different spaces, in Spanish. Include the following; Hola: Hello. Adiós: Goodbye. Buenos días: Good morning. Buenas tardes: Good afternoon. Buenas noches: Good night. Por favor: Please. Gracias: Thank you.	<u>AL SUPERMERCADO – Spanish children’s song about supermarket (Whistlefritz)</u> Role play working in a shop using English and Spanish Words Sí: Yes. No: No. Bien: Good. Mal: Bad. Quiero: I want. No quiero: I don't want. Me gustaría: I would like. ¿Cuánto cuesta eso? (How much does it cost?) Uno: One. Dos: Two. Tres: Three. Cuatro: Four. Cinco: Five.	<u>En mi mochila roja (Spanish Classroom Objects)</u> Roleplay events where students need to ask for e.g. water, toast, butter etc. Where possible, use English and Spanish words in real situations Most relevant items on video, include other items E.g Water – agua fria Toast – tostado Soft butter - mantequilla blanda Open shop - tienda abierta Healthy food - comida sana Taxi - taxi Café - cafetería Train - tren Airport - aeropuerto	<u>songs about shopping in spanish for children with english translation on youtube - Google Search</u> Develop role play opportunities to greet others, say please, thank you etc. Use in real situations whilst completing everyday tasks. E.g. Por favor: Please. Gracias: Thank you. Ayuda – help <u>¿Cómo te llamas? (What is your name?)</u> <u>¿Qué hora tienes? (What time is it?)</u> <u>¿De dónde viene? (Where are you from?)</u> ¿Dónde vives? (Where do you live?) ¿Puede ayudarme? (Can you help me?) ¿Podría ayudarle? (Can I help you?) ¿Entiende? (Do you understand?)	<u>The Colors in Spanish Jack Hartmann Colors Song Colores Spanish and English Colors</u> Describe objects seen in environment – select English description - learn Spanish description – e.g. Red – roja / rojo Blue - azul Yellow - amarilla / amarillo Orange - naranja Green - verde Purple - purpura

VOCABULARY	Preformal – Hello Semiformal – Good Morning Formal - Gracias: Thank you.	Preformal – Sí: Yes. Semiformal – Bien: Good. Formal - Quiero: I want.	Preformal – Cold Water – agua fria Semiformal – Toast – tostado Formal - Healthy food - comida sana	Preformal – Ayuda – help Semiformal – Por favor: Please. Formal - ¿Puede ayudarme? (Can you help me?)	Preformal – Red – roja / rojo Semiformal – Yellow - amarilla / amarillo Formal - colour - color
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SEMH

SUBJECT: PSHE

	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
Knowledge	Know why it is important to take care of our personal hygiene. Know what might happen if we don't take care of our personal hygiene. Know why it is important to care of our bodies both now and in the future (link to body changes) Know the impact of physical activities on our personal hygiene. Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Know how to be alert and ready to listen. Know how to show good listening skills. Know how to take turns with range of people. Know how some actions/ behaviours show we are being polite and courteous to other people. Know what is meant by 'being fair' to one another.	Know how to respond with interest to stimuli about people we like or know. Know and identify what it means to like someone. Know and identify what it means to dislike somebody. Know what to do when you dislike someone e.g. respect, resolve issue. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Know how to respond to different gross motor activities. Know that we can take part in a range of activities to move our bodies with support. Know that our bodies change as we grow older. Know that we experience emotional changes as we grow older e.g. mood swings, emotional changes. Know who to ask for help when we notice these changes.	Know how to respond with curiosity to a range of technology, expressing interests. Know and engage with technology to communicate with others. Know how people can use technology to communicate with others. Know the risks of communicating with people online. Know that there may be people who do not have our best interests at heart. Know how to respond if we are not sure if someone online is who they say they are. Know the benefits of balancing time on electronic devices with other activities.

Procedural Skills	Ability to complete a range of personal care routines. Recognise the importance of personal hygiene. Understand what happens when we have poor personal hygiene. Learn about germs and how to get rid of them Wash, dry, brush, clean, wipe	Ability to show you alert and ready to listen. Recognise and demonstrate good listening skills. Ability to take part in range of turn taking games/ activities. Demonstrate how to be polite and courteous. Understand and show how to 'be fair' to one another. Look, listen, respond, wait, greet, show understanding	Access and respond with interest to stimuli about people we like or know. Recognise the meaning of liking someone. Recognise the meaning of disliking someone. Develop an ability to show everyone respect. Greet, share, smile, shake hands / fist bump / elbow bump etc, thank, show gratitude	Access a range of gross motor activities. Take part in gross motor activities with increased independence. Recognise how our bodies change as we grow older. Practise asking for help to a range of listeners. Lift, move, step, stretch, play games, go on simple journeys, help with e.g. moving chairs Work on emotions, understand that of selves, others, communicate with each other, ask for / offer help	Access a range of technology with increased independence. Express interests when engaging with technology. Communicate preferences through technology. Recognise the risks of communicating with people online. Recognise how to ask for help when accessing technology.
Vocabulary	Pre-formal – Poor hygiene Semi-formal – Germs Formal – Bacteria Personal hygiene Poor hygiene Germs Bacteria Safety	Pre-formal – Actions Semi-formal – Behaviour Polite Formal – Courteous	Pre-formal – Preference Semi-formal – Discussion Formal – Resolve	Pre-formal – Body changes Semi-formal – Mood swings Formal – Emotional Puberty	Pre-formal – Personal Semi-formal – Report Formal – Permission Reliable

SUBJECT: RE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Christianity & Sikhism Know and explore different terrains we find in our world e.g. land, water, sand. Know and explore different climates we find in our world e.g. hot, cold, wet. Know how Christians believe the world was created. Know how Sikhs believe the world was created.	Christianity & Judaism Know what it is like to be part of a religion/ group. Explore being part of different groups e.g. class group, cluster. Know and explore what it is like to be Jewish? Family, Synagogue and Torah. Know and explore what it is like to be Christian? Know what people believe about their god, link to focus religions.	Christianity & Buddhism SYMBOLISM Know how to explore different items and show respect to items/ activities/ people. Know what a value is. Know what matters most to you e.g. values. Know how value is represented through the symbols. Know what the symbols represent. Know what matters most to Christians. Know what matters most to Buddhists. Know what matters most to Humanists. Know how these different viewpoints compare (similarities/differences)	Christianity & Islam Know how to explore a range of wedding traditions. Know how different religions celebrate weddings. Know where different weddings take place e.g. church, mosque. Know that some people have a secular wedding. Know where a secular wedding takes place. Know the traditions behind the different weddings e.g. Muslim brides may wear a white wedding dress or a brightly coloured shalwar-qameez outfit in red and gold.	Christianity & Hinduism Know who is special in my own life. Know how to interact with range of people. Know how it makes us feel when we interact with someone who is special to us. Know that Christian's and Hindu's believe in God. Know why people believe in a god. Know that some people do not believe in God. Know why some people do not believe in God.
Procedural skills	Explore different terrains. Explore different climates. Express preferences for different climates/ terrains. Recognise how the world was created for both focus religions. Explore creation stories in Christianity and Sikhism	Experience important points of being part of a group / class Explore what it is like to be Jewish e.g. preferences when exploring religious artefacts/ part of a Jewish group. Explore what it is like to be Christian e.g. preferences when exploring religious artefacts/ part of a Christian group . Recognise religious gods, linking to the key religions. Learn about meanings behind beliefs for different people. Explore Christian and Jewish clothing, foods, ceremonies – prepare foods, fasten cloths, explore sensory stories	Identify what they value – explore objects, how we make each other feel by words, gestures, tones Explore what matters most to the focus religions. Explore what matters most to Humanists. Recognise similarities and differences between viewpoints. Find common agreements about how people should treat each other and their property	Take part in a range of wedding traditions. Recognise how different religions celebrate weddings. Recognise different traditions religions follow. Communicate thoughts and feelings about different weddings. Communicate any experiences you have had at a wedding.	Recognise a range of people. Interact with a range of people within the cluster and wider school. Recognise how it feels to interact with people that make you feel special. Recognise different gods linking to the focus religions. Understand that some people do not believe in God and understand why.
VOCABULARY	Pre-formal – Terrain Semi-formal – Climate Formal – Humans Creation story	Pre-formal – God Semi-formal – Torah Yahweh Formal – Bible	Pre-formal – Value Semi-formal – Viewpoint Formal – Difference Humanist		

SUBJECT: Art

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Know that different effects can be made using different media. Know that buildings have been designed. Know that projects are planned Know that buildings have different functions. Know what an architect is. Know that councils use symbols to communicate to the public where important buildings are:- 	Know that shops have logos. Know that shops use art to persuade customers. Know that shops need designers to make shops inviting. Know that shops use different lighting. 	 Anni Albers Red Meander Know that interior furnishings are designed. Know that some soft furnishings contain repeated patterns. Know how to tessellate shapes Know that furnishings are designed. Know how to use technology to create patterns. Know what a pattern is.	Know that a portrait is a  Guernica by Picasso Know how to squeeze dough and other malleable materials Know how to replicate some of the work of famous sculptors. Know that the same colours can be created using a range of different materials. Know that people use art to express their feelings. Know that people create art to aid their own wellbeing.	 <u>Natures Light by Angela Blazevic</u> Know what a landscape is. Know how to edit work (Pencil) Know how to edit work (tech). Know what happens when colours are mixed. Know the work of other artists. Know how to make a preference of famous art works. Know what the term 'medium' means within art.

Procedural Skills	Pre-formal – Use printing to signify public buildings. (e.g. sign for accessible bathroom/ priority seating for cinema)Design a dream room. Get feedback about designs- simple analysis. Use printing to signify public buildings. Design a dream room. Get feedback about designs- simple analysis. Semi-formal- Use printing to signify public buildings. Design a dream room including different colours Get feedback from designs and give own preferences. Formal – Use printing to signify public buildings. Use literacy / numeracy skills to make signs. Design a dream room including different colours Get feedback from designs and give own preferences and say why. Use printing to signify public buildings. Design a dream room including different colours Get feedback from designs and give own preferences and say why. Print, squeeze, sequence, experiment, name colours, mix colours, draw design, role play being an architect	Pre-formal- Research labels, slogans and logos. Show preferences of which ones you like. Explore / make 3D models. Semi- formal Research labels, slogans and logos. Explore / make 3D models. Show preferences of which ones you like saying why. Formal- Research labels, slogans and logos. Show preferences of which ones you like, say why and design your own labels and logos. Design / make 3D model of slogan for mini shop.	Pre-formal – Explore soft furnishings and know they are manufactured or how they were created in the past – join, create,E.g. favourite food patterns. Explore how patterns are used in man-made textiles and art. e.g. design pattern for cushion -explore tactile, noisy fillings Semi-formal – Explore soft furnishings and know they are manufactured or how they were created in the past. Explore how patterns are used in man-made textiles and art. Design, create and evaluate. e.g. design own coaster Formal – Explore soft furnishings and know they are manufactured or how they were created in the past. Explore how patterns are used in man-made textiles and art. Design, create and evaluate. Work in collaboration and critique each others' work. Draw, cut, repeat, create more complex sequence, explore soft furnishings. Design and make different sized cushions – explore most effective / least effective fillings	Pre-formal – Experience creating art for wellbeing, experience squeezing a range of materials. Experience creating something that is meaningful to you. E.g. favourite instrument Semi-formal – Create art for wellbeing, Feel and react to squeezing a range of materials, what happens if you apply more force to squeezing?. Experience creating something that is meaningful to you. E.g. favourite food Formal – Create art for wellbeing, Feel and react to squeezing a range of materials, what happens if you apply more force to squeezing?. Experience creating something that is meaningful to you. Express preferences and say why. E.g. favourite food, instrument, musician	Pre-formal - Experience viewing or feeling art created by famous artists. Experience using different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Explore local landscape – in school and beyond. Represent with support. Semi-formal – View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Explore local landscape – in school and beyond. Represent with increasing independence. Formal – View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Communicate how to edit and adapt work. Explore local landscape – in school and beyond. Choose materials to make representations.
VOCABULARY	Pre-formal – Plan and Design Semi-formal- Public Building Formal – Architect	Pre-formal- label Semi- formal- logo Formal- Analyse Check	Pre-formal- pattern Semi- formal- textiles Formal- soft furnishings.	Pre-formal- Squeeze Semi- formal Forceful Portrait Formal- Wellbeing Sculpture	Pre-formal – Medium Materials Semi-formal – Portrait/ Landscape Formal – Adapt and edit

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
Disciplinary Knowledge	Know what a surveyor does. Know what an architect is Know that buildings need to be planned. Know that buildings have different functions and uses. Know that some buildings serve food and need special licenses to do so.	Know that shops use branding Know that shops have different premises. Know that shops need to entice people. Know that shops have different logos. Know how to communicate thoughts and ideas	  Know that everyday items are designed to ensure the materials used are suitable. Know that some cooking utensils must be able to withstand heat. Know that environmentally we must ensure we reduce our use of plastics. Know that every day items are designed and evolve throughout time.	Know students have the right to be fed. Know students have the right to be comfortable. Know students have the right to be sheltered. Know in order to be sheltered suitably the building materials must be fit for purpose. Know how to contribute to effective designs	Know how to evaluate ideas Know how to seek out the opinions of others. Know how to make a preference of famous art works. Know what the term ‘medium’ means within art. Know how to plan a project Know what a landscape is Know how to edit work – pencil Know how to edit work – tech Know what happens when colours are mixed Know why using sustainable material is important. Know the principals of nutrition Know how to prepare some savoury dishes Know how to use colour to add to the aesthetics of food Pre-formal – Experience and encounter opportunities to participate in surveys and generating feedback on ideas for a colourful garden windchime or similar project. Become familiar with famous art work - Natures Light by Angela Blazevic Use hands, tools to create landscape of outdoor areas in different mediums Experience and encounter opportunities to participate in savoury cooking. Experience viewing or feeling art created by famous artists. Experience using different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Semi-formal – Encounter opportunities to participate in surveys and generating feedback on ideas for a colourful garden windchime or similar project. Become familiar with famous art work - Natures Light by Angela Blazevic Encounter opportunities to participate in savoury cooking. Use tools to create landscape of garden areas using different mediums. Give your own analyse on your project. View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Formal – Participate in opportunities to survey and generating feedback on ideas for a colourful garden windchime or similar project. Become familiar with famous art work - Natures Light by Angela Blazevic Use tools, named colours to create landscape of

					outdoor areas using different mediums. Participate in opportunities to prepare savoury cooking. Give your own analyse on your project. View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Communicate how to edit and adapt work.
Procedural Skills	Design a dream building of your choice. Work collaboratively with peers. Evaluate your final project. Comment on buildings / spaces, depending on purpose, identify what is needed in each space, explore what is needed in each room, check whether rooms / spaces are fit for purpose – e.g. a tray to make a drink – are items reachable, is the tray sturdy, where is the water, is it easy to access...) Practice and use relevant tools, explore describe, glue, choose, communicate ideas Pre-formal – Design a dream building of your choice. Use relevant tools. practice, explore, glue, communicate ideas, create signage / labels Semi-formal – Design a dream building of your choice. Work collaboratively with peers. Check strength of materials for different functions Practice and use relevant tools, Check strength of materials Formal – Design a dream building of your choice. Work collaboratively with peers. Evaluate your final project. Comment on buildings / spaces, identify what is needed in each space, explore what is needed in each room, check whether rooms / spaces are fit for purpose – e.g. a tray to make a drink – are items reachable, is the tray sturdy,	Pre-formal – . Decide favourite item for shop. explore logo, size, shapes, textures, colours. Design a dream shop of your choice. Create display window showing what is available. Semi-formal – Decide favourite item for shop. explore logo, size, shapes, textures, colours. Design a dream shop of your choice. Work collaboratively with peers. Create display window with simple memorable catchphrase showing what is available. Formal – Decide favourite item for shop. explore logo, size, shapes, textures, colours, packaging materials. Design a dream shop of your choice. Work collaboratively with peers. Create display window with simple memorable catchphrase showing what is available. Design and make packaging. Evaluate your final project.	Explore the use of every day items and test their suitability to their purpose. Design a kitchen utensil (or class choice). Self evaluate, Self preferences. Peer evaluation. Use hands / body to explore everyday kitchen items – are they hard, soft, longs, short – what can they do? E.g. Can a spoon cut? Can a knife cut? Which is best? Why? Create own new utensil by designing, trying, testing on different items, testing with different people, evaluate, improve. Pre-Formal- Explore the use of every day items and test their suitability to their purpose. Design a kitchen utensil from chosen material – e.g. wooden stirrer, lidded vegetable washer, (or class choice). Semi Formal- Explore the use of every day items and test their suitability to their purpose. Design a kitchen utensil .g. wooden stirrer, lidded vegetable washer, scraper for bowls / pots (or class choice). Self evaluate, Self preferences Design a kitchen utensil e.g. wooden stirrer, lidded vegetable washer, scraper for bowls / pots, oven gloves (or class choice). Self evaluate, Self preferences. Peer evaluation.	Pre-Formal - Explore the use of eating utensils – are they fit for purpose? What if they were made from different materials? e/g/ spoon made from paper – does it work? Bowl made from metal? Does it work? Can students choose correct / most effective utensil? Identify when e.g. metal / plastic utensils, may be useful. When eating, check level of comfort & right to shelter / feeling safe - Taste / smell/ explore food of varying textures, Test cushions, blankets, pillows, seats, surfaces, warm environments, shading items, cooler environments, tents, outdoor huts, indoor spaces – which do they prefer – express appropriately Semi Formal- Explore the use eating utensils – are they fit for purpose? What if they were made of different materials? e/g/ spoon made from paper – does it work? Bowl made from metal? Does it work? Can students choose correct / most effective utensil? Identify when e.g. metal / plastic utensils, may be useful (when eating outside – barbeque) Self evaluate, Self preferences When eating, check level of comfort & right to shelter / feeling safe -Taste / smell/ explore food of varying textures, Test cushions, blankets, pillows, seats, surfaces, warm environments, shading items, cooler environments, tents, outdoor huts, indoor spaces – which do they prefer – express appropriately and record Formal - Formal- Explore the use of eating utensils – are they fit for purpose? What if they were made of different materials? e/g/ spoon made from paper – does it work? Bowl made from metal? Does it work? Can students choose correct / most effective utensil? Record on simple chart when metal / plastic utensils may / may not be useful -e.g. when eating outside / camping/ travelling Self evaluate, Self preferences. Peer evaluation. Taste / smell/ explore food of varying textures, When eating, check level of comfort & right to shelter / feeling safe - Taste / smell/ explore food of varying textures, Test cushions, blankets, pillows, seats, surfaces, warm environments, cooler environments, shading	Experience garden furniture, garden snacks/ drinks and sensory decorations –smell, taste touch, activate, plant, push, cut, hang, mould, decorate items and materials in different spaces outside with appropriate light and shade. Explore Select colours shape and designs of e.g. seating, windchimes, herbs, flowers, sustainable solar powered water features, bird baths, planters, lanterns, hanging baskets, outdoor lighting, garden sculptures, birdhouses, benches. Create sustainable, comfortable outdoor area. Learn what a landscape is Explore - <u>Natures Light by Angela Blazevic</u> – represent using range of mediums, colours, sizes, 2D / 3D. Consider using aspects of representation for garden / outdoor area. Pre-formal - Experience viewing or feeling art created by famous artists. Experience using different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Explore local landscape – in school and beyond. Represent with support. Semi-formal – View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Explore local landscape – in school and beyond. Represent with increasing independence. Formal – View or feel art created by famous artists. Use different mediums. Beginning communicating preferences. Observe what happens when art is landscape or portrait. Communicate how to edit and adapt work. Explore local landscape – in school and beyond. Choose materials to make representations.

	where is the water, is it easy to access...)			items, tents, outdoor huts, indoor spaces – which do they prefer – express & record appropriately. Check friends are content with their choices – can they be used by all of their friends – include wheelchair users – are tents and shades big enough to be effective?	
Vocabulary	Pre-formal- Buildings Semi formal- Strong materials Council Formal- Purposes	Pre-formal – Shop Semi-formal – branding Formal – Packaging	Pre-formal – kitchen Semi-formal – environment Formal – utensils	Pre-formal – deserved comfortable seating Semi-formal – Rights Formal – Shelter	Pre-formal – sweet/ savoury water feature Semi-formal – sustainable portrait landscape Formal – beautiful aesthetics adapt edit

SUBJECT: Music

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	https://youtu.be/3uT7tEayUwk?si=C-Tk3plq5gziHtG3 The Black Country Three- Three Black Crows Know that music has structure. Know that some music has a thin texture (few sounds) Know some music has a thick texture (many sounds). Know that people use their voices in a variety of ways to make sound.	Know that percussion instruments can be struck. Know that percussion instruments can be shaken. Know percussion instruments can be tuned or untuned. Know percussion instruments are untuned. Know orchestral instruments belong to families. https://youtu.be/sF3i-LHRMcw?si=MqTc-M1pDp1-zY9r Music inspired by The Silk Road- Mongolian Influenced. Know that music is played around the world. Know that ‘World’ Music might sound ‘different’.	https://youtu.be/rQvNzCrdKLA?si=Qi0Bt36a4Hs7t4ob Monophonic Music based on Plainchant. Know that musicians speak of musical texture Know that musical texture can be ‘thin’ monophonic- one voice or melody line (singing in unison) Know that musical texture can be ‘thick’ Homophonic- melody and supporting chords or accompaniment. Know that bands have different parts. Know the more melodies (tunes) the richer the piece can be. Know that there are solo parts Know that there are ensemble parts Know that genres or types of instruments can make an ensemble. Eg String Ensemble or Jazz Ensemble	Pre-formal – Experience a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel Semi-formal – Experience a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel. Can this be described? Listen to a range of differing styles of ensemble. Formal – Experience a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel. Can this be described? Listen to a range of differing styles of ensemble. Can you show a preference and say why?	Know that world music is made by different instruments but know how to compare with western instruments. Eg. A Saz is like a guitar. Know that if you travel abroad you might hear instruments from different countries. Know that reggae music is played off the beat. Know that different rhythms can make a piece exciting. Know that some music has different time signatures.
Procedural Skills	Experience music written with a homophonic line (this is a single solo part/ voice). Experience different types of voice. Try to use own voice to make sounds. Listen to lots of musical textures and give preferences. Say why.	Pre-formal – Experience listening to world music, experience different orchestral families. Experience using	Is it Monophony, Homophony, or Polyphony? - YouTube	Pre-formal – Experience protest songs, experiment with electronic sounds. Move to the beat of	Pre-formal – Experience the sounds heard in different parts of the

	Pre-formal – Experience music written with a homophonic line (this is a single solo part/ voice). Experience different types of voice. Try to use own voice to make sounds. Semi-formal – Experience music written with a homophonic line (this is a single solo part/ voice). Experience different types of voice. Try to use own voice to make sounds. Listen to lots of musical textures and give preferences. Formal – Experience music written with a homophonic line (this is a single solo part/ voice). Experience different types of voice. Try to use own voice to make sounds. Listen to lots of musical textures and give preferences. Say why.	percussion in a variety of ways. Experience using dynamics. Semi-formal – Experience listening to world music, experience different orchestral families. Experience using percussion in a variety of ways. Experience using dynamics. Show a preference. Formal – Experience listening to world music, experience different orchestral families. Experience using percussion in a variety of ways. Experience using dynamics. Show a preference and say why.	Pre-formal – Experience / play /a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel Monophonic - Any song / where people are singing / playing the same melody together; John Legend - All Of Me Acapella [HQ] - YouTube Viderunt omnes (anonymous monophonic plainchant) - YouTube Semi-formal – Experience / play / sing a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel. Can this be described? Listen to a range of differing styles of ensemble. Homophonic – any song / music where a melody is supported by another part or harmonies; Homophonic singing. Silliman University performance task. Steps - I Know Him So Well (Official HD Video) (from chorus – 1.21 minutes) Formal – Experience /play / sing a range of musical textures- monophonic, homophonic and polyphonic. Join a class ensemble and be surrounded by music. Mark how this makes you feel. Can this be described? Listen to a range of differing styles of ensemble. Can you show a preference and say why? Can students find their own compose their own examples of each – one melody, more than one melody, lots of melodies? Polyphonic – any song / music where many melodies work together - be back soon from oliver on youtube - Google Search from 1.46minutes Toccata and Fugue in D Minor (Best Version Ever)	music. Allow yourself the freedom to enjoy sound making. Semi-formal – Experience protest songs, experiment with electronic sounds. Move to the beat of music. Allow yourself the freedom to enjoy sound making. Make up simple and repetitive chants and join in with peers Formal – Listen to protest songs, experiment with electronic sounds. Move to the beat of music. Allow yourself the freedom to enjoy sound making. Make up simple and repetitive chants and join in with peers. Show a preference and give reasons why.	world and begin to recognise that some musical instruments are associated with a particular country. Eg Accordion with France. Semi-formal – Experience the sounds heard in different parts of the world and begin to recognise that some musical instruments are associated with a particular country. Eg Accordion with France. Begin to hear and identify musical traits from different countries eg. Reggae is playing off beat. Formal – Experience the sounds heard in different parts of the world and begin to recognise that some musical instruments are associated with a particular country. Eg Accordion with France. Begin to hear and identify musical traits from different countries eg. Reggae is playing off beat. Communicate preferred giving musical vocabulary in answers.
VOCABULARY	Pre-formal – Voices Semi-formal- textures Formal – melody with chords - Homophony	Pre-formal- percussion Semi- formal- world Formal- dynamics	Pre-formal – solo melody Semi-formal – two melodies - homophonic Formal – many melodies -Polyphonic	Pre-formal- chant Semi-formal- electronic Formal- repetitive.	Pre-formal – Time signature Semi-formal – Jerky/ pizzicato Formal – Off beat.

SUBJECT: PE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
DISCIPLINARY KNOWLEDGE	Know how to collect equipment with support know how to release an item with control Know how to respond to simple rules and take turns with minimal prompts Know how to lift and carry hoop or quoit Know to work as a team. Know the how exercise makes you feel. Know that movement is good. Know to recognise when to rest.	Know to use problem solving strategies when taking part in sporting activities. Know how to point with index finger Know how to travel using whole and different body parts and whilst moving, change speed and direction Know how to develop co-ordination in and access mid line Know when carrying items to support the back Know how to push an item (ie trolley). Know how to use co-ordination. Know how to put clothing on a coat hanger Know how to reach up safely to high shelves.	Know how to avoid obstacles Know how to travel over obstacles Know how to navigate around obstacles Know to be aware that there are obstacles Know how to feel the texture of obstacles. Know to move limbs with some control Know to tolerate somebody moving limbs with control	Know that sports people need to use tactics Know that sports people need to use strategy. Know how to respond to Music Know that music in sport can motivate Know that music in sport can relax.	Know that in summer we perspire more and need to care for our bodies in specific ways. Know the importance of hydration. Know that when working as a team it's important to trust one another. Know that it's important to practice skills. Know to play team games on different terrains. Know that balls move at different paces on different terrains.
Procedural Skills	Pre-formal – Experience working as a team, handling new equipment, enjoying praise and cheering teams. Semi-formal – Experience working as a team, handling new equipment, enjoying praise and cheering teams. Move bodies to swing, reach and lift. Formal – Experience working as a team, handling new equipment, enjoying praise and cheering teams. Move bodies to swing, reach and lift. Analyse your own or teams performance.	Pre-formal – Experience pushing items on a trolley, recognise when a trolley feeling heavier and the affect this has on the body. Experience stretching and lifting limbs. Semi-formal – Experience pushing items on a trolley, where possible, throwing items recognise when a trolley / object feeling heavier and the affect this has on the body. Experience stretching and lifting limbs. Communicate which stretches you enjoy and which you need more help with	Pre-formal – Experience working as a team, exploring obstacles, controlling limbs or tolerating limbs being manipulated, enjoying praise and cheering teams. Semi-formal – Experience working as a team, exploring obstacles, controlling limbs or tolerating limbs being manipulated, enjoying praise and cheering teams. Communicating preferences Formal – Experience working as a team, exploring obstacles, controlling limbs or tolerating limbs being manipulated, enjoying praise and cheering teams. Communicating	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 playing and participating in team games. Experience the different affects on balls on different terrains. Semi-formal – Experience playing and participating in team games. Experience the different affects on balls on different terrains. Show an understanding of why hydration is important. Formal – Experience playing and participating in team games. Experience the different affects on balls on different terrains. Show an understanding of why hydration is important and show how you develop trust in your team. Work on different surfaces.

		Formal – Experience pushing items on a trolley, where possible, throwing items , recognise when a trolley / object feeling heavier and the affect this has on the body. Experience stretching and lifting limbs. Communicate which stretches you enjoy and which you need more help with. Communicate why exercises are important and show confidence to undertake exercise with more independence.	preferences and leading small groups.	Formal- Experience the movement of dance and rhythmic gymnastics. Feel textures and materials used to enhance performance. Feel stretches and levels. Communicate preferences. Choreograph peers.	
VOCABULARY	Pre-formal – Teamwork and praise Semi-formal- Swing and lift Formal – Analyse check Rest Exercise	Pre-formal- Push Semi- formal- heavy and light Formal- support	Pre-formal- limb Semi- Formal- Navigate Formal- Obstacle	Pre-formal- stretch Semi-formal- Rhythmic Formal- Choreograph.	Pre-formal – Trust Semi-formal – Hydration Formal – Terrains