



YELLOW 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	Yellow Themes	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
BQ		What time is it?	How do I make my toys and games work?	What will a map tell me?	What can I learn from stories?	How do I stay safe on holiday?

Cognition & Learning

Subject: Mathematics

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
KNOWLEDGE	E.g. Know that songs, number songs and rhymes can be enjoyed Know that shape exist Know that space and objects can change in size Know that they can observe and explore through play Know that they can have more or less Know that there are 2D and 3D objects to explore	E.g. Know how to participate in reciprocal games and activities Know how to use numbers in games and activities Know how to access objects and preferred activities Know when an object is present	E.g. Know and confidently take part in number songs and action rhymes that relate to their experience. Know that objects are different shapes and size.	E.g. Know how to acknowledge others Know and recognise familiar people Know how to use personal movement, sounds and expressions to respond to people and events	E.g. Know how to respond to new stimuli linked with sensory story or poem Know how to show what they have noticed Know that they can anticipate an event Know and use number language with more confidence Know how to act on number instructions e.g. in real life situations Know combine small set of items Know what number symbols mean

	Know, hear and use mathematical language Explore numbers Count objects Count actions Select numerals	Know more Know less Know how to count Know numerals Know that items can be heavy or light, large or small, tall or short, full or empty Know how to make comparisons Know how to order objects	Know that objects can vary in its properties (shape, size, textures, colours etc) Know how to play Know how to explore Know how to select one more / one less Know / notice the difference between 2D and 3D shapes Know the correct mathematical terms to be used Know the composition of numbers Know numerals and their meaning Know how to count Know how to count actions	Know and engage in counting activities Know when to stop counting Know when and how to count on Know how to estimate Know how to represent numbers Know how to present simple data Know how to use number sentences Know how to interpret simple data Know how to answer simple questions about charts and graphs	
	Learn and join in known and new songs, number songs and rhymes Show enjoyment of number songs and rhymes Explore shapes Explore space Play with range of items of different properties including 2D and 3D Experience more or less Count objects	Take turns in active games Respond to others Notice when an item is present / has disappeared Search for items Use body to intentionally explore objects linked to theme/ in environment/ of	Experience games and activities Show awareness of games and activities Respond to games and activities with fewer prompts Explore range of items of different shapes and sizes	Notice object Search for objects that have disappeared Focus for a brief time Focus for an extended amount of time Communicate effectively	Interact with puppets, objects etc from sensory stories and poems Respond to new stimuli Anticipate events Use number language confidently Use number language with more independence Follow instructions when working with numbers Follow instructions for practical situation using numbers Sort and group sets of items

	Learn and use numbers and numerals Learn and use mathematical vocabulary to describe explorations / experiences ; (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	interest; reach, grasp, touch, press, hold, shake, view, listen, smell, taste Move body, limbs, head to search for and find items of interest; up, down, twist, turn, left, right, above, below Select and group items Learn about properties of items; heavy or light, large or small, tall or short, full or empty, long, short Look, measure, check, test to make comparisons Match (e.g. same length, size) Use number language when investigating shape, space and measures Organise items Begin to estimate answers / answers to questions	Make comparisons of amounts Use counting like behaviour – count, point, vocalise, match Say numbers in sequence Explore and discuss 2D and 3D shapes and their properties Count / point to sides, corners Classify objects Match real life objects to groups e.g. cuboids Create own shapes Recognise number patterns Continue number patterns	Express views, thoughts and feelings Intentionally grasp items Complete everyday activities with increasing independence (e.g. coats on and off, snack time, register etc) Begin to count backwards Follow instructions during number games (e.g. dominoes, snakes and ladders etc) Join in with / anticipate relevant number songs and rhymes Compare items Order items Use appropriate vocabulary Scribe numerals with more confidence and independence Create, use and interpret range of charts and graphs	Respond to number sentences
KEY VOCABULARY	Pre-formal – Touch, feel, look, listen hold, soft, hard, next, shape.	Pre formal- Long, short, Semi formal - longer, shorter,	Pre-formal – Touch, feel, look, listen hold, soft, hard, next, shape.	Pre-formal – People, events, exploration, looking.	Pre formal – count, rhyme, find Semi formal Number bonds, number line Add, more,

	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, how many are left/left over?, how	Formal – length, width, height, depth,	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,	Semi-formal – Counting backwards, Counting on Formal – Data analysis, bigger, biggest, smaller smallest. /left	Formal plus, make, sum, total, altogether Inverse Double Half,
--	--	--	--	--	--

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
DISCIPLINARY KNOWLEDGE	Know that they can interact with IT equipment Know how to interact safely with IT equipment with more independence Know that they should have a physical break from IT equipment Know how to activate IT equipment Know how to follow simple instructions.	Know how to click on pictures, photos, images to copy / activate movement on a screen. Know how to input information using technical devices and accessories Know how to input information in rows on a screen Skills Click, press, turn, type, copy,	Know how to identify pictures form a choice Know how to identify a simple map on a screen Know parts of a map on a screen Know how to label parts of a map Know how to record information on a screen Know how to follow directions and navigate using a simple map.	Know trusted adults Know how to copy information / data Know how to record information in different ways Know what a cell on a table is Know how to edit and save information Know how to retrieve information Skills Welcome trusted adults	Know when it is safe to work Know how to safely activate sounds Know what information is private Know what information is not private Know how to access devices safely Know that there is lots of information on the internet Know how to search safely Know what information is available Know how to search for specific information Know how to communicate when something is wrong Skills Choose who to work with Choose which device to use

		photograph, click picture links with energy e.g. the sun, electrical items they may use, categorise items that give us energy, add types of energy to rows when inputting data.	Skills Answer questions using pictures where there is a choice – e.g. outlines of items, map of items on a desk, map of classroom hall, school, local area etc. Record simple maps – collect information about items within a space, record on simple graphs and charts – use rows, columns or pictograms.	Respond to trusted adults Respond differently to trusted adults Use IT Communicate mistakes Correct mistakes Record / save information they are interested in Copy e.g. pictures / images for a story book Use cells / columns / picture storage etc effectively	Press, turn etc to activate devices and sounds / Safely access devices Choose what information to share Identify what they want to find out more about Collect and record information Record information using technology Let someone know when something is not working Choose what they will and will not share
Procedural Skills	Explore resources using adaptive technology – reach out, press, turn, push switch Notice sounds, signs and symbols Notice sounds of kitchen appliances - microwave, mixer, blender, toaster Communicate effectively using relevant technology Manipulate resources for desired effect Solve simple problems e.g. notice when a switch needs to be turned on Anticipate actions Use ordinal language to help follow instructions Safely access internet resources	Click, press, turn, type, copy, photograph, click picture links with energy e.g. the sun, electrical items they may use, categorise items that give us energy, add types of energy to rows when inputting data.	Answer questions using pictures where there is a choice – e.g. outlines of items, map of items on a desk, map of classroom hall, school, local area etc. Record simple maps – collect information about items within a space, record on simple graphs and charts – use rows, columns or pictograms.	Welcome trusted adults Respond to trusted adults Respond differently to trusted adults Use IT Communicate mistakes Correct mistakes Record / save information they are interested in Copy e.g. pictures / images for a story book Use cells / columns / picture storage etc effectively	Skills Choose who to work with Choose which device to use Press, turn etc to activate devices and sounds / Safely access devices Choose what information to share Identify what they want to find out more about Collect and record information Record information using technology Let someone know when something is not working Choose what they will and will not share

	Communicate when something is wrong				
VOCABULARY	Pre-formal – tap, look Semi-formal – beebot, ipad Formal – ipad, technology	Pre-formal – click Semi-formal – input Formal – row	Pre-formal – picture Semi-formal – map Formal – pictograph	Pre-formal – trusted Semi-formal – copy Formal – cell	Pre-formal – trusted adult Semi-formal – private Formal – search

Subject; Science

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
Disciplinary Knowledge	Know what the different food types Know what types of food are good for our health Know where our food comes from	Know how to respond to familiar people, events and objects through body movement, sounds, vocalisations, eye contact, reaching, rejecting, maintaining attention Know how to engage with others	Know that buildings have outdoor areas Know outdoor areas around school Know features of outdoor areas	Know that animals and humans have lifecycles Know that animals and humans use senses to explore what they need to stay alive and grow	Know how to play and experiment Know what rocks are Know that some rocks are soft Know that some rocks are hard

	Know how to get ready to cook Know what tools are needed to prepare food Know the seasons affect the light in the morning and evening Know that some plants are affected by seasonal change. Know what the words deciduous and evergreen mean. Know how to explore with hands natural objects / phenomena	Know that food and drink give people energy Know that people need to rest after using lots of energy Know how and when to pull / push Know / anticipate / predict what will happen when pushing, pulling, lifting Know that some heavier items will need more energy or effort and lighter items less energy Know when to press to create a reaction / activation of an item	Know where to find soil / clay outdoors Know different textures of topsoil compared to clay (clay humus – clay with decomposed organic matter) Explore topsoil Know that the weather can change outdoor areas (weathering) Know that a different layer of soil can be described as the horizon Predict / record information gathered	Know that animals and humans grow into adults Know what animals and humans need to grow from infants to adults	Know why it is important to stay safe in the sun Know how to stay safe in the sun
Procedural Skills	Explore fruit and vegetables –Reach out for objects as co-ordination develops. Squeeze, cut, mix, juice named fruit and vegetables. Pass things from one hand to the other. Let go of things and hands them to another person or drops them. Communicate views and descriptions using vocalisations, facial expressions, writing, signs, technology–	Notice breathing before moving -describe Dance, run, skip, hop jump, raise arms, legs, reach for items etc Notice breathing after exercise Describe. Communicate how they feel – possible tired, maybe the same – record information Experience food that give lots of energy/ food / drink that does not give good, healthy energy	Explore and experience indoor and outdoor areas Experience warmer, colder, windy, sunny, etc Experience make up of soil of different outdoor areas Notice clay in soil – learn that it has decomposed organic particles (will come back to this next half term)	Know that plants, animals and humans have lifecycles Notice plants that are alive, plants that have died Remember that people and animals die – the heart, voice, eyes and other body parts all stop working.	Take part in safe water play Search and find safe rocks including hard rocks Notice soft rocks Crumble soft rocks Make marks with soft rocks Make marks and mark slate and other hard rocks

	include colour, texture, taste, smell. Include sweet, sour, sharp etc vocabulary Use the term healthy food. List / photograph plates/ bowls / cups of food and drink eaten at different times during the day – set as homework for evening / supper Prepare food to cook – toast, grill, airfry, bake etc List required tools for food prep	Use large toys, items – carry bags with toys, food / drink Carry bags with full food containers and packaging, bags with empty – what is the difference? Record / photograph how do they feel with heavier / lighter items. Activate easier movement of some items / toys Wash e.g. towels – other fabric items – squeeze to dry – compare to e.g. using a machine / dryer – what do they notice Pushing objects with wheels and without. Bouncing balls, hitting blocks, to make them fall, rolling objects Have opportunity to explore a range of robust resources with knobs, flaps, keys or shutters. Have a range of play resources that can be pushed or pulled e.g. toy cars, crackers. Incorporate technology resources that learners recognise into their play, such as pushing a switch to activate a toy or pulling a string to make something move. Experience pushing musical instruments to	Experience/ explore natural resources outdoors Notice layers of soil Create layers of soil for a purpose Notice how weather changes outdoor spaces Notice how weather changes soil Record findings	Remember people and pets we know are no longer with us. Develop skills to help us grow plants that will keep us happy and healthy (food or flowers) Identify and match baby / adult animals including humans Explore range of groups of foods – include textures, smells, colours, packaging Consider what e.g. Cinderella, Anancy Spider ate – How would it have been prepared? Know that animals and humans use senses to explore what they need to stay alive and grow Know that animals and humans grow into adults Know what animals and humans need to grow from infants to adults	Learn about what the sun can do that is good / harmful Find shaded areas Explore items that can offer shade – sunglasses / sunhats etc
--	---	--	---	---	---

		make them move e.g. chimes or bells Using wheelchair swing and accessible roundabout to observe and participate in their movement. Predict whether they can lift heavier items/ lighter items – how much energy will they need?			
Vocabulary	Pre-formal- Seasons, Food groups light dark Semi- formal- Seasonal foods Morning Afternoon Formal- Prepared food Morning Afternoon Evening	Pre-formal- move rest Semi-formal- food drink Formal- energy	Preformal – clay Semi-formal – topsoil Formal – weathering, horizon Formal – weathering horizon	Preformal – senses Semi-formal – infant Formal – adult	Preformal – Rock, sunglasses Semi-formal – Chalk, sun Formal – Slate, Sun-safe

Communication and Interaction

Subject; Literacy

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
KNOWLEDGE	Communication, Tracking, Phonics, Reading, Early	Communication, Tracking, Phonics, Reading, Early	Communication, Tracking, Phonics, Reading, Early	Communication, Tracking, Phonics, Reading, Early	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy

	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. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To recognise familiar objects and events. Reach out and purposefully use hands to interact with a range of objects Semi-formal- Speaking – To combine 2 ideas or concepts Listening – To show an understanding of names of familiar objects. Reading – To match objects to photographs and symbols. Writing – to begin to produce some	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. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To reach out and independently explore objects related to the text for short periods. To recognize that random movements can have an effect on the media in which it is presented. To demonstrate learned responses to text joining in through favoured means. Semi-formal- Speaking – To answer 2 simple key word questions about the text. Listening – To follow	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. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To begin to associate meaning with familiar object cues. Be able to use mark making with intention and interest. To respond to options and choices with actions and gestures. Semi-formal- Speaking – To select and recognise or read a small number of words or symbols linked to a familiar vocabulary. Listening – To begin to discriminate between different sounds of the	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. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To anticipate known events. To use emerging conventional communication. To show an interest in the content of the book by (turning pages) pointing at pictures etc. Semi-formal- Speaking – To answer simple key word questions about the text Listening – To continue to discriminate between different sounds of the alphabet.	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. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – To co-actively share a book with an adult. To greet known people. Semi-formal- Speaking – To respond to simple questions begin to use facial expression. Listening – To identify initial sounds of unfamiliar words within a simple sentence. Reading – To match simple words associated with the text. Writing – to be able to make left-to-right and top-to-bottom tracking marks, with increasing control and co-ordination. Formal – Spoken Language – to listen and respond appropriately to adults and their peers. Reading: word reading – To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately automatically and without undue hesitation. Reading: comprehension – To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Writing: composition – To write narratives about personal experiences and those of others (real and fictional)
--	--	--	--	--	--

	meaningful print/symbols associated with their own name or familiar people/activities. Formal – Spoken Language – to listen to a peer Reading: word reading – To apply phonic knowledge and skills to decode words Reading: comprehension – To participate in discussions about books, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Writing: transcription – To spell the days of the week. Pre-formal – plan Semi-formal – days of the week Formal - times of the day Writing: composition – To write about real events. Writing: vocabulary, grammar and punctuation – To use a capital letter	a 2 key word instruction where 1 of the words is a familiar word. Reading – To match letters and simple words. Writing – to produce some meaningful print, signs or symbols associated with images. Formal – Spoken Language – to react to a peer after listening to them. Reading: word reading – To begin to read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. Reading: comprehension – To listen, discuss and express views about non-fiction at a level beyond that they can read independently. Writing: composition – To evaluate their own writing with the teacher and other pupils. Writing: transcription – To spell common	alphabet. Reading – To show an awareness of familiar key words or symbols in the context of text. Writing – to be able to make top-to-bottom tracking marks. Formal – Spoken Language – to continue to react to a peer after listening to them. Reading: word reading – To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Reading: comprehension – To draw on what they already know or on background information and vocabulary provided by the teacher. Writing: composition – To re-read their own writing so that it makes sense and that verbs indicate time is used correctly and consistently. Writing:	Reading – To use photographs/symbols in conjunction with objects of reference to support understanding of the text Writing – to attempt to write a word associated with a familiar object. Formal – Spoken Language – to listen and respond appropriately to peers. Reading: word reading – To re-read these books to build up their fluency and confidence in word reading. Reading: comprehension – To become increasingly familiar with and retell traditional tales. Writing: composition – To read aloud what they have written with appropriate intonation to make the meaning clear. Writing: transcription – To learn ways of spelling phonemes for which one or more spellings are already known,	Writing: transcription – To write from memory simple sentences dictated by the teacher that include words using the GCP's, common exception words and punctuation. Writing: vocabulary, grammar and punctuation – To learn how to use subordination (using when, if, that or because) and co-ordination (using or, and or but)
--	--	--	---	---	---

	for the days of the week.	exception words. Writing: vocabulary, grammar and punctuation – To write an expanded noun phrases to describe and specify, for example, the blue butterfly.	transcription – To apply spelling rules Writing: vocabulary, grammar and punctuation – To learn how to write sentences with questions.	and learn some words with each spelling, including a few common homophones. Writing: vocabulary, grammar and punctuation – To use present and past tenses correctly and consistently including the progressive form.	
Procedural Skills	Pre-formal – To look, vocalise, show a response to recognise familiar objects and events. To reach out. Semi-formal-Speaking – To use an appropriate communication method to combine 2 words. Listening – To point to familiar objects. To use an appropriate communication method to label familiar objects. Reading – To match objects to photographs. To match objects to symbols. Writing – To use a writing tool to form meaningful print/symbols	Pre-formal – To reach out to grasp an object. To explore an object with hands. To use a body part to cause and effect. To look, listen, turn, vocalise to respond to text. Semi-formal-Speaking – To answer a question about a text. Listening – To listen and follow a 2 key word instruction. Reading – To match letters. To match words. Writing – To label an image by producing some meaningful print, signs or symbols. Formal – Spoken Language – to listen	Pre-formal – To hold and handle object cues. To turn head, smile, cry, shut eyes, vocalise when associating object cues meaning. To hold tools, move body parts to make marks. To respond to options and choices. Semi-formal-Speaking – To point or read words from a choice. Listening – To discriminate between different sounds of the alphabet. Reading – To locate key words or symbols within text. Writing – To use a writing tool to	Pre-formal – To smile, vocalise, move, become distressed to show anticipation for know event. To make gestures, vocalise to communicate. To turn pages of a book. Semi-formal-Speaking – To answer a question about the text. Listening – To listen and discriminate between different sounds in the alphabet. Reading – To handle object cues, look at photographs / symbols associated with a text. Writing – To attempt to write a familiar objects name.	Pre-formal – To look at a book with an adult, working together to turn pages, etc. To use gestures, vocalise, reach out to greet known people. Semi-formal- Speaking – To use facial expression when responding to questions. Listening – To identify initial sounds within unfamiliar words. Reading – To match words associated with the text. Writing – To use a writing tool to make left-to-right and top-to-bottom tracking marks. Formal – Spoken Language – to listen and respond by vocal sounds / words, gestures to adults and their peers. Reading: word reading – To read aloud books matched to phonics ability. Reading: comprehension – To discuss books, poems and other material.

	associated with their own name or familiar people/activities. Formal – Spoken Language – to turn head, give eye contact to listen to a peer. Reading: word reading – To decode words using phonic knowledge. Reading: comprehension – To use an appropriate communication method to help discussion about books. Writing: transcription – To use an appropriate method, for example, writing, letter cards to spell the days of the week. Writing: composition – To use an appropriate method to aid writing about real events. Writing: vocabulary, grammar and punctuation – To locate / use a capital letter for the days of the week. Learning Activities - Essential Resources This is a non-fiction topic a	to a peer and react by turning head, giving eye contact, making a vocal sound / speaking back. Reading: word reading – To read common exception words. Reading: comprehension – To express an opinion about a non-fiction median. Writing: composition – To discuss own writing with others. Writing: transcription – To use phonic skills to spell common exception words. Writing: vocabulary, grammar and punctuation – To write an expanded noun phrase.	make top-to-bottom tracking marks. Formal – Spoken Language – to react after listening to peer by turning head, giving eye contact, making a vocal sound / speaking back. Reading: word reading – To read words, with little use of phonics skills. Reading: comprehension – To use information given by others within their work Writing: composition – To re-read and make changes to own writing. Writing: transcription – To apply spelling rules. Writing: vocabulary, grammar and punctuation – To write a question.	Formal – Spoken Language – to listen and respond by vocal sounds / words, gestures, etc. Reading: word reading – To re-read book. Reading: comprehension – To use an appropriate method to retell traditional tale. Writing: composition – To use appropriate intonation when reading. Writing: transcription – To spell phonemes. Writing: vocabulary, grammar and punctuation – To use the past and present tenses within writing.	Writing: composition – To write a personal narrative. Writing: transcription – To write sentences dictated by the adult. Writing: vocabulary, grammar and punctuation – To use subordination and co-ordination within writing.
--	--	---	---	--	---

KEY VOCABULARY	Pre-formal – plan Semi-formal – days of the week Formal - times of the day	(Substantiative knowledge – nouns – facts) Pre-formal – examine Semi-formal – popular Formal – old fashioned toy	(Substantiative knowledge – nouns – facts) Pre-formal – natural environment Semi-formal – habitat Formal – fact file	(Substantiative knowledge – nouns – facts) Pre-formal – traditional tale Semi-formal – once upon a time A long time ago Formal – opening line	(Substantiative knowledge – nouns – facts) Pre-formal – rock, beach Semi-formal – safety Formal – avoid sunburn

Subject ; History / Geography

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
Disciplinary Knowledge	Know how to observe/explore a range of environments e.g. go for a walk. Know how to recognise changes in the environment e.g. seasonal changes. Know how to keep a range of environments clean/tidy.	Know how to explore inside and outside environments. Know how to explore the force of nature e.g. water, wind, sun, making windmills, creating movement in water, earthquakes, volcanos. Know where you will find a wind turbine.	Know how to explore range of maps. Know how to explore range of materials you find in the world e.g. water, sand, rock, forest. Know how to create own map using fine motor skills. Know how to make choices of what	Know that stories are written every day and what is current today will be the past in the future. Know how to recall a personal story from ones own family. E.g. 'My Mum says my Great Granddad was a farmer'. Know that jobs performed in the past have	Know what makes a traditional British Holiday Know where the sea is Know how the sea is depicted on maps. Know what a pier is Know how people travel to holiday destinations. Know how weather affects the type of holiday planned. Know how the Vikings and Anglo Saxons travelled to Britain Know simple compass points.

	Know how different environments have changed over the years e.g. look at pictures of how Wolverhampton has changed (past and present). Know and recognise key geographical features (including hills, mountains, coasts and rivers).	Know how wind turbines work and help. Know who invited the wind turbine and the impact this has had on the world.	features to put on map e.g. landmarks. Know that there are a range of landmarks within the UK. Know there are different landmarks in the world (natural and man-made) Know that different people created man-made landmarks e.g. the engineer Gustave Eiffel designed the Eiffel Tower.	developed. E.g. Doctor Foster who went to Gloucester had different medical training than today (now and then) Know the names of countries within the UK Know some of the seas surrounding UK. Know why stories related to water have warnings contained within them.	
	Ability to explore a range of environments. Recognise changes in environments. Apply knowledge to tidy different environments. Explore differences from the past and present day.	Access environments inside and outside with independence where possible. Explore different forces of nature. Recognise different environmental changes e.g. weather. Recognise a wind turbine.	Explore a range of maps. Access a range of materials and make choices. Recognise features in a map. Understand what a landmark is. Recognise different landmarks within UK and wider world.	Learn poem - Doctor Foster – catching a cold long ago – believed smelling mustard seeds, eating chicken soup would help you to get better. Now, a doctor in Gloucester or Doc McStuffins from America might use warm water, lemons, honey or medication from a pharmacy.	<u>Identify key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, pier, promenade season and weather. Represent ideas about the seaside on a chosen map – 2D, 3D, electronic representation, sound representation. <u>Remember or find out changes within living memory- to seaside destinations.</u> How do we travel to the seaside? Role play car, bike, train, bus, plane ship experiences. What happens during journeys? <u>Recognise compass points.</u> Recall information about Vikings landing in England. Learn that Anglo Saxons also travelled to England in boats. Role play historical experience – waves, in a

	Recognise differences from past and present day.	Explore how wind turbines work and help. Know who invented the wind turbine.	Explore people who created man-made landmarks.	Smell. Taste. Compare. Practice reading, writing, IT skills / use of devices to present information in photos / videos – expressions when students smell / taste Collect stories from family members from different generations about... chosen theme or title e.g. their toys and books – places they visited when they were young. <u>address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</u> <u>Remember or find out changes within living memory- to seaside destinations.</u> <u>Recognise compass points.</u> Compare to their own modern version – include	space, water, swaying – moving up North, Down South, East, West. <u>Identify locational knowledge, locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</u> Learn about Anglo Saxons travelling from Germany, and other countries in Europe.
--	---	--	---	--	---

				places students have visited. Did they go up – North / down South to visit (East or West) <u>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</u> Describe the places visited – water/ mud/ sun/ sand/ grassy/ hills / shops/ galleries / museums Compare changes Ask questions about changes found	
Vocabulary	Pre-formal – Change Environment Semi-formal – Difference Formal – Geographical changes	Pre-formal – Nature Semi-formal – Wind turbine Formal – Environmental change	Pre-formal – Map Semi-formal – Landmark Formal – Man made, natural	Pre-formal – Specific country names -England Scotland Wales Northern Ireland Semi-formal – Names of specific water ways – The Thames, Loch Ness, River Dee, River Lagan	Pre-formal – pier Semi-formal – promenade Formal – compass

				Formal – Social history / family history	
--	--	--	--	--	--

Subject ; MFL

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
DISCIPLINARY KNOWLEDGE	Know that other languages exist Know simple features of the day (morning, afternoon, night, sun, moon) Know that similar events happen in France during specific times of the day. Know key words that can combine to make sentences Know that we need can travel to France Know that the time in France is different to in England(France is one hour in front of England)	Know that French words can link to familiar toys and games. Know that toys and games may be different in France to those we play with in England. Know how to write French words. Know simple French words or phrases Know how to create a simple sentence about favourite toys or games	Know how to use / sing simple words / phrases / verbs / directions e.g. walk forward. Know how to identify key features of a place on a simple map e.g. class playground office Know how to use a French word to describe something Know how to use a simple map Know how to find places on google maps e.g. Bilston Molineux England France Eifel Tower	Know basic French words (and grammar) appropriate to the topic being studied. Know how to use French words (to build sentences) to describe what is happening. Know that stories / sensory stories can be experienced with the French language.	Know that sun safety songs can be sung in English and French. Know how to label items associated with topic in French. Know that they can make own song or rhyme using French words.
Procedural Skills	Listen to songs in French-join in, move, dance Complete/ role play tasks that take place in the morning, afternoon, night in France and England	Link French words to names of toys and games. To explore differences in toys and games played	Learn and use simple French phrases, verbs, adjectives Use Google to find places of interest in context	Listen to familiar tales/ sensory stories / songs with key words in French	Listen to sun safety songs and rhymes. Use French words to make own song or rhyme. Match French words to English words.

	when the sun or moon are out Use terms identified in vocabulary section.	with in France and England. Consider songs they could sing in French whilst playing with toys Use French words to create a simple sentence.	Walk forward – marcher Walk up the hill – en haut colline Walk along path – en haut chemin sunny day- journée ensoleillée Look at the map – regarder carte Find the water near the hill – eau colline Use google maps safely to find special places in France Role play a walk up and down a hill in France using appropriate words. Repeat simple French phrases to a beat as they walk.	Match French words to English words in familiar tales. Notice key words Use French words to build sentences. E.g. house, story – the story has a house. I can touch the...	
VOCABULARY	Pre-formal – Day - jour Night – nuit Semi-formal – features of the day, such as Sun - soleil Moon - lune Star – étoile	Pre-formal – play - jouer Semi-formal – Toy - jouet Game - jeu Formal – Favourite – préférée(feminine) préféré(masculine)	Pre-formal – map - carte Semi-formal – explore - explorer Formal – locate – situer	Pre-formal – story - histoire Semi-formal – Smell – odeur Taste – goût Touch – touche Hear – entendre See – voir Formal – past - passée(feminine) passé(masculine)	Pre-formal – water - eau Semi-formal – sunglasses - lunettes de soleil Hat - chapeau Sun creams - crème solaire Formal – safety - sécurité

	Formal – time - temps Morning - matin Afternoon - après-midi	Choose - choisir			
--	---	------------------	--	--	--

SEMH

Subject ; Religious Education

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
DISCIPLINARY KNOWLEDGE	Christianity & Judaism Know and experience different routines that happen in the day/ night. Know why we complete different routines at day/night. Know the name of different routines the focus religions follow e.g. Milestones of life (birth, marriage) Know the names of the places of worship for the focus religions. Know the key features of the places of worship for the key religions.	Christianity & Hinduism Know that we can engage with a range of religious stories. Know that there is a range of religious stories linking to the focus religions. Know how to respond thoughtfully to a range of sources of wisdom and beliefs. Know how different communities follow a range of beliefs/ teachings.	SYMBOLISM Know how to recognise, create and describe some patterns. Know how to sort and order objects simply. Know how to create a range of symbols using different shapes and patterns. Know how to explore a range of symbols. Know the similarities and differences between different symbols. Know which symbols link to main religions. • Islam - Star and crescent. • Sikhism - Khanda. • Christianity - Christian cross.	Christianity & Buddhism Know how it feels to be part of a community/ group. Know what a community is. Know the difference a community can make e.g. churches/ temples provide help and advice for those in need. Know the definition and meaning of belonging, meaning and truth. Know how to express own ideas and opinions in response using words, music, art or poetry.	Christianity & Islam Know and experience different beliefs and practises, including festivals and rituals and ways of life to find meanings behind them. Know how to explore the Chrisitan holidays. Know how to explore the Islam holidays. Know the symbols that represent the holidays. Know what the holidays celebrate. Know how the holidays are celebrated. Know why the holidays are important to the focus religions.

			• Judaism - Star of David. • Hinduism - Om (or Swastika) • Buddhism - Wheel of Dharma.		
Procedural Skills	Recognise the key features of places of worship. Use fine/ gross motor skills to take part and experience different routines. Recognise the importance of different routines in our own lives. Develop ability to name different routines the focus religions follow. Recognise the key features of places of worship.	Show listening and pre reading skills. Ability to sit still and calm and respond to a sensory story. Recognise preferred stories. React to different features in range of stories. Show preferences of different stories through reactions and response. <u>most famous christian stories - Google Search</u> <u>most famous stories in hinduism - Google Search</u>	Recognise different shapes and patterns. Understand how to sort and order objects simply. Recognise different features of religious symbols. Recognise which religion the symbol links to. • Islam - Star and crescent. • Sikhism - Khanda. • Christianity - Christian cross. • Judaism - Star of David. • Hinduism - Om (or Swastika) • Buddhism - Wheel of Dharma.	Ability to take part in a range of group situations with independence. Recognise how being part of a group makes students feel. Define community and recognise the difference it can make. Define belonging, meaning and truth. Express own ideas and opinions using preferred strategy.	Take part and experience different beliefs and practises. Participate in activities relating to the Christian holidays. Participate in activities relating to the Islam holidays. Recognise the symbols that represent the holidays. Ability to name the holidays that are celebrated. Recognise why the holidays are important to focus religions.
VOCABULARY	Pre-formal – Prayer Semi-formal – Church Formal – Synagogue Milestones of life e.g. birthday, wedding	Pre-formal – Calm Story Semi-formal – Wisdom Beliefs Formal – Community	Pre-formal – Shape Semi-formal – Pattern Formal – Meaning Symbolic	Pre-formal – Feeling Semi-formal – Advice Meaning Formal – Truth Expression	Pre-formal – Celebration Semi-formal – Collective Share Formal – Enlighten Aware Religious Holiday

Subject ; PSHE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
Knowledge	Know that hygiene tasks such as toileting/showering etc. should be done in private in order to keep themselves safe. Know how we take care of our bodies e.g. skin, hair or teeth. Know simple hygiene rules and apply these skills to everyday life. Know the importance of sun safety rules. Know how to look after our bodies in the sun. Know how and when to seek support including which adults to speak to in school if they are worried about their health	Know how to complete a range of different activities. Know what personal strengths are. Know what activities/tasks need support Know and explore what a goal is. Know how to choose and set own goals/achievements for future. Know what an aspiration is.	<i>Know how to express emotions in a safe way when feeling angry, upset or frustrated.</i> <i>Know our emotions can affect others as well as ourselves.</i> <i>Know how to describe or demonstrate how to respond appropriately to others' feelings.</i> <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	Express a range of emotions to different listeners e.g. happy, safe, sad, unsafe. Recognise who the trusted adults in our lives are. Knowledge that trusted adults can support us physically. Recognise the importance of respect and put this knowledge into practice.	Know how to respond with curiosity to adult modelling of different ways that people communicate with each other. Know how to describe some ways that we communicate, including online. Know how to communicate our choices to others. Know how to keep safe online e.g. passwords or having adult help to access the internet. Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Procedural Skills	Sensory exploration of personal care routines for skin, hair, teeth etc. Apply fine motor skills to complete personal care routines. Recognise simple hygiene routines and the correct structure to complete the tasks. Knowledge of how to apply sun cream / sun hats and why we do this.	Apply skills to complete different activities with independence. Communicate what personal strengths are. Recognise what a goal is. Recognise what an aspiration is. Create own goals/ achievement list for future.	Express emotions in a safe way. Understand how emotions can affect others. Recognise how to respond to other people's feelings, putting this skill into practice. Knowledge of how to report a concern/ worry.	Express a range of emotions to different listeners e.g. happy, safe, sad, unsafe. Recognise who the trusted adults in our lives are. Knowledge that trusted adults can support us physically. Recognise the importance of respect and put this knowledge into practice.	Explore and observe different methods of communication. Practise how to communicate with a range of listeners. Recognise the online safety rules we must follow to stay safe. Apply knowledge of kindness/respect to online environments.
Vocabulary	Pre-formal – Personal hygiene Skin care Semi-formal – Routine Formal – Sun safety	Pre-formal – Strengths Semi-formal – Weaknesses Formal – Goals Aspiration	Pre-formal – Safe Semi-formal – Confidence Formal – Report Concern	Pre-formal – Safe Unsafe Semi-formal – Trusted Adult Formal – Respect	Pre-formal – Communication Semi-formal – Protection Formal – Website Permission

Physical, Sensory and Medical

Subject ; Art

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
DISCIPLINARY KNOWLEDGE	 Persistence of a memory by Dali Know that colour can be used in art to depict times of the day. Know that art can be used to help calm during stressful times of the day. Know what is meant by 'line' Know how to use a range of media to create Art. Know how to follow stimuli/ item of interest	 A child's game by Paul Klee. Know how to make fast marks. Know how apply marks slowly and with increased precision. Know that art work can be made by a range of people. Know and be introduced by a famous artist.	 By Ed Fairburn Know that maps can be made using a singular line. Know that maps use colour to convey terrains and areas. Know that there are similarities and recurring themes within maps. E.g. The Sea is usually blue. Know that maps can be made as models (3D). Know that maps can be textured.	 Princess and the Pea dry point by Catherine O'Neill Know what a 'study' is. (lots of re-workings of the same piece using different media or just practicing). Know how to join pieces of material together. Know how to shape and break dough. Know how to craft using different media.	 Know the purpose of familiar tools. Know how to describe what they like or dislike about a piece of art created by themselves. Know how to describe what they like or dislike about a piece of art created by others. Know to be aware of bold colours Know that safety signs use primary colours. Know that safety signs have been designed.

			Know where we have wayfinders on campus. Know how to adapt a map for purpose. Know that historically maps were made by cartographers	Know a professional work inspired by Traditional Tales. Know how to share an opinion Know where you can visit to see professional art work.	Know that safety signs need to be robust. Know to have an awareness of safety and informative signs and how they can be adapted to meet needs (Braille).
Procedural Skills	Pre-formal – Using colour to depict day or night. Exploration using different art media, having fun and building tolerance to art materials. Semi-formal- Using colour to depict day or night. Exploration and application of skills using different art media, having fun and building tolerance to art materials. Mix paint to make secondary colours. Use named colours in pictures Formal – Using colour to depict day or night. Exploration and application of skills using different art media, having fun and building tolerance to art materials. Mix paint to make secondary colours, shades and tones. Use named colours / shades etc in pictures.	Pre-formal Be introduced to the term 'line' to create 'line' with some hesitancy. Create marks with energy. Create marks with degrees of pressure. Have exposure to famous art works Semi-formal Be introduced to the term 'line' to create 'line' with some hesitancy. Create marks with energy. Create marks with degrees of pressure. Comment upon famous works giving one word descriptive analysis. Formal Be introduced to the term 'line' to create 'line' with confidence. Create	Pre-formal- Draw with simple mark makers singular lines showing the way. Feel textures and describe how these can depict other areas. Design 2D and 3D. Use a colour coded key so people can understand your map. Come to consensus in your group. Semi-formal – Draw with simple mark makers singular lines showing the way. Feel textures and describe how these can depict other areas. Design 2D and 3D. Use a colour coded key so people can understand your map. Come to consensus in your group. Show preferences. Formal – Draw with simple mark makers singular lines showing the way. Feel textures and describe how these can	Pre-formal – Explore ways to join materials together. Create a 'study' using different media and genres. Semi-formal – Explore ways to join materials together. Create a 'study' using different media and genres. Make preferences between professional artists and if given opportunity visit a gallery. Formal – Explore ways to join materials together. Create a 'study' using different media and genres. Make preferences between professional artists and if given opportunity visit a gallery. Critique studies created by peers.	Pre-formal – Explore ways safety signs are presented. Create a 'study' using different media and genres. Semi-formal – Explore ways safety signs are presented. Create a 'study' using different media and genres. Make preferences between professional artists and if given opportunity visit a gallery. Formal – Explore ways safety signs are presented.. Create a 'study' using different media and genres. Make preferences between professional artists and if given opportunity visit a gallery. Critique studies created by peers.

		marks with energy. Create marks with degrees of pressure. Comment upon famous works giving descriptive analysis.	depict other areas. Design 2D and 3D. Use a colour coded key so people can understand your map. Come to consensus in your group. Show personal preferences		
VOCABULARY	Pre-formal – Stimulus / interesting item Semi-formal- Tolerance Mood feel Formal – depict represent	Pre- formal Lines dots Semi- formal Sculpture Formal- Famous Artists	Pre-formal- 2D 3D Semi Formal- Key Formal- Cartography (drawing maps)	Pre-formal- Study Semi- formal- gallery Formal- artist.	Pre-formal- Bold Semi- formal - Primary Colours Formal- Informative art

Subject ; DT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
Disciplinary Knowledge	Know that we should check for allergies when preparing food Know that different occupations need different nutrition. Know that recipes have ingredients and method of cooking. Know that different foods have different textures. Know that we must wash hands before cooking Know that we must put on an apron Know we should roll sleeves up.	Know what makes a game enjoyable. Know what parts of your body you need to use to play the game. Know how to design simple games. Know how to play a simple game of snakes and ladders.	Know what a map is (could it also be something used to build something?) Know how people travel around the world- what modes of transport Know how to test the suitability of materials when building model ships/ trains Know what cuisines are eaten around the world. Know how to follow simple recipes Know how to use simple tools safety.	Know that traditional tales are used all around the world. Know that people enjoy different foods around the world. Know that some traditional tales have castles Know that castles are usually tall and imposing Know that some castles have dungeons. Know the different atmospheric conditions dependent on location- dungeon dark, cold underground. Turrets lofty airy high.	Know that food is grown and that some is healthy and some needs to eaten with moderation. Know that material changes through time and this is called weathering. Know how weathering occurs Know what we can do to minimize the impact of weathering Know what food can be easily transportable and the best ecological ways of transporting Know what materials can be used to transport food for picnics for example. Know how the plan a picnic menu Know how to prepare a picnic meal and what tools are needed. Know that hydration is important. Know how to problem solve ways to combine things. Eg. Mixing mayo with cabbage to make coleslaw.

				Know how to design your own dream castle. Know how to build a simple model of a castle.	.
Procedural skills	Pre-formal- Make simple designs and explore different media and ingredients to make projects. Semi- Formal- Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Formal- Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Evaluate your own work saying what went well.	Pre-formal- Make simple designs and explore different media and ingredients to make projects. Semi- Formal - Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Formal - Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Evaluate your own work saying what went well.	Pre-formal - Make simple designs and explore different media and ingredients to make projects. Semi- Formal - Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Formal - Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Evaluate your own work saying what went well.	Pre-formal - Make simple designs and explore different media and ingredients to make projects. Semi- Formal- Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Formal - Make simple designs and explore different media and ingredients to make projects. Working collaboratively with peers. Evaluate your own work saying what went well.	Pre-formal - Explore different packaging and feel the textures of each material. Encounter materials that are more sustainable and plan and make a project for the beach. Plan and prepare a meal for outdoor dining- think of carbon footprint. Semi-formal – Explore different packaging and feel the textures of each material. Encounter materials that are more sustainable and plan and make a project for the beach. Plan and prepare a meal for outdoor dining- think of carbon footprint. Evaluate your own work. Formal – Explore different packaging and feel the textures of each material. Encounter materials that are more sustainable and plan and make a project for the beach. Plan and prepare a meal for outdoor dining- think of carbon footprint. Evaluate your own work and the work of others.

Vocabulary	Pre-formal – Apron Vegetarian food (e.g. plant based burger) Semi-formal - recipe high protein food preparation (e.g. tuna, sweetcorn and rocket leaf salad mix) Formal – texture nutritious food (e.g. eggs, cheese, ham and spinach for an omelette)	Pre-formal- collaboration. Semi- formal- exciting Formal- enticing	Pre-formal – Spices and Herbs Semi-formal – Suitability Formal – Cuisines	Pre-formal- Underground/ High Semi- Formal- Fortress Formal- Defensive Factors.	Pre-formal-sustainable Semi- formal - reduce, reuse, replace, recycle Formal - Carbon Footprint.
------------	--	--	---	---	--

Subject ; Music

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
DISCIPLINARY KNOWLEDGE	The Best Day of my Life- American Authors. Know that music is used for different things during the day. Know that if used for being active the tempo is quicker. Know that if used to relax the tempo is slower. Know what pulse means Know what tempo means.	Know how to record sounds. Know how these sounds can be made into a piece of music Know that a piece of music written is called a composition. Know that different families of instruments work together. Know some instruments need to be shook	https://youtu.be/OWUFaRG4eXc The Sea Map by Polyphemus Know to join in with rhymes and jingles. Know the meaning of a few musical symbols eg. Crescendo sign/ diminuendo sign. Know that music can be initiated. Know what singing is. Know to recognise when people are singing Know to recognise repeated patterns.	https://youtu.be/CDSnTsdH75A?si=bLmtj2Pb7BWjifur The Little Match Girl Passion by David Lang Know that in some musical stories different instruments depict characters. Know that different instruments have specific sounds (timbre). Know that music can be recorded and played back to be enjoyed. Know that you can compose/ devise as a group. Know that musical stories have a beginning middle and an end. Know that music can be dramatic	Know what makes music suspenseful? Know that in music silence is as important as music. Know that sirens and warning sounds are composed to grab attention Know how to react to a warning sound. Know that written music has stop and start symbols Know that music can be written out as a graphic score.

	Know how to recognise how your emotions change when listening to pieces of music. Know how to respond to the vibrations created by music.	Know some instruments need to be struck.			
Procedural Skills	Pre-formal- Listen and respond to music with different tempos. Observe how the different tempos make you feel. Experience the sensations of playing tuned percussion. Semi-formal – Listen and respond to music with different tempos. Observe how the different tempos make you feel.	Pre-formal- Listen and respond to music with different tempos. Observe how the different tempos make you feel. Experience the sensations of playing tuned percussion. Experience hearing yourself back Semi-formal – Listen and respond to music with different tempos. Observe the	Pre-formal- Listen and respond to music with different dynamics. Observe how the different dynamics make you feel. Experience the sensations of playing tuned percussion. Semi-formal – Listen and respond to music with different dynamics. Observe how the different dynamics make you feel. Experience the sensations of playing tuned percussion. Show preferences between different pieces of music. Formal – Listen and respond to music with different dynamics. Observe how the different dynamics make you feel. Experience the sensations of playing tuned percussion. Show preferences between different pieces of music. Say why you prefer certain sounds and dynamics.	Pre-formal – Have an awareness of the sounds of musical instruments (if HI feel the differing vibrations of instruments). Listen to changing tempo and dynamics of musical stories e.g. Peter and the Wolf or different characters Carnival of Animals. Semi-formal – Have an awareness of the sounds of musical instruments (if HI feel the differing vibrations of instruments). Listen to changing tempo and dynamics of musical stories eg. Peter and the Wolf or different characters Carnival of Animals. Communicate likes and dislikes Formal – Identify the different sounds of musical instruments (if HI feel the differing vibrations of instruments). Listen to changing tempo and dynamics of musical stories e.g. Peter and the Wolf or different characters Carnival of Animals. Communicate likes and dislikes and say why.	Pre-formal – Experience warning sounds and sirens, recognise what affect hearing a siren has on your body/ senses. Have an awareness of notating music in a graphic way or textured way. Semi-formal – Experience warning sounds and sirens, recognise what affect hearing a siren has on your body/ senses. Have an awareness of notating music in a graphic way

	Experience the sensations of playing tuned percussion. Show preferences between different pieces of music. Formal – Listen and respond to music with different tempos. Observe how the different tempos make you feel. Experience the sensations of playing tuned percussion. Show preferences between different pieces of music. Say why you prefer certain sounds and tempos. Listen to music, turn to it, move to it,	sensations of playing tuned percussion. Show preferences between different pieces of music. Experience hearing yourself back and recording. Formal – Listen and respond to music with different tempos. Observe how the different tempos make you feel. Experience the sensations of playing tuned percussion. Show preferences between different pieces of music. Say why you prefer certain sounds and tempos. Recognise yourself after recording.			or textured way. Communicate your feelings and make own warning sounds. Formal – Experience warning sounds and sirens, recognise what affect hearing a siren has on your body/ senses. Have an awareness of notating music in a graphic way or textured way. Communicate your feelings and make own warning sounds. Listen to others' compositions and perform to peers.
--	--	---	--	--	---

	tap to it, request more, change the volume, change the tempo. Immerse selves in music – explore tuned and percussion, tap, pluck, strike, shake, blow instruments – alongside recorded music. Express preferences				
VOCABULARY	Pre-formal – pulse and tempo Semi-formal – quicker and slower Formal – largo and andante.	Pre-formal – recognise Semi-formal – record Formal – respond	Pre-formal – Singing Semi-formal – Crescendo Formal – Diminuendo	Pre-formal - Strings Semi- Formal - Brass Formal- Woodwind	Pre-formal – silence Semi-formal – piercing sound Formal – suspenseful sound

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
Knowledge	Know how to collect equipment with support 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 balls, hoop or quoit Know that people exercise at different times of the day. Know that people need to eat certain foods to maintain energy to move. Know that movement brings joy.	Know how 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 to enjoy movement during play with objects Know to enjoy games Know to feel freedom of movement and stretching.	Know how 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 to enjoy movement and friendly competitive sports Know to enjoy games Know to feel freedom of movement and stretching.	Know that your body changes through exercise. Know your body can change if you exercise regularly Know why your heart beats Know why your breathing might be laboured Know to have an awareness of your heartbeat Know to have an awareness of chest rising and falling. Know what stretch is. Know how to handle rackets and balls / adapted shuttlecocks	TEAM GAMES Know that one must employ strategies to overcome obstacles. Know that one must use tactics to get the better of an opponent. Know the importance of hydration in warmer weather. Know that skills learnt in schools can be transferred to holiday games eg Golf in school to holiday croquet. Know how to respond to instructions quickly- 'pass', 'throw'. (quickly as per students' individual need).

	Know to hydrate after sport. Know how to move/ roll to each side with support Know how to use hands / feet freely but may show preference for one. Know how to observe and copy others with support. Know how to control and co-ordinate feet / hands and fingers Know how to demonstrate the difference between moving slowly and moving quickly. Know how to perform a single skill or movement with some control. Know how to cradle and release a ball Know how to tally a score Know how to hold pencil in mid or upper shaft in a grip. Know who the winner is.		Know how to repeat movement Know to show awareness of repetition Know what makes up a sequence Know what stacking is Know what bowling is Know what rules are Know/ have an awareness of turn taking	Know how to practice handling smaller items Know how to work with a partner Engage in simple aerobic exercise	
Procedural Skills	Handle equipment for selected games – balls,	Move in different directions in different spaces Complete stretches	Take turns Imitate modelling of action	Stretch different body parts	Pre-formal – Explore the experience of working as a team. Responding to

quoits, targets; throw, push, catch... Take turns Know how to move Choose when and how to exercise Know when and how to rehydrate Take part in team activities Take part in competitive ball games Pre-formal – Experience taking part in a team game, handling different equipment for team games (using hands or feet) Have experience of calculating scores and gaining an insight into what winning means and feels like. Semi-formal – Experience taking part in a team game, handling different equipment for team games (using hands or feet) Have experience of calculating scores and gaining an insight into what winning means. Experience using	Make shapes at different heights Hold poses Move across different pieces of equipment at different levels Create a simple sequence Work with others Listen to / make suggestions for improvement Pre-formal - Experience movement in different directions, feeling changes of direction and co-ordination. Semi-formal – Experience movement in different directions, feeling changes of direction and co-ordination. Work at different levels- high and low. Formal – Experience movement in different directions, feeling changes of direction and co-ordination. Work at different levels- high and low. Communicate how you could do better next time.	Create a sequence Stack - place objects on top of each other. A simple exercise could be stacking beanbags (the small fabrics with rice inside). This skill relies on gross and fine motor skills. There could be a cup or cone stacking exercise. Classes could elevate the skill level by making a relay race or make the stacking exercise bigger/ smaller Bowling, counting, positioning, aiming, hand eye coordination, balance, muscle strength, use maths and social skills, focus, concentrate, patience, timing, problems solving, time using stopwatch, aim to improve time, teamwork, count and increase height of stack / number of bowls. Pre-formal – Have an awareness and react to stacking / bowling, turn taking and repetition Semi-formal – Have an awareness and react to stacking / bowling, turn	Handle small items Throw, catch, small items Work with a partner, take part in simple aerobics Observe physical changes when exercising -Have an awareness of breathing and heart beating, have an awareness of how the body changes through regular exercise. And show preferences between stretches and exercise. Peer/ Self evaluation. Pre-formal – Have an awareness of breathing and heart beating, have an awareness of how the body changes through regular exercise. Semi-formal – Have an awareness of breathing and heart beating, have an awareness of how	instructions of others. Passing and throwing. Semi-formal – Explore the experience of working as a team. Responding to instructions of others. Passing and throwing. Formal – Explore the experience of working as a team. Responding to instructions of others. Passing and throwing. Using tactics.
--	--	--	---	--

	tactics. Communicating how this makes you feel. Formal – Experience taking part in a team game, handling different equipment for team games (using hands or feet) Have experience and initiate the calculation of scores, and gaining an insight into what winning means. Experience using tactics. Communicating how this makes you feel and saying why? Follow instructions and rules.		taking and repetition, show a preference Formal – Have an awareness and react to stacking/ bowling, turn taking and repetition, show a preference and self/ peer evaluation	the body changes through regular exercise. And show preferences between stretches and exercise.	
Key Vocabulary	Pre-formal- Teams scoring Semi-formal- tactics collaboration Formal- rules strategy	Pre-formal- travel Semi- formal- co-ordination Formal- Levels	Pre-formal - turn taking Semi-formal - stacking bowling Formal- preference	Pre-formal – breathing Semi-formal – Heartbeat Formal – Stretch	Pre-formal- strategy Semi-formal - tactics Formal- Competition.