



"Every Achievement Counts"

Curriculum and Assessment Policy

September 2018

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Agreed by Teaching and Learning Governor Committee:

Date:

Mission Statement

At Greenmead Primary School, we focus on our children and what they can do now. Through close working relationships with families and the multi-disciplinary team around the child, we develop ambitious and meaningful expectations. Children at Greenmead work hard and we celebrate every single achievement.

We aim for all of our children to leave Greenmead as confident, independent life-learners who are able to express themselves and their choices, are problem-solvers and who can contribute to the community in which they live and learn.

We provide a friendly, supportive and safe environment with a climate of trust, honesty and positivity. Our new state-of-the-art building is co-located with our mainstream partner school Ronald Ross Primary School, creating novel opportunities for integration and development for all.

Greenmead School caters for pupils with a range of complex physical disabilities, severe and/or profound learning difficulties with additional communication needs. We continue to be recognised as an innovative centre that provides Outstanding outcomes for all children.

“Every Achievement Counts”

Curriculum Statement

We offer a creative, personalised curriculum which takes into account the different learning styles, abilities and possible pathways. We aim to give the pupils a curriculum that is broad, engaging and meaningful. The aim of the curriculum is to teach pupils the skills and knowledge they will need for life beyond Greenmead School and to give them the confidence to be an active part of their community where they are able to express themselves, make choices and be able to make individual achievements by having effective problem-solving skills.

With the range of learners in our school we believe that there is no ‘one size fits all’ approach to teaching, learning and techniques for all pupils. There can therefore be no one curriculum which is suitable for all the pupils which is why our curriculum is divided into different learning pathways. It is also important that we are reflective about ‘why we do what we do’ in our everyday practice. Whatever we deliver in our classroom practice must be relevant and meaningful to the pupils in our school.

Targets for pupils’ learning are firstly based on individual pupil strengths, barriers to learning and developmental next steps. These are assessed by the class teachers and therapists and together with parents form the basis of EHCP/IEP targets.

The curriculum is delivered through a thematic approach. Each half term there is a theme and all areas of learning encompass the theme.

The school is divided into EYFS (2 to 5 year olds) and Key Stage One (5-7 year olds) and Key Stage Two (8-11 year olds).

The EYFS class has a range of pupils within the group and time in this class is spent on getting to know the pupil's learning styles, strengths and needs through play-based learning. At the end of their time in EYFS we will be able to establish which of the 3 pathways a child will follow into KS1.

From KS1 through to KS2 pupils are organised into groups based on their learning styles, abilities and needs. The different pathways are divided as follows;

- Pupils working within a sensory curriculum
- Pupils working within a semi-formal curriculum (A mixture of sensory and adapted National Curriculum)
- Pupils working within a formal curriculum (adapted National Curriculum)

We have found that this is the most effective way to ensure that the classroom environment and programmes of learning can be organised and delivered to meet every child's individual needs in a way which enables all children to make outstanding progress and achievement.

The organisation of our classes is evident in the way that:

- Each class is equipped and organised to meet the specific needs of pupils within
- Appropriate staff teams are allocated annually and specific training provided where required
- The classroom environment can be specifically designed and organised to best meet the needs of the pupils within it
- Routines can be designed, established and embedded which are appropriate to the needs of the pupils within them (e.g. snack times, toileting, communication strategies such as visual timetables and objects of reference)
- Appropriate communication strategies can be established and embedded which are at an appropriate level, accessible and valued for the pupils within the class
- The specific programmes for distinct groups of learners can be better implemented

RE/British Values is celebrated as a whole school at various times in the year including;

- Whole school Friday achievement assemblies
- Charity events (Foodbank, Children in Need, etc)
- Half termly WOW days that celebrate faith festivals
- FOG events once per term
- Annual sports day

Curriculum Pathways and Offer

EYFS Curriculum

Areas of learning covered include:

- Communication, Language and Literacy
- Physical Development
- Personal and Social Development
- Expressive Arts and Design
- Understanding of the World
- Cognition

What are we trying to achieve? Vision and Aims

How do we organise learning? Our curriculum

How well are we achieving in our goals and aims?

Assessment

Sensory Curriculum

Areas of learning covered include:

- Communication (responding to people, includes integrating speech and language therapy targets)
- Cognition (responds to objects, includes cause and effect through the use of technology and media)
- Me and my community (includes belonging to my community both within, the local community and around the wider world, including PSED targets).
- Care and independence (includes self-help skills and working towards self-occupying activities, integrating occupational therapy targets)
- Physical Development (includes integrating physiotherapy targets)

Each half term, the topic has a sensory focus (Visual, Auditory, Smell, Taste, Touch, Proprioceptive and Vestibular)

The developmental frameworks for the 5 areas of learning should be used as a basis for planning (Routes for Learning). In addition, detailed assessment information about each pupil's skills and abilities and current developmental level should be utilised to ensure planning is personalised and relevant to each pupil. For many of these pupils, they will need many opportunities to practise, develop and generalise their emerging skills in a wide variety of situations and with a range of resources and people.

Planning should indicate clear objectives for each child/group and differentiated activities to meet those objectives. IEP targets should be indicated on the planning where relevant.

These should be completed in Week 2 of each half term and be available on the system in the relevant class planning folder. They will be monitored by SLT during the second week of each half-term and feedback provided.

Consistent planning formats must be used for medium term planning – these are in the relevant folder in the curriculum folder on the system.

There is a timetable to clearly show coverage of key areas of learning and should be written on agreed school templates.

Semi-formal Curriculum

Areas of learning covered include:

- Communication (includes integrating speech and language therapy targets)
- Cognition (includes cause and effect through the use of technology and media)
- How the world works (includes exploring the world around me, developing a sense of time and place, developing a sense of community and scientific understanding)
- Physical Development (includes integrating physiotherapy targets)
- My creativity (includes music, art and design, cooking)
- My care and independence (includes self-help skills and working towards self-occupying activities, integrating occupational therapy targets)

The developmental frameworks for the areas of learning (Small Steps) should be used as a basis for planning. In addition, detailed assessment information about each pupil's skills and abilities and current developmental level should be utilised to ensure planning is personalised and relevant to each pupil. For many of these pupils, they will need many opportunities to practise, develop and generalise their emerging skills in a wide variety of situations and with a range of resources and people.

Planning should indicate clear objectives for each child/group and differentiated activities to meet those objectives. IEP targets should be indicated on the planning where relevant.

These should be completed in Week 2 of each half term and be available on the system in the relevant class planning folder. They will be monitored by SLT during the second week of each half-term and feedback provided.

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There is a timetable to clearly show coverage of key areas of learning and should be written on agreed school templates.

Formal Curriculum

Areas of learning covered include:

- Communication, Language and Literacy (includes reading, writing, speaking and listening and integrating speech and language and occupational therapy targets)
- Maths
- Understanding of the World (includes Science, History and Geography)
- Personal and Social Development (includes SRE, citizenship, RE, self-help and independence through integrated occupational therapy targets)
- Creative Development (includes art and design, music and design and technology)
- Physical Development (includes integrating physiotherapy targets and PE as appropriate)
- Computing and media

Maths, Communication, Language and Literacy, Computing, Music and Physical Development are taught separately to ensure that all aspects are covered using the National Curriculum as our guide but delivered in a differentiated way to meet the interests and abilities of our pupils. All other subjects (History, Geography, Science, Art and Design, Design and Technology) are taught as part of the creative curriculum. Over the year we ensure that there is a breadth of coverage across Geography, History and Science delivered through a theme.

Planning should indicate clear objectives for each child/group and differentiated activities to meet those objectives. IEP targets should be indicated on the planning where relevant.

These should be completed in Week 2 of each half term and be available on the system in the relevant class planning folder. They will be monitored by SLT during the second week of each half-term and feedback provided.

Consistent planning formats must be used for medium term planning – these are in the relevant folder in the curriculum folder on the system.

There is a timetable to clearly show coverage of key areas of learning and should be written on agreed school templates.

Reading and Phonics:

At Greenmead we use Letters and Sounds programme and also use some elements of Jolly Phonics to teach the pupils to read and write. The Department for Education (DfE) states that practitioners and teachers should provide daily speaking and listening activities that are well matched to children's developing abilities and interests. These activities should draw upon observations and assessments to plan for progression and to identify children who need additional support. The school has a wide range of reading books from the Oxford Reading Tree and Pearson schemes which students find fun and engaging. Teachers are able to make a wide range of resources and activities from the books to support literacy and communication skills. To support the more advanced reader a large selection of books of various levels are available in our library or to bring in age appropriate books from home is encouraged. Pupils are encouraged to read across their curriculum, not just in reading lessons.

Monitoring and Developing the Curriculum

The curriculum is reviewed by the Headteacher, deputy head and governors in the Teaching and Learning Committee on a regular basis and areas for development are incorporated into the School Development Plan.

Monitoring

The following documents are monitored by the SLT and written feedback provided for each teacher. The purpose of this is both to develop individual teachers' skills and also to inform the SLT of areas which need to be developed across the school.

Planning – medium term planning at the start of each half-term

IEPs – at the start of each term

Evidence for Learning – at the end of each term

Lesson observations – termly

Weekly Learning walks with a different theme for each week based on the SDP

EHCP Reviews – are all read by the Headteacher prior to being distributed

Summative assessment –termly on Small Steps or Routes for Learning assessments; termly internal moderation staff meetings to ensure consistency of teacher judgements across the school and annual external moderation meetings with other local authorities and SEN schools. SLT moderate summative assessment once every term and report to the Teaching and Learning governors committee.

Curriculum Themes

	Term/Year	EYFS	Sensory pathway	KS1	KS2
2017-2018	Autumn 1	Nursery rhymes	Witches and Wizards(vision)	My local environment (G)	Changes (S)
	Autumn 2	Light and dark	Happy Holidays (smell)	Knowing you, knowing me (S)	The Victorians (H)
	Spring 1	Ready, steady, cook	The Circus is in Town (auditory)	On the move (S)	Hola Mexico (G)
	Spring 2	At the zoo	Creepy Crawlies (tactile)	Life in a book – Folktales	Life in a book – Roald Dahl
	Summer 1	In the garden	To Infinity and Beyond (vision)	Tuti-fruiti (S)	Superheroes (H)
	Summer 2	Holidays	Life in a book – The Lighthouse Keeper’s Lunch (taste)	Towers, tunnels and turrets (H)	The Desert and its Pharaohs(H/G)
2018-2019	Autumn 1	I like it ...	Head, shoulders, knees and toes (proprioceptive)	Ourselves (S)	Street Detectives (G)
	Autumn 2	Wild, wild weather	Sparkle and Shine (vision)	Memory Box (H)	A child’s war (H)
	Spring 1	The wheels on the bus	Where am I?	On the farm (G)	Gallery Rebels (H)
	Spring 2	Minibeasts	Life in a book – Eric Carle (tactile)	Yummy Potions (S)	Animals and their Habitats (S)
	Summer 1	On the farm	Sound Machine (auditory)	Life in a book – Dr Seuss	Life in a book – Treasure Island
	Summer 2	Pirates and mermaids	I like to move it, move it (vestibular)	Land Ahoy (G)	Earth, Wind and Fire (S)
2019-2020	Autumn 1	This is me and my body	Marvellous Me (proprioception)	Mighty Metals (S)	The big city (London) (G)
	Autumn 2	Bears	Winter Wonderland (touch)	Are we there yet? (G)	Enchanted Woodland (S)
	Spring 1	People who help us	Crash, bang, wallop, pop (auditory)	Dinosaur Planet (G)	Travelling (G)
	Spring 2	What’s in an egg?	The Secret Garden (smell/taste)	Can I switch it on? (S)	Beast Creator (S)
	Summer 1	Once Upon a Time	Life in a book – Julia Donaldson (visual)	Life in a book – The Owl who was Afraid of the Dark	Knights and Castles (H)

Summer 2	Splish, splash, splosh	Olympics (Japan)
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Curriculum Coverage through the Themes

Term/Year	EYFS	Sensory pathway	KS1	KS2
2017-2018	<p>Autumn 1</p> <p>Nursery Rhymes</p> <p>Text: The Gingerbread Man Humpty dumpty – exploring eggs (cooking/rolling/throwing) Twinkle, twinkle – make wands, light up toys Old Macdonald – animals, animal sounds. Counting songs and number rhymes Music- favourite nursery rhymes Nursery rhyme themed cooking</p>	<p>Witches and Wizards</p> <p>Text: Room on the Broom (Julia Donaldson) Magic Potions (Sensory/ Messy Play Potions) Smelly potions vs nice smelling potions Sensory Magic Wands Magic Sounds UV painting Sensory Playdough Harry Potter themed music Elves and fairies Go on a dragon hunt Make wands Tracking with torches Try on wizard hats, look in the mirror Make a feathery owl Bubbles and bubble art Explore witches’ hair – spaghetti baths</p>	<p>My local environment (G)</p> <p>Texts: Stick man, Peace at last, Mr Gumpy’s outing Helping others- old peoples home, royal neuro-disability hospital Leisure activities (theatres, parks, cinema) Maps How do I get around? (car, bus, walk, trains) Make a class book about school and the local environment Looking after the local environment - Litter picking, planting, bird feeders, recycling , nature walks Junk modelling Sensory nature bottles Treasure hunt – finding my way around Cooking and baking using local produce Visits from people in the community</p>	<p>Changes (S)</p> <p>Texts: ‘Seasons Come, Seasons Go Tree’ by Britta Teekentrup, non-fiction books about seasons Poems about changes to the weather and seasons Plants changing in Autumn Human and animal life cycles Andy Goldsworthy – leaf art Seasons Changes in the weather Changes to flowers when added to food colouring – science experiments – making predictions and testing and then evaluating Changes to materials that are heated/frozen/cooled (solids and liquids) Changes to materials when wet/dry Chemical reactions My body changes - (SRE) as appropriate</p>

				<p>Visit to local business including shops, libraries, building site, places of worship, athletic centres/leisure centres</p>	<p>Changes since the summer holidays My class changes How have I changed? Baby to now – bring in baby photos Leaf printing Visit to Wimbledon Common to do a nature walk – scavenger hunt, take photos of changes</p>
<p>Autumn 2</p>	<p>Light and Dark</p> <p>Texts: Owl Babies, The Owl who was afraid of the dark, Can't you sleep little bear, Whatever Next</p> <p>Dark Den and tracking activities Fireworks celebrations Halloween celebrations Turning on torches and light up toys Rainbows and colours UV painting and face paints Winter and Christmas activities Use of the sensory room</p>	<p>Happy Holidays</p> <p>Text: Gordon's Great escape (balloons), Pumpkin Soup, Room on a Broom, The Snowman</p> <p>Fireworks (iPad apps, glitter, shaving foam, UV painting and hairdryers, sensory room) Diwali Christmas Halloween (Pumpkins) Yalda (Jeiwsh Holiday) Sensory bug bags Exploding pumpkins Pumpkin soup Hot/cold Balloons Toffee apples and smells Light/dark Party poppers for loud bangs</p>	<p>Knowing you, knowing me (S)</p> <p>Texts: The mixed up chameleon, Marvellous me, I'm the best, Elmer, Eric Carle; From head to toe, Barry the fish with fingers Christmas- Rudolph story, Christmas around the world (book – Babushka)</p> <p>Senses Self-portraits- mirrors, Andy Warhol Similarities and differences in our families Photographs of when we were small vs what we look like now Likes and dislikes Bring in a favourite object from home – guess who it belongs to</p>	<p>The Victorians (H)</p> <p>Text: Charles Dickens/Oliver Twist, A Christmas Carol</p> <p>Old and new toys School rules now and then Making toys Different life styles The Queen and her family Life of a child Jobs – chimney sweep, workhouses Houses – how were they built and what were they like Victorian inventions – telephones, cars, toilets, Entertainment Visit to Holly Lodge – Victorian Christmas</p>	

			<p>Indian music Spice smells Make the room dark and light candles Using torches/disco lights Exploring snow Christmas crackers</p>	<p>Cultural days – families to bring and share food/costumes/traditions Night-time/day-time routines</p>	
<p>Spring 1</p>	<p>Ready, steady, cook</p> <p>Texts: Oliver’s vegetables, Very hungry caterpillar, , Green eggs and ham Tasting and smelling different foods and showing preferences Home corner roleplay Pancake Day Cooking and using tools and equipment Growing food (fruit/vegetables/herbs) Sensory play with food Fruit and vegetable printing Visit to supermarket/pizza express to make pizza</p>	<p>The Circus is in Town</p> <p>Text: If I ran the Circus The big top – sights and sounds Performers in a circus Food at a circus Clown play – gloopy, slimy things Drumming in a circus Balloons and bubbles The grand finale Circus and clown music Knocking down cups, etc. (tricks) Pompoms</p>	<p>On the move (S)</p> <p>Texts: Mr Gumpy’s outing/motorcar, We all go travelling by, Miranda the explorer , Amazing Aeroplanes, Rosie’s Walk Different types of transport Pull and push How do things move? Land, sea and sky Floating and sinking Holiday destinations Fast and slow Keeping safe on the roads and pavements Imaginary and real journeys Imaginary and real journeys Traffic survey – how do we get to school, what can we see on the street How do we move? (PE, electric chairs etc.) Whatever next? Take teddy at the weekends and take photos of where it goes</p>	<p>Hola Mexico (G)</p> <p>Texts: Non-fiction books, maps Invitations Postcards Hot/cold places Maps – continents, countries, oceans Local geographical exploration in Mexico – mountains, rivers, etc. Sculpture – Mayan art Food celebrations Music and instruments Make instruments from everyday materials Light and shadows Carnivals/festivals</p>	

				<p>Tracks of different vehicles Gravity experiments Parachute games Beebots Melting ice/chocolate to make rivers for the boats Visit to a transport museum/horse and carriage ride in Richmond Park/river boat trip</p>	
Spring 2	<p>At the Zoo</p> <p>Texts: Dear Zoo, Walking through the jungle, The Tiger who came to tea Animals Vets roleplay, looking after animals Making masks and puppets. Listening to animal sounds Patterns and prints of animal skins. Visit to zoo/pet shop/animal handlers visit Animal puzzles</p>	<p>Creepy Crawlies</p> <p>Text: James and the Giant Peach Soil Digging Planting Slimy Crunchy Hard/Soft Creepy crawlies Hidden creepy crawlies in different materials</p>	<p>Life in a book – Folktales</p> <p>Texts: Middle Eastern folktales – Aladdin/Arabian nights, Anansi Shiny things African/Middle Eastern music Hot/cold places Tastes from the stories Talking animals Costumes- make your own Visit to a theatre/library Visit from a storyteller</p>	<p>Life in a book – Roald Dahl</p> <p>Texts: James and the Giant Peach, Fantastic Mr Fox, The Enormous Crocodile, Matilda, George’s Marvellous Medicine, The Twits, Charlie and the Chocolate Factory Book reviews Sequencing stories Role Play/ Acting Making pictures James and The Giant Peach Minibeast hunt Cooking with fruit, smoothies, fruit skewers making patterns Floating and Sinking Fantastic Mr Fox Woodland walk Make a den Cops and robbers The Enormous Crocodile Wanted poster</p>	

					<p>Seesaws/ rocking Roundabout play Mud play Animal matching Picnic (bench)</p> <p>Matilda Go to the library Bake a chocolate cake Drama- act out scenes</p> <p>George's Marvellous Medicine Make medicines Follow recipes</p> <p>The Twits Make a pie Label characters</p> <p>Charlie and the chocolate factory Science experiments with sweets and chocolate (e.g. reversible change, sweet modelling, colour coming off skittles, coke and Mentos) Sensory playdough</p>
Summer 1	<p>In the Garden</p> <p>Texts: The tiny seed, Jack and the Beanstalk Minibeasts Growing and digging: Plant seeds Make soup and smoothies with fruit and veg Make wind chimes and fans</p>	<p>To Infinity and Beyond</p> <p>Text: 'Whatever next' Sensory outer space Rockets Messy fun on the moon Final destination and music Voyage to outer space Sensory Room (Space Journey)</p>	<p>Tuti-fruitti (S)</p> <p>Texts: Handa's surprise, Oliver's vegetables (the Oliver series), The enormous turnip, Sweet as a strawberry, The very hungry caterpillar, Non-fiction Food and plants Printing</p>	<p>Superheroes (H)</p> <p>Texts: Supertato series, Superhero ABC, Powerpoint book- Aisha the superhero princess, Wonder Comic strips and narrative writing Drawing and modelling superheroes</p>	

		<p>Make animal habitats Make bird feeders Outdoor nature and treasure hunts Natural collages Insect arts and crafts Decorate plant pots Visit Wisley or Kew Gardens</p>		<p>Reading and following recipes/instructions Fruit faces, kebabs Cutting and slicing Creating recipes with fruit Making healthy choices What happens when I squish, blend, freeze, heat fruits? Hot/cold Wet/dry Data handling Fairtrade Sorting fruit by pattern, colour or size Enterprise and tuck shop Music and nursery rhymes Visit to the local shops</p>	<p>Animation with ICT Historical heroes - Stephen Hawking, Einstein , Newton Recognising good and bad choices Make and design costumes Make up superheroes Film short superhero story Survey on what superpower you would have Patterns and colours Being Strong- heavy light Super-vision- sensory room activities Being able to Fly- bouncing on trampoline, swing Being invisible- learn to play hide and seek with people ad objects People who help (everyday superheroes) Treasures rescue hunt Spiderman- spider themed sensory Bat man- Halloween sensory Aquaman- water exploration Technology links Super forces – freezing, gravity, light and shadows, photosynthesis Real life superheroes- the police, fire officers</p>
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					<p>Make a newspaper (rescue article)</p> <p>Job application to be a superhero</p> <p>Letter writing</p> <p>List writing</p> <p>Visit from local superheroes</p>
Summer 2	<p>Holidays</p> <p>Text: Beach party</p> <p>Transport</p> <p>Weather</p> <p>Exploring things from different countries</p> <p>Beach sand and water play</p> <p>Transport roleplay/beach roleplay</p> <p>Junk model boats</p> <p>Sand and shell painting and playdough</p> <p>Jelly and ice-cream sensory play</p> <p>Sensory story: holiday sensory experience</p> <p>Visit to beach at Chessington</p> <p>World of Adventures</p>	<p>Life in a book – The Lighthouse Keeper’s Lunch</p> <p>Lighthouses</p> <p>Use of lights</p> <p>Making sandwiches</p> <p>Picnic</p> <p>Seagulls</p> <p>Swooping motions</p> <p>Pecking</p> <p>Exploring waves</p> <p>Ocean drum</p> <p>Finding sea shells, ocean animals, etc. in trays</p> <p>Blue shaving foam</p> <p>Smells and tastes of the seaside (salty, vinegar, sun tan lotion, etc.)</p> <p>Ice lollies at the seaside</p> <p>Sand and water play</p> <p>Water sprays</p>	<p>Towers, tunnels and turrets (H)</p> <p>Text: Rapunzel, Boris the Badger, non-fiction books on animal tunnels, George and the Dragon</p> <p>Report writing</p> <p>Writing letters</p> <p>Making posters</p> <p>Making models of towers, bridges and castles</p> <p>Towers and bridges in the local area</p> <p>Castle and castle life</p> <p>Measurement</p> <p>Keeping rules and consequences</p> <p>Positional and directional language with exploration with beebots</p> <p>Solving arguments, compromising, team games</p> <p>Testing bridges</p> <p>Going over and under</p>	<p>The Desert and its Pharaohs (H/G)</p> <p>Texts:</p> <p>Mystery stories</p> <p>Myths and Legends</p> <p>Ancient Egypt</p> <p>Mythical creatures and gods</p> <p>Artefacts</p> <p>Drawing artefacts, mosaics</p> <p>The river Nile</p> <p>Pyramids</p> <p>Shapes and their properties</p> <p>Medieval jewellery and clay pots</p> <p>Mummies</p> <p>Temples</p> <p>Tutankhamun</p> <p>Hot/cold places</p> <p>Customs and beliefs</p>	

				Go through the tunnel to find the treasure (use tunnel from PE cupboard) Visit to Tower of London/Hampton Court	
2018-2019	Autumn 1	I Like it... Text: I like it when... (Mary Murphy) Finding out and sharing favourite things (toys/food/people/activities) Communicating likes and dislikes Personalised books Body awareness Sensory play My family and friends	Head, shoulders, knees and toes Text: A boy and the turtle Music and Movement Pushing/Pulling Kicking/Swiping Wriggling Special Yoga Massage Foot spas My hands and feet feel sticky materials/hot and cold materials/soft and hard materials/wet and dry materials	Ourselves (S) Texts: Me and my body Clothes that protect us Food for my body Exercise for my body We're not all the same Me at home and at school Me in my community How I change What we can do together to make positive changes Data Handling Mirror work Portraits out of playdough and materials My senses	Street Detectives (G) Texts: The detective dog, The children who smelled a rat, Edgar and the Sausage Inspector Instructions Diary writing Significant places in my community Treasure hunts and maps including aerial maps 'Who lives here? What happened here?' Local artists Sign making and building designs Time Data Handling Improving the local community
	Autumn 2	Wild, wild weather Texts: The Little Raindrop, Rosie's hat Roleplay - Clothing for different weather Hot and cold sensory play	Sparkle and Shine Text: Shiny and non-shiny materials Properties of materials Reflections and mirrors	Memory Box (H) Texts: Diary writing Sharing memories through photos and storytelling Family portraits	A child's war (H) Texts: Letters and diaries Second World War Poppies and Remembrance Wartime recipes

	<p>Make sensory umbrellas Music for different seasons – use instruments to create weather sounds. Rainbows and explore colours Make dens Make kits Splash in puddles and water play Shadows Sensory story – weather experiences</p>	<p>Things that glow Lights Sensory Room Treasure Chests Song – Sparkle and Shine Popping bubbles Projector lights Sparkles on the resonance boards Work on the light box Rocket sounds Sparkly materials Christmas sparkle</p>	<p>Making a memory box Living history Things I like to do with my friends and family – e.g share a picnic Time</p>	<p>Cities in the UK affected by war; moving to the countryside for evacuation Empathising with people in different times, current world news A wartime classroom (take away tables etc) Raising money for children in war torn countries Music from the war times Fact presentation Feeling words and discussions Portraits Malala study – write her letters</p>
<p>Spring 1</p>	<p>The wheels on the bus</p> <p>Texts: The train ride, the bus is for us. Different modes of transport Transport songs Emergency services visit and people who help us Push and pull – making things move and work Making rockets Vehicle small world play maps</p>	<p>Where am I?</p> <p>Text: Hiding items (object permanence) Our bodies Music and movement Different environments (inside/ outside) Rebound Trip to Tadworth – different schools</p>	<p>On the farm (G)</p> <p>Texts: Farmer Duck, Easter and new life Build tractors out of lego Tractor art Tractor tracks in paint, on playdough Farm sensory trays Exploring straw, painting with straw Hiding animals in straw Old MacDonald Different types of animals on the farm Animals in mud (chocolate pudding)</p>	<p>Gallery Rebels (H)</p> <p>Texts: Old and modern day artists including sculptures, painters, graffiti, etc. Selecting and using materials for art Collage Photography linked to art – manipulate on iPads Expressing emotion through art Exploring light and dark, textures</p>

				Animal footprints Wash the farm animals Vegetable printing Vegetable sensory tray Sorting animals Data handling Animal homes Matching animals to their sounds Matching animals babies to their mummies Visit to Bockett's Farm	Is it art? Looking at what I like/don't like, what do other people like and why? Artists through the ages- Monet, Picasso, Turner, Banksy, Tracy Emin, Damien Hurst, Anthony Gormly, Visit to an art gallery Visit from an artist
Spring 2	Minibeasts Texts: The Very Busy Spider, What the Ladybird heard, The snail and the whale Insect songs Minibeast hunts Build minibeast hotels Minibeasts to visit school Insect patterns and colours. Lifecycles - watch butterflies grow and release	Life in a book – Eric Carle Hungry Caterpillar Eric Carle Art Animal sounds (found in the books)	Yummy Potions (S) Texts: Liquids and their changes when mixed, heated, frozen, etc Labelling and sequencing Reading recipes Creating and writing recipes for 'cocktails' and smoothies Medicine safety in the home and at school Capacity	Animals and their Habitats (S) Texts: Non-fiction books for animal facts Write animal fact files researching on for info and pictures on internet Jungle Arctic Farm Pets Desert Sea Matching which animals live in which habitat Diorama shoeboxes Fact profile Spider diagrams and picture diagrams Animal patterns Camouflage	

					<p>Nocturnal/ day time animals Fur, skin, feathers, scales (reptiles vs mammals) Moving like different animals Matching habitats to maps Link to countries What animals eat Pond dipping Looking after animals Role play- vets office or a habitat e.g. jungle Animal sounds Venn and Carrol diagrams – sorting animals Visit to Pets at home, Battersea Zoo, a pet shop, finding insects in on Wimbledon Common, aquarium, Wetland Centre Visit from travelling farm, reptile man</p>
Summer 1	<p>On the farm</p> <p>Texts: Three Little Pigs, Farmyard Hullabaloo Farm animals Animal sounds Animal masks/puppets Farm small word play Explore foods which come from farms Planting and growing Farm shop roleplay</p>	<p>Sound Machine</p> <p>Text: Musical Instruments Bangs Bells Soundbeam Music/ singing Visits from different musicians (Jessie’s Fund) or Big Top</p>	<p>Life in a book – Dr Seuss</p> <p>Texts: Thing 1, thing 2, Green eggs and ham, Cat in a Hat, Red fish, blue fish One and lots One and 2 Exploring blue and red colour through different materials and textures Explore fish Sorting colours</p>	<p>Life in a book – Treasure Island</p> <p>Map reading skills Treasure hunt Making boats Floating and sinking Programming/coding (use a Beebot and directions) Counting and treasure Pirates Direction work</p>	

	<p>Old Macdonald had a farm, dingle dangle scarecrow Visit to farm</p>		<p>Looking at rhyming words Make silly words Balance and weight Balancing on different bits of equipment Design a hat for the cat Make green egg biscuits Blue fluffy slime Fish for red and blue fish (fishing game) Fish bowl activities Hand prints to make fish Sort fish by size</p>	<p>Treasure – sorting materials Money Making jewellery Make a treasure box Story predictions Character work Boat life and jobs Fishing Pirate cooking Weather Diary entries Packing for an island Problem solving – tent building, raft making Songs from Muppet Treasure Island</p>
<p>Summer 2</p>	<p>Pirates and mermaids</p> <p>Texts: 10 Little Pirates, Commotion in the Ocean, the Singing mermaid The sea and boats Playdough mermaid tails Treasure hunts and digging for treasure Make treasure gems and decorate treasure boxes Make maps (old teabags) and navigate around school. Small world and pretend pirate ships Message in a bottle (make sensory bottles)</p>	<p>I like to move it, move it</p> <p>Text: Rebound Physical Skills Swimming Moving ourselves Moving from different environments Healthy eating (e.g. tasters of different foods) Music and Movement Pushing/Pulling Kicking/Swiping Wriggling Smart Platform</p>	<p>Land Ahoy (G)</p> <p>Texts: Poetry and postcards Using and making maps Using and giving directions Printing Pirate storytelling and songs Famous pirates Modelling pirate boats using everyday materials; test on water Beach sensory boards Explore sand and water Build sandcastles Finding treasure in the sand tray</p>	<p>Earth, Wind and Fire (S)</p> <p>Texts: The earth – layers, structure, what’s around us Shape work Music- how can we make these sounds Movement – how can we move like these things. Sailing How can we move things (wind, fan, windmill) The effects of wind and fire Looking after the earth – recycling, plastics The positives and negatives</p>

		Fine motor fishing games Floating and sinking in the water tray		Ocean drum, rain sticks Art inspired by the sea (fish, seahorses, whales, etc) Find sea animals hidden in blue shaving foam Sea animals and sea shells in the water tray Sorting sea shells, animals Finding big and little Sinking and floating Measure/capacity	Fire safety Big fires – forest fires Things that burn and things that don't What is wind – oxygen, breathing, fire triangle Visit to/from a Forest School Visit to Wimbledon Windmill
2019-2020	Autumn 1	<p>This is me and my body</p> <p>Texts: Incredible me , Peepo, Monkey Puzzle Body awareness songs Looking in mirrors, recognising own pictures Homemade books Printing and painting with hands and feet Exploring different sensory experiences Making relationships and friends My family – exploring different cultures Sensory story – Wicked Webster Witch</p>	<p>Marvellous Me</p> <p>Text: Favourite things My family My home Where I come from (e.g. international sensory experiences/ national identity Make a birthday wall display Celebrating birthdays Portraits with different wigs, sunglasses, hats Painting with feet and toes Brushing my teeth and hair (exploring different brushes) Working with mirrors</p>	<p>Mighty Metals (S)</p> <p>Texts: Forces and magnets Patterns and printing with and on metals Collage of metallic materials Making jewellery Measurement Making vehicles Recycling Heavy/light weights</p>	<p>The big city (London) (G/H)</p> <p>Texts: The Great Fire of London, Katie in London, non-fiction books about London, The Queen's Hat, Madelaine in London Using locational language Using maps Geographical similarities and differences between urban and rural areas London timeline Travelling in London Famous landmarks in London Making bread (Fire of London) The Royal Family Jobs in London Tower of London</p>

					Visit to London Eye, Tower of London, London Transport Museum
Autumn 2	Bears Texts: We're going on a bear hunt, Brown Bear. Bear cave roleplay Teddy bears picnic Bear themed cooking (flapjacks, bear claw biscuits) Goldilocks Big and small bears Polar bears – winter Make bear masks Paw printing Porridge art	Winter Wonderland Texts: Gruffalo's child, Stick man Cold Ice/Snow/Wind Freezing things (changes) Christmas Visit to Chessington Garden Centre, Guildford Spectrum Ice Rink, Woodlarks sensory experience	Are we there yet? (G) Texts: Different types of transport How things move Holiday destinations Fast and slow Keeping safe on roads and pavements Imaginary and real journeys	Enchanted Woodland (S) Texts: Non-fiction texts Plants and animals Research facts about plants and animals and make a fact file Working with natural materials in art Building structures Making maps	
Spring 1	People who help us Text: The Jolly Postman Thankyou cards and presents for people who help us Friends and family Doctors roleplay Police/firefighter/doctor kit toys Looking after ourselves Dolly role play Miss Polly had a dolly, 5 little firefighters songs Emergency services visits	Crash, bang, wallop, pop Text: Musical Instruments Bangs Bells Soundbeam Music/ singing Found sounds Sounds in nature Making sounds with different objects (eg. popcorn kernels in bowls, poppers, etc.) Thunder makers Air pops	Dinosaur Planet (G) Texts: Events beyond living memory Large and small model making Exploring different environments where dinosaurs might live Measurement Using alliteration and movement (e.g. stomp-stomp)	Travelling (G) Texts: 'A river' by Marc Martin, Maps Transportation How far can we go? Holidays we've been on Where would we want to go Passports Travel magazine making Sensory experiences Historical places Foods of the world Packing bags If I was on a (boat camel, aeroplane etc)	

			Loud and quiet sounds Firework art Popping balloons filled with paint		Postcards Collecting souvenirs/ memories My first holidays Time travel – where might we go in the future?
Spring 2	What's in an egg? Text: Oh Dear! (Rod Campbell) Hatch chicks at school Melting ice eggs Playdough eggs Egg puzzles and toys Explore and taste different eggs Cook with eggs Egg rolling games Farm small world play Feather art Humpty dumpty	The Secret Garden Text: The Very Hungry Caterpillar, the Spider and the Ladybird sensory story Flowers Gardens Smells Growing veg/plants Insects Baking Garden sensory trays Blossom art activities (painting with coke bottles, collage) Spider webs Spider painting activities Visit to Kew Gardens, Wetland Centre, Isabella Plantation	Can I switch it on? (S) Texts: Technology in the home Technology in school Electronic games and toys Electronic communication Safety in the home	Beast Creator (S) Texts: Myths, creation stories from around the world Living things and their habitats Comic strips Fantasy narrative Model making Ethical issues around conservation How many legs/wings? Food chains Superpowers What makes a monster (describing words) Good vs bad monsters? Drawings from myths	
Summer 1	Once Upon a Time Text: Goldilocks and the 3 bears Castle roleplay Princess/prince dressing up Make costumes	Life in a book – Julia Donaldson Texts: The Singing Mermaid, A Squash and a Squeeze, What the Ladybird Heard Next, Stick	Life in a book – The Owl who was Afraid of the Dark Sequence story Descriptive words from the story Make owls	Knights and Castles (H) Texts: George and the Dragon, Mike the Knight Sword in the stone Tudor day	

	<p>Light toys Build castles with different bricks Magical potions in the water tray Books:</p>	<p>Man, The Scarecrows' Wedding, The Gruffalo Julia Donaldson Songs Sensory stories Decorate trees by rolling paint onto large sheets of paper, collage Making masks Make a class scarecrow Make crows that come to the scarecrow Make scarecrow biscuits Go on a treasure hunt Make a scarecrow collage/feeling board Feeling of straw, roll in straw Find animals in shaving foam Under the sea sensory trays Exploring sand and water Seashells Sea like slime</p>	<p>Explore feathers Explore light and dark Explore fireworks Sensory area linked to light and dark Sensory room to explore lights Feelings around feeling scared, what you can do if you're afraid Exploring shadows Make silhouettes</p>		<p>Test materials to build castles and bridges Famous castles and knights Make shields Hold a banquet Label part of a castle Past and present kings and queens Visit to Tower of London, Hampton Court</p>
Summer 2	<p>Splish, Splash, Splosh Text: Rainbow Fish Under the sea animals Different states of water and melting Switch activated fans and bubble machines Beach small world play Sand and water activities</p>	Olympics (Japan)			

		Washing clothes and hanging them on the line Activating different water toys	
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