



# WOOLGROVE SCHOOL

## Curriculum Policy



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

**Vicky Litchfield**

**November 2024**

**Review: November 2027**



## **Woolgrove School Curriculum**

At Woolgrove School the curriculum is the whole learning experience offered by the school. *How* children learn is as important as *what* they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times. Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them.

### **Intent**

The Intent of the curriculum is to:

- provide holistic learning experiences which are personalised to meet the unique needs of individuals and groups
- provide a broad, balanced and relevant curriculum focussing on functionality
- use children's interests and talents to provide exciting, motivating and engaging learning experiences
- encourage all children to meet their full potential
- be flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student
- build on children's existing knowledge, skills and understanding
- reflect the multicultural nature of the local community and build on British Values
- develop confidence, high self-esteem and independence
- develop a respect for other people and the environment
- prepare pupils for the opportunities, responsibilities and experiences in life beyond Woolgrove School

### **Implementation**

We adapt and modify the Early Years Foundation Stage Curriculum and National Curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and Woolgrove life skills programme, linking classroom learning to life skills.

All children learn best from first-hand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practise and apply learning in many contexts.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support individuals and groups of children. These include Speech and Language Therapy, Music Therapy, Rebound Therapy, Lego Therapy and Sensory Circuits focusing on fine and gross motor skills.

## Pathways

There are five different pathways the children can follow according to their age, ability, learning style and individual needs. Each pathway follows a modified and personalised holistic curriculum.

	Early Years Foundation Stage	Pre-Formal	Semi-Formal 1	Semi-Formal 2	Formal
Prime Areas of Learning	Personal, social and Emotional Development	Personal, social and Emotional Development	Personal, social and Emotional Development	Personal, social and Emotional Development	Personal, social and Emotional Development
	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development
	Communication and Language	Communication and Language	Communication and Language	Communication and Language	Communication and Language
Specific Areas of Learning	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Literacy	Literacy	Literacy	Literacy	Literacy
	Expressive Arts and Design (EAD)	Music	Music	Music	Music
		Cross Curricular EAD opportunities will form part of the Prime Areas of the curriculum and Literacy and Mathematics			Expressive Arts and Design
	Understanding the World <i>including RE</i>	R.E	R.E	Understanding the World	Understanding the World
Key skills	Life skills	Life skills	Life skills	Life skills	Life skills
	Sensory	Sensory	Sensory		Technology

Area of Curriculum	Strands
<b>Personal, social and Emotional Development and Life skills</b>	Building Relationships Managing Self Self-Regulation  Self Help includes - Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community safety
<b>Physical Development</b>	Fine motor Gross motor
<b>Communication and Language</b>	Listening, Attention and Understanding Understanding Speaking
<b>Mathematics</b>	Maths Core – Number and Numerical Patterns) Maths Supplementary – Unit 1 – Pattern Unit 2 – Shape Unit 3 – Positional Language Unit 4 – Measures Unit 5 – Fractions: Range 7 and above Unit 6 – Statistics: Range 10 and above
<b>Literacy</b>	Writing – Composition Writing – Mark Making / Handwriting Reading – Comprehension Phonics – level 1, alliteration, blending and segmenting, environment sounds, voice sounds, instrument sounds, rhythm and rhyme, body percussion, sentence segmentation. Phonics – Word reading (onset and rime if applicable / See and learn if applicable) Phonics – Writing
<b>Expressive Arts and Design</b>	Creating with material Being imaginative and expressive Including Music and Sensory  Sensory includes - Self-regulation, Proprioception, Exploring, Tactile Oral,

	Olfactory, Vestibular, Visual
<b>Understanding the World</b>	People, Culture and community – Geography and RE
<b>R.E</b>	Past and Present – History The Natural world – Science Technology – Computing Including RE

## **Sensory**

Sensory experiences and sensory diets are built into the school day to enable the pupils to be taught to self regulate and meet their sensory needs independently. Tac-Pac, which combines the sense of touch and music through social interaction, is also used in classes. It is delivered via an interaction between 2 people – a giver and a receiver.

Mindfulness also forms part of the Sensory curriculum to allow children to develop interests that they can use to support their wellbeing, self regulation and involvement.

## **Outdoor learning**

Woolgrove has seven acres of land in the environment area that is used throughout the week for exercise, morning workouts and learning about the environment. Every class has a weekly session in the environment area and Forest School activities are used during these sessions to develop team building, life skills, creativity, risk taking and learning about the world.

## **Visits to the Local community**

All classes visit the local community to bring school experiences to life and use skills they have been taught into real life practice. Visits to the local community may include visiting a park to improve physical development skills, visiting a zoo, farm, woods or park to look at and learn about animals, visit a supermarket to learn about money and visiting a restaurant to order and eat food in a public place. These are valuable experiences for the children to learn about skills they will need in the future and about behaving and communicating appropriately in a public area.

## **Residential Visits**

Our Year 6 pupils have the opportunity to take part in a residential visit in the latter part of the academic year. During the week the children take part in exciting learning experiences such as canoeing, donutting and archery as well as visiting places in the local area. For some children the opportunity to stay overnight may be the first time they have had this experience.

## **Life Skills**

As well as incorporating life skills into all lessons, each class also has a dedicated lesson focusing on elements of this. Life skills covers toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community, safety and independence.

Kaspa the Robot is used to support children to develop communication, interactions and independence, as well as exploring feelings and emotions.

## **Cultural Capital and Character Education**

At Woolgrove School we have ambitious expectations for all of our pupils and aim to provide challenge for all. Our broad and balanced curriculum follows a destination-led approach, considering what skills, opportunities and

approaches our pupils will need for when they move to secondary school and then onto adulthood. We aim to develop a sense of pride, belonging and identity for both the children, staff and the wider community.

We encourage the children to develop good characteristics of learning including confidence, self esteem, resilience, thinking skills, engagement, motivation and perseverance. We use children's interests to motivate and inspire children to participate and engage with learning. The Play and Learn (PAL) activities within classes give children opportunities to practise skills, learn from their mistakes and persevere when facing challenges. A range of experiences are provided to broaden the children's wider personal development in order to push the children outside of their comfort zone and also to show them what they are capable of achieving. We have a list of 50 things to do before you leave Woolgrove, which ensures that during their time at this school all children have had the same opportunities to undertake a range of events and experiences, for example going on a train, visiting a museum etc. This allows the children to develop their ability to access the wider world in the future and to expand on their interests.

We also ensure that opportunities are planned for children to help others and have a sense of responsibility within the class by completing jobs such as cleaning tables, sweeping the floor, helping with shredding or assisting another child with their work. The School Council operates to enable pupils to gather the views of others and share these to plan and implement changes to make the school a better place for everyone.

As a multicultural school with a diverse community, we value different cultures and celebrate everyone's uniqueness. Each class plans experiences and activities to explore the diversity within their group, such as listening to music, dancing, cooking, learning phrases from a home language and watching films. This is closely linked to the R.E. curriculum at Woolgrove. We place great emphasis on teaching the children to be respectful of others and value their opinions and beliefs.

We aim to broaden horizons and raise aspirations for all pupils. Topics on occupations and jobs are incorporated into the curriculum. Former pupils are invited to return to the school and share their post-Woolgrove experiences. Links with the local community and businesses are developed to provide experiences to the children about work places.

During their time at Woolgrove the children will have the opportunity to participate in our Live, Laugh and Learn Award which includes different tasks and activities to develop key aspects of character education and cultural capital. These tasks vary according to which curriculum pathway the child is following. Some tasks will be carried out in school while others may be done at home, which helps develop and strengthen the links between home and school. The idea is that each child completes these over several months and will be awarded a bronze, silver or gold level depending on how many they have finished.

### **Communication**

Woolgrove School uses a Total Communication approach. In all activities provided to the children careful consideration is given to the opportunities provided for children to develop their communications skills. Alternative methods of communication are used to support children such as signing, symbol communication, communication books, iPads, computer programmes such as Clicker 6 and objects of reference. Intensive interactions and Identiplay are used to develop interaction and communications skills as well as play skills in the EYFS, Pre-formal and Semi-Formal classes. Helicopter stories are used in all classes to encourage children to tell stories and to watch as adults scribe for them.

### **Attention Autism**

Attention Autism is used in all pre-formal and semi-formal classes to develop attention, listening, understanding, communication and independence.

### **Classes at Woolgrove**

Classes are mixed age and ability grouped; they are organised according to the children's learning style. The exception being Blue Class which is the class for the Reception aged children and is a mixed ability class. The children may move to another class during an academic year if it is apparent that they would be more suited to a different learning group according to their learning style or ability.

Department 1			Department 2		
Class	Learning styles	Curriculum	Class (2022-2023)	Learning styles	Curriculum
<i>Blue</i>	Youngest pupils Mixed style class	EYFS	<i>Cone</i>	Semi-Formal 1	Pre-Formal / Semi-Formal 1
<i>Red</i>	Semi-formal 1		<i>Cube</i>	Semi-Formal	Semi-Formal 2
<i>Yellow</i>	Semi-formal 1		<i>Sphere</i>	Semi-Formal	Semi-Formal 2
<i>Green</i>	Semi-formal 2		<i>Star</i>	Formal	Formal
<i>Purple</i>	Formal		<i>Hexagon</i>	Formal	Formal
<i>Gold</i>	Semi-Formal 1	Pre-Formal / Semi-Formal 1	<i>Pyramid</i>	Formal	Formal

### **Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)**

Children in Reception to Year 2 follow the EYFS curriculum. On some occasions there may be mixed aged KS1 and KS2 classes. These classes will continue to follow the EYFS curriculum whilst focusing on the Specific and Prime areas for the KS2 pupils according to their learning style (see EYFS policy for further information).

Topics are planned on a 2 year cycle, so that children will experience activities within each topic as they progress through the EYFS and Infant Classes. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Planning will also ensure coverage from Woolgrove's Skills and Knowledge Overviews (SKOs).

### **Key Stage 2 (KS2)**

The majority of children in KS2 follow the Pre-formal, Semi-Formal 1, Semi-Formal 2 or Formal Curriculum, depending upon their learning style and ability. On some occasions, classes may have a mix of two learning styles for example, Pre-Formal and Semi-Formal 1 or Semi-Formal 1 and 2 or Semi-Formal 2 and Formal. If this is the case the class teacher will follow the curriculum that is best suited to the children within the class. In the case of a mixed Pre-Formal and Semi-Formal class the most suitable curriculum is likely to be the Pre-Formal Curriculum. In the case of a mixed Semi-Formal and Formal class the most suitable curriculum is likely to be the Formal Curriculum. Planning for each pathway will also ensure coverage from Woolgrove's Skills and Knowledge Overviews (SKOs) for each curriculum area.

### **Pre-Formal Curriculum**

The Pre-Formal curriculum is planned each half term/term and is based upon a book. The books that are selected are based upon children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The children are provided with activities related to the text and carousel through activities during the day. The majority of activities are taught in small groups.

The Pre-Formal curriculum incorporates a variety of alternative methods of communication such as Picture Exchange Communication (WOPS Communication), Sound Board (using an iPad), Signing, Objects of Reference and Communication books. Intensive interaction is also used to develop communication and interaction skills. Attention Autism is used regularly to develop joint attention, listening, participation, communication and independence.

In Literacy, Identiplay is used to support children to develop play, communication, interaction and storytelling skills. Helicopter Stories are also used to develop storytelling. Sensory stories and story massage is used to develop children's understanding and enjoyment of reading.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of a text into context, for example children going to the airport to look at aeroplanes and listen to aeroplane sounds as part of a book about transport.

### **Semi-Formal 1 Curriculum**

The Semi-Formal 1 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The majority of activities are taught in small groups, on some occasions whole class teaching will take place.

The semi-formal curriculum will incorporate many of the strategies used in the Pre-Formal curriculum such as, Picture Exchange Communication (WOPS Communication), Sound Board (using an iPad), Signing, Objects of Reference and Communication books.

Attention Autism is used regularly to develop joint attention, listening, participation, communication, turn taking and independence.

In Literacy, Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

### **Semi-Formal 2 Curriculum**

The Semi-Formal 2 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Semi-Formal 2 curriculum uses Attention Autism strategies to focus on independence.

In Literacy Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory and cross curricular writing opportunities, linked to the Early Years Foundation Stage Development Matters and National Curriculum for writing.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

### **Formal Curriculum**

The Formal curriculum is planned each half term/term and is based the children's interests, which could be taken from a book, author or area of interest. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Formal Curriculum focuses on children being independent learners. Many of the strategies used for the Pre-Formal and Semi-Formal curricula will continue to be used and adapted to meet the needs of our formal Learners.

### **Impact**

The impact of the curriculum is that the children will become:

1. Successful pupils who enjoy learning, make progress and achieve their full potential
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who, where possible, make a positive contribution to society

### **Links to other policies**

- Early Years Foundation Stage
- Play and Learn
- Assessment, Recording and Reporting
- Marking and Feedback
- Black and Ethnic Minority and English as an Additional Language
- Autism
- Communication
- Literacy
- Maths
- Understanding the World, Life Skills, PSED, Expressive Arts and Design, Physical Development, RE and Computing
- Skills and Knowledge Overviews for each curriculum area



## Example of EYFS long term plan



### Blue and Red Class Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Ourselves and our world – Me and my family	Celebrations – My Celebrations	Dark and light	Growing	Nursery rhymes	Transport and journeys
<b>Communication and Language</b>	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS Communication Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes	WOPS Communication Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Using a knife to cut and spread. Using a spoon for spooning and mixing		Threading onto sticks. Rolling pins and cutters.		Measure, Peel, grate and crush	
<b>Literacy</b>	Traditional tales Non-fComputingion books Names Ext addresses Mark making ext key words and sentences News Labels IVC Phonics phase 1 ext 2	Non fComputingion books Names Ext addresses Mark making ext key words and sentences News Cards IVC Phonics phase 1 ext 2	Rhyming texts Rhythm in stories Sounds and voice sounds. Names Ext addresses Mark making ext key words and sentences News IVC Phonics phase 1 and 2 ext 3	Non fComputingion books Names Ext addresses Mark making ext key words and sentences News Labels IVC Phonics phase 1 and 2 ext 3	Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences. News Cloze sentences. IVC Phonics phase 1 and 2 ext 3	Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences News Retelling stories Non-fComputingion books IVC Phonics phase 1 and 2 ext 3
<b>Texts (Suggestion)</b>	Where's Spot? The gingerbread man The little red hen Homes information book	Fireworks The toys party The Nativity	This is the bear and the scary night Peace at last Dark dark tale	Jack and the beanstalk Growing vegetable soup The enormous turnip Planting a rainbow	Variety of nursery rhymes	The wheels on the bus Rosie's walk We're going on a bear hunt Planes or trains information text / Usbourne book
<b>Mathematical Development</b>	Number rhymes to 5/10/20 Size Shape	Number rhymes to 5/10/20 Capacity Time	Number rhymes to 5/10/20 Capacity Time	Number rhymes to 5/10/20 Weight Size	Number rhymes to 5/10/20 Size Positional language	Number rhymes to 5/10/20 Shape Time

	Weight Positional language temperature	Pattern Money Positional language	Shapes Positional language temperature	Pattern Money Positional language	Weight Pattern Temperature	Capacity Money Positional language
<b>Understanding of the World</b>	Ourselves – To explore Ourselves Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	The environment Environment Materials Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Electricity Electricity Materials Forces Places in local area Recent past events in own lives. Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Animals and Plants Animals and plants Materials, Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Light and sound Light and sound, Materials Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Earth and Beyond. Earth and beyond Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light
<b>Religious Education</b>	Christianity - Celebrations and Christmas Blue class – Buddhism Red class – Hinduism		Christianity Change and growth Religious places Easter Blue class – Buddhism Red class – Hinduism		Christianity Special books and stories Blue class – Buddhism Red class – Hinduism	
<b>Expressive Arts and Design</b>	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. Drawing Collage	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. Modelling paint	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. collage drawing	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. drawing collage	COMPUTING exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling



..... Class Medium Term Plan .....

<b>Key Vocabulary</b>	
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	<b>Personal, Social and Emotional Development</b>	<b>Communication and Language. Literacy</b>	<b>Understanding the World.</b>	<b>Mathematics</b>	<b>Expressive Arts and Design. (Refer to music plans.)</b>	<b>Physical development. (Refer to P.E medium term plan)</b>	<b>Outdoor activities</b>
<b>Play and Learn</b>	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths -	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
<b>Week 1.</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	COMPUTING – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>Week 2.</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	COMPUTING – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>Play and Learn</b>	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
<b>Week 3.</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	COMPUTING – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>Week 4</b>	Focus –	Big book –	COMPUTING –	Number song –	Songs and Music –	Fizzy hands.	

	Circle time  Attention Autism	IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	Cookery – Trip – UW –	Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Write dance – Art Start - Art - Drama/DT-	Other skills - Circle game -	
<b>Play and Learn</b>	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
<b>Week 5</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	COMPUTING – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>Week 6.</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	COMPUTING – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	

## Weekly planning format



class    Week beginning

Vocabulary					
Ability groups	Table groups		Other groups		
Day					
All week	<u>Snack</u>				
	<u>Attention Autism</u>				
	<u>Life skills</u>				
	Focus / subject	Grouping	Group 1	Group 2	Group 3
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

## Example timetable



### Pre-Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Sensory story session	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break		Break	Communication session and snack	Carousel Number Supplementary maths CIL / sensory break	Lunch and Playtime	Life skills  Kaspa  Attention Autism	Break	14.35 Assembly
Tuesday		PE	Music				Carousel Number Supplementary maths CIL / sensory break		Carousel – Phonics Communication Writing CIL / sensory break		Key word signing
Wednesday		Story massage	Attention autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Swimming or outdoor learning/trip		Swimming or outdoor learning/trip
Thursday		Environment walk	Attention Autism	Carousel – Phonics Communication Writing CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Cooking		PSED
Friday		Environment walk	Attention Autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Story massage  TAC PAC		

### Example Long term planning format



### Pre-Formal Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Peace at last	The Gruffalo	Whatever next	My first book of transport	Zog	Room on the broom
<b>Communication and Language</b>	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures. Telling stories	WOPS Communication Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes	WOPS Communication Making request Sharing new. Asking and answering questions Describing pComputingures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Knives and spoons		Rolling pins, cutters		Measuring, using tools. Pouring	
<b>Literacy</b>	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text Describing	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text / key words Sequencing	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text
<b>Mathematics</b>	Number rhymes to 5/10/20 Sorting and money Size Shape Weight Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Pattern Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Shapes Positional language	Number rhymes to 5/10/20 Sorting and money Weight Size Pattern	Number rhymes to 5/10/20 Sorting and money Size Positional language Weight Pattern	Number rhymes to 5/10/20 Sorting and money Shape Time Capacity Positional language
<b>Religious Education</b>	Christianity Sikhism		Christianity Sikhism		Christianity Sikhism	
<b>Life skills</b>	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs
<b>Sensory</b>	Massage Lights and torches	Massage Fur Slime Crumble	Massage Light and torches Moon dust	Massage Sounds – transport	Massage Heat sources / fire	Massage Potions Slime Cornflour

### Medium term planning format



## Pre-Formal Medium Plan Autumn 1

**Focus Book –**

<b>Key Vocabulary</b>	
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	Focus page	PSED	Physical	Communication and language	Literacy	Mathematics	Life skills Including food tech	RE	Sensory	CIL Enhanced provision linked to learning
Play and Learn										
Week 1				WOPs Signing	Reading – Keywords IVCs – sentences Phonics – Writing -	Core Supplementary	Life skills Cooking			
Week 2										
Play and Learn										
Week 3										
Week 4										
Week 5										
Week 6										

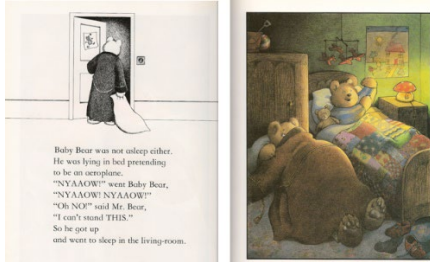
**Example Medium Term planning format**





## Pre-Formal Medium Plan Autumn 1

### Focus Book: Peace at Last



	Focus page	PSED	Physical	Communication and language	Literacy	Mathematics	Life skills Including food tech	RE	Sensory	CIL Enhanced provision linked to learning
Week 6	Pg 6	Working with others Sharing Turn taking	Fine motor – Writing Spoons Pouring Painting Using tape and glue sticks  Gross motor – pretending to be aeroplanes taking off  Climbing stairs  Making beds	WOPS COMMUNICATION – making requests choosing and snack. I see sentences for big book  Requesting – colours/equipment for model making/paining Toy shop role-play  Signing – Bed, Baby, Bear, Daddy, sleep, living room, woke up, went, in, walk  Making sounds for transport	<b>Reading – Keywords</b> <b>Finding keywords hidden in clouds (shaving foam) or pulling keywords elasticated from high up</b>  Bed, Baby Bear, Mr. Bear Sleep, Living room aeroplane He, was, in, got, up, went  <b>IVC – sentences</b> <b>Phonics – environment sounds / phase 2 b</b> <b>Writing – names and keywords</b>  Painting/drawing pComputingures of the story  <b>Story map</b>	Core Counting aeroplanes  Supplementary Sorting aeroplanes – colour Size of aeroplanes/bears Aeroplane models – 3D and 2D shapes Temperature – linked to cooking Money – toy shop  Collage – bed sheets for the bed – pattern	Cooking – hot chocolate  Dressing for bed  Cleaning teeth / washing faces  Making a bed	Sikhism – the 5 Ks exploring objects and naming them	Sounds of aeroplanes  Blankets  Making dens – dark and light  Using torches	iPad – sounds and letters program  Making dens/beds  Making models Painting  Computer – sentences / painting pComputingures / watching the story  Small world Transport play/house play Role-play house/toy shop

## Example Sensory story plan

**Book:** Peace at Last

Children can dress in PJs as part of the story experience

Page	Sensory experience	IVC sentence
1	Turn lights off and make it dark (low level lighting) – show a moon	Night time symbol for When
2	Listen to yawning sounds / make yawning sounds	The bears were tired
3	Listen to / making walking upstairs sound	The bears went to bed
4	Make snoring sounds Put on dressing gowns	Mrs Bear was snoring
5	Explore aeroplane toys / paper aeroplanes	Baby bear was playing with aeroplanes
6	Clock ticking sounds Exploring pillows blocking out sounds	Mr Bear can hear the clock
7	Explore water dripping Make sounds Eat honey sandwiches	Mr Bear can hear the fridge/tap
8	Feel hedgehog prickles / cat toy / owl feathers Make sounds	Mr Bear can hear the ..... hedgehog/cat/owl
9	Tweeting sounds Bird toys to feel Torches and sun - turn on lights	Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun
10	Explore blankets and lying down	Mr Bear went to sleep
11	Alarm clock going off	Mr Bear can hear the alarm clock
12	Drinking tea Opening letters	Mrs Bear made tea

## Example Massage story plan

**Book:** Peace at Last

Story massage to always start and end with hands resting on shoulders

Page	What to say	Massage
1	It was night time	Rub hands over the back
2	The bears were tired	Rub hand up from bottom to top in an arc – like yawning
3	The bears went to bed	Tap hands alternately up the back
4	Mrs Bear was snoring	Rub hands up and down back
5	Baby Bear was playing with aeroplanes	Explore aeroplane toys / paper aeroplanes
6	Mr Bear can hear the clock	Tap finger in a circle for the clock and the make pincer movement on the back for cuckoo opening and closing
7	Mr Bear can hear the fridge/tap	Tap index finger on shoulder for dripping
8	Mr Bear can hear the ..... hedgehog/cat/owl	Draw owl eyes, V hands draw cat's whiskers, index fingers tap for prickles on hedgehog
9	Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun	Draw sun on the back
10	Mr Bear went to sleep	Rub across the back
11	Mr Bear can hear the alarm clock	Tap erratically on the back
12	Mrs Bear made tea	Rest hands on shoulders

## Example timetable



### Semi-Formal Class timetable (Version 1)

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Environment walk / workout	Big book  Attention autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break	Break	Communication session and snack	Carousel Number Supplementary maths CIL / sensory break	Lunch and Playtime	PSED  Communication session eg News	Break	14.35 Assembly
Tuesday		Environment walk / workout	Attention autism Maths focus	Carousel Number Supplementary maths CIL / sensory break			Carousel – Phonics Communication Writing CIL / sensory break		PE		Music
Wednesday		Big book	Attention autism Writing focus	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Swimming or outdoor learning/trip		Swimming or outdoor learning/trip
Thursday		Environment walk / workout	Attention Autism Phonics focus	Carousel – Phonics Communication Writing CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Cooking		Signing
Friday		Environment walk / workout	Attention Autism Maths focus	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps CIL / sensory break			Carousel Number Supplementary maths CIL / sensory break		Life skills  Kaspa		

## Example timetable



Semi-Formal Class timetable (Version 2)

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Environment walk / workout	Attention Autism – phonics focus	Big book and Group work	Break	Communication session and snack	Core/ Supplementary Mathematics and Group Work	Lunch and Playtime	Understanding the World	Break	Communication session eg News
Tuesday		Environment walk / workout	Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics Group Work		Life skills Kaspa		14.35 Assembly Signing
Wednesday		9-10 Music		Big book and Group work			Core/ Supplementary Mathematics and Group Work		Swimming or outdoor learning		Swimming or outdoor learning
Thursday		Environment walk / workout	Attention Autism Phonics focus	Big book and Group work			Core/ Supplementary Mathematics and Group Work		PE		Understanding the World
Friday		Environment walk / workout	Guided reading	Shared writing and Group work			Core/ Supplementary Mathematics and Group Work		PSED		

## Example Long term planning format



### Semi-Formal 1 Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>						
<b>Communication and Language</b>	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS Communication Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS Communication Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes	WOPS Communication Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Knives and spoons		Rolling pins, cutters		Measuring, using tools. Pouring	
<b>Literacy</b>	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text Describing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text / key words Sequencing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text
<b>Mathematics</b>	Number rhymes to 5/10/20 Sorting and money Size Shape Weight Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Pattern Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Shapes Positional language	Number rhymes to 5/10/20 Sorting and money Weight Size Pattern	Number rhymes to 5/10/20 Sorting and money Size Positional language Weight Pattern	Number rhymes to 5/10/20 Sorting and money Shape Time Capacity Positional language
<b>Religious Education</b>	Christianity Sikhism		Christianity Sikhism		Christianity Sikhism	
<b>Life skills</b>	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs
<b>Sensory</b>	Massage	Massage	Massage	Massage	Massage	Massage

## Medium term planning format



### Semi-Formal 1 Medium Plan Autumn 1

**Focus Book / Topic –**

<b>Key Vocabulary</b>	
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	Focus page Key Vocab	PSED	Physical	Communication and language	Literacy	Mathematics	Life skills Including food tech	RE	Sensory	CIL Enhanced provision linked to learning
Play and Learn										
Week 1				WOPS COMMUNICATION  Signing	Reading – Keywords IVC – sentences Phonics – Writing -	Core  Supplementary	Life skill  Cooking			
Week 2										
Play and Learn										
Week 3										
Week 4										
Play and Learn										
Week 5										
Week 6										

**Example Long term planning format**



## Semi-Formal 2 Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
<b>Communication and Language</b>	WOPS COMMUNICATION Making request Sharing news Telling stories	WOPS COMMUNICATION Making request Sharing news Telling stories	WOPS COMMUNICATION Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS COMMUNICATION Making request Sharing news. Asking questions Describing pComputingures Telling stories	WOPS COMMUNICATION Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes	WOPS COMMUNICATION Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Knives and spoons		Rolling pins, cutters		Measuring, using tools. Pouring	
<b>Literacy</b>	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text Describing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text / key words Sequencing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text
<b>Mathematics</b>	Counting in 1's 2's 5's Sorting and money Size Shape Weight Positional language	Counting in 1's 2's 5's Sorting and money Capacity Time Pattern Positional language	Counting in 1's 2's 5's Sorting and money Capacity Time Shapes Positional language	Counting in 1's 2's 5's Sorting and money Weight Size Pattern	Counting in 1's 2's 5's Sorting and money Size Positional language Weight Pattern	Counting in 1's 2's 5's Sorting and money Shape Time Capacity Positional language
<b>Understanding the world</b>						
<b>Religious Education</b>	Christianity Sikhism		Christianity Sikhism		Christianity Sikhism	
<b>Life skills</b>	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs

Medium term planning format



## Semi-Formal 2 Medium Plan Autumn 1

**Focus Book / Topic:**

<b>Key Vocabulary</b>	
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	PSED	Physical	Communication and language	Literacy	Mathematics	Life skills Including food tech	RE	Understanding the world	CIL Enhanced provision linked to learning
Play and Learn									
Week 1			WOPS COMMUNICATION  Signing	Text – Reading – IVC – sentences Phonics – Writing -	Core  Supplementary	Life skill  Cooking			
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									

**Example timetable**





### Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Music		Big book and Group work	Break	Communication session and snack	Core/ Supplementary Mathematics and Group Work	Lunch and Playtime	PE  Communication session eg News	Break	14.35 Assembly
Tuesday		Environment walk / workout	Phonics Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics Group Work		Life skills / cooking		Signing
Wednesday		Swimming or outdoor learning					Core/ Supplementary Mathematics and Group Work		Big book and Group work		Technology
Thursday		Environment walk / workout	Phonics Guided Reading	Big book and Group work			Core/ Supplementary Mathematics and Group Work		Understanding the world		Art
Friday		Environment walk / workout	Phonics Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics and Group Work		PSED  Kaspa		

## Example Long term planning format



### Formal Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>						
<b>Communication and Language</b>	WOPS COMMUNICATION Making request Sharing news Telling stories	WOPS COMMUNICATION Making request Sharing news Telling stories	WOPS COMMUNICATION Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS COMMUNICATION Making request Sharing news Asking questions Describing pComputingures Telling stories	WOPS COMMUNICATION Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes	WOPS COMMUNICATION Making request Sharing news Asking and answering questions Describing pComputingures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Knives and spoons		Rolling pins, cutters		Measuring, using tools. Pouring	
<b>Literacy</b>	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text Describing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text / key words Sequencing	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text	IVC sentences Retelling stories Story maps Writing key words / sentences Phonics phase 2 and 3 Reading – words from text
<b>Mathematics</b>	Counting in 1's, 2's 10's to 50/100 Sorting and money Size Shape Weight Positional language	Counting in 1's, 2's 10's to 50/100 Sorting and money Capacity Time Pattern Positional language	Counting in 1's, 2's 10's to 50/100 Sorting and money Capacity Time Shapes Positional language	Counting in 1's, 2's 10's to 50/100 Sorting and money Weight Size Pattern	Counting in 1's, 2's 10's to 50/100 Sorting and money Size Positional language Weight Pattern	Counting in 1's, 2's 10's to 50/100 Sorting and money Shape Time Capacity Positional language
<b>Understanding the world</b>						
<b>Technology</b>						
<b>Art</b>						
<b>Religious Education</b>	Christianity Sikhism		Christianity Sikhism		Christianity Sikhism	
<b>Life skills</b>	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs

## Medium term planning format

