

Subject:	Accreditation:	Pathway: 1
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### LONG TERM PLAN

<u>CYCLE 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	My Wonderful Health		Going on an Adventure		Going out!	
Unit	Feelings	Body wise	Transport	Passport to the World	Seaside	Under the water
Communication	Promoting communication confidence by teaching key topic vocabulary, signs and symbols. Repetition and continuous opportunity to develop understanding, meaning and expression. Colourful semantic and use of communication aids (PECS, Objects of Reference, Pixon, ALD's, Bespoke communication aids/books) and language aids. Use of appropriate communication developing apps. Developing pre-verbal skills such as intensive interaction, waiting for a response, visual language approaches, labelling, auditory discrimination, phonological awareness, rhyme, oral motor skills, use of key words.					
Literacy	Myself and others	Human World	Nature	Past, Present and Future	Imagined World	Games and Objects
Maths Strand A	<b>Number</b> – Place value <b>Shape</b> – Identifying 2D and 3D shapes	<b>Number</b> – Addition <b>Measure</b> – length and height	<b>Number</b> – Subtraction <b>Colour</b> – Colour identification	<b>Number</b> – Addition and Subtraction <b>Geometry</b> – position and direction	<b>Number</b> – Multiplication <b>Measure</b> – time (analogue with some digital)	<b>Number</b> - Division <b>Money</b> – identification and addition
Maths Strand B	Number/ Exploring shape (2d)	Number/ Measure	Number/ Addition and subtraction	Number/ Sharing and sequences	Number/ time	Number/ money
Maths Strand C	Spatial Reasoning/ Cause and effect	Measure and volume	Exploring size	Exploring Shape and colour	Matching and sorting shape and colour	Classifying, matching, sorting shape, colour, object, 1:1 correspondence

<b>Science</b>	<b>How are we the same and different?</b>  In what ways are we similar (colour of hair/sex/wear glasses? Etc) Play spot the differences with animal pictures or group similar animals  Basic reproduction. Who can have babies. Changes to bodies	<b>Keeping my body healthy</b>  What are healthy and unhealthy foods – taste healthy.  Match food to sections on the eat well plate  What happens to food in my body? Food is broken down from large pieces to very small pieces.	<b>Pushes, pulls and twists</b>  Fast and slow (skittles (hot and cold water), real-world application.  Playground  Making bread/ using playdoh  Tug of war Pushing an object down a ramp, change the force of the push  Observe cause and effect using moving objects Experience/ observe how magnets attract or repel each other and attract some materials and not others	<b>Everyday materials/Survival... Water-resistance Fire/marshmallows Build a tent/experience a tent.</b>  <b>Material challenges (connecting strong/weak etc)</b> Which materials will float? - can I make a boat?  <b>FIRE! (Use the science lab!)</b>  Pupils should explore and experiment wide variety everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy.	<b>Light and dark</b>  Identify natural or man-made sources of light (disco ball!)  Shadows – make shadows on the wall. Change the distance of the light source – what happens to the shadow? Puppet theatre  Electricity – use a switch to turn a light on and off. Build simple circuits	<b>Animals and habitats</b>  Describe the sea/feel water. (How is sea water different to tap water?)  Life cycles of fish and amphibians  What eats what.in the ocean. Make a simple food chain  Identify and name a variety of common animals.
<b>Humanities</b>	The World Around Us		Passage of Time		Fieldwork	
<b>Community Inclusion</b>	<b>Safety Rules</b> Developing learning rules and conventions for community skills visits.		<b>Road Safety</b> Exploring our local area - road safety		<b>Parks and Playgrounds</b> Exploring and visiting parks and playgrounds in our local area - road safety	
<b>PE</b>	Fundamentals/Dance, Yoga and Movement		Fundamentals/ Ball Skills		Fundamentals/ Athletics and Games	
<b>Art and Design</b>	<b>Feelings/Autumn</b> Basic skills Painting techniques.	<b>Body wise</b> finger painting, Hand/footprints	<b>Transport</b> Printing, colours,	<b>Passport to the World</b>	<b>Seaside</b>	<b>Under the Water</b>

	Feeling paintings Painting to music		Sculpture- box modelling transport	Pattern collage To know a few flags- flag pastel work  To identify some landmarks from around the world	Drawing Painting- sponges, different objects Holidays	The seaside/summer Seaside pictures Under the sea
PSHE and RSHE	<b>Being Me in My World:</b> Where I live	<b>Celebrating Difference:</b> Recognising emotions in others Taking account of others interests	<b>Dreams &amp; Goals:</b> Identifying things we'd like to do Completing tasks to achieve a goal	<b>PSHE: Healthy Me</b> Make a healthy choice Make a healthy snack	<b>PSHE: Relationships</b> Showing interest in what others are doing Recognising when own behaviour has offended or hurt another	<b>PSHE: Changing Me</b> Touching and allowing others to touch me – appropriate touch Private and public
Life Skills	<b>Domestic: Kitchen Routines</b> Use a spreading knife to spread and cut toast Opening containers and replacing lids Use a spreading knife to slice and chop soft foods	<b>Health &amp; Diet: Exercise</b> Trying different foods Choosing familiar snacks	<b>Social: Community Inclusion</b> Lining up and walking in a group Taking turns Sitting together	<b>Financial: Shopping</b> Sorting and matching items Shop role play Make a shopping list Using picture exchange Selecting preferred objects	<b>Domestic: Personal Care</b> Washing hands Brushing teeth Toileting Getting dressed independently Communicating toileting needs Washing hands with support	<b>Health: Wellbeing</b> To know how to calm down when feeling sad Shows caution in relation to hot items Recognises when food is not safe to eat Recognising and valuing oneself Expressing emotions and feelings

<u>CYCLE 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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Topic	Home and School		My community		In the garden	
Unit	Me, myself and I	My world	People who help	World of work	Plants	Under the garden
<b>Communication</b>	Promoting communication confidence by teaching key topic vocabulary, signs and symbols. Repetition and continuous opportunity to develop understanding, meaning and expression. Colourful semantics and use of communication aids (PECS, Objects of Reference, Pixon, ALD's, Bespoke communication aids/books) and language aids. Use of appropriate communication developing apps. Developing pre-verbal skills such as intensive interaction, waiting for a response, visual language approaches, labelling, auditory discrimination, phonological awareness, rhyme, oral motor skills, use of key words.					
<b>Literacy</b>	Myself and others	Human World	Nature	Past, Present and Future	The Imagined World	Games and Objects
<b>Maths Strand A</b>	<b>Number</b> – Place value <b>Shape</b> – Identifying 2D and 3D shapes	<b>Number</b> – Addition <b>Measure</b> – length and height	<b>Number</b> – Subtraction <b>Colour</b> – Colour identification	<b>Number</b> – Addition and Subtraction <b>Geometry</b> – position and direction	<b>Number</b> – Multiplication <b>Measure</b> – time (analogue with some digital)	<b>Number</b> - Division <b>Money</b> – identification and addition
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<b>Science</b>	<b>Human bodies</b>  Name external body parts and be able to point to them. What are our sense organs?  Name some internal organs of the body and simply state what their role is. ie the heart pumps blood, the lungs take in air,	<b>Earth and Space</b>  Observe changes across the 4 seasons and their associated weather patterns.  Observe how the hours of daylight change throughout the year.	<b>Exploring materials</b>  Encourage pupils to describe their starting materials and how they are different from the end material. (colour, state and any other describing words to extend the vocabulary)  Make slime	<b>How do things work?</b>  Race wind-up toys. What happens as I increase the number of winds?  Make a catapult/ trebuchet or have then made for the children to use. What happens as I increase the downward force?	<b>Life of Plants</b>  Plant seeds and observe them grow, mark the height on a chart. What happens if I put a plant in the dark? What happens if I don't water a plant?  Are all plants the same? Go outside and	<b>Habitats and animals</b>  Describe the garden, feel the soil, where is cool? Rubbing barks, rubbing leaves, contrasting leaves and trees from created images.  What creatures live in the garden? Go on a

	the stomach has food in it.	Can pupils identify different continents. Can pupils find Britain on a world map?  What are the planets in our solar system? Can we name them? What are they like? Can we compare their size?	Blow bubbles Make ice lollies Make oobleck Take the white powder stuff out of a nappy and see how much water it will absorb. Vinegar and bicarbonate of soda Glow bands (burn wood/ light a candle..)	Look at toys with solar cells  Make simple rockets  Any other ideas that allow pupils to explore, make observations, carry out simple tests and use simple equipment.	collect leaves – make a collage.  Why do some plants have flowers? Life cycle of plants.	bug hunt (sheets under tree branches, lift up stones) alternatively hide pictures of animals in the outside space of where they would be found. Set up a wormery.  What eats what in the garden. Make a simple food chain.
<b>Humanities</b>	Passage of time		The world around us		Fieldwork	
<b>Community Inclusion</b>	<b>Safety Rules</b> Developing learning rules and conventions for community skills visits		<b>Road Safety</b> Exploring our local area - road safety		<b>Parks and Playgrounds</b> Exploring and visiting parks and playgrounds in our local area - road safety	
<b>PE</b>	Fundamentals/ Dance, yoga and Movement		Fundamentals/ Ball skills		Fundamentals/ Athletics and games	
<b>Art and Design</b>	<b>Me, myself and I</b> To hold a brush and other writing/drawing instruments correctly. Self portraits Mirrors Hand/foot prints	<b>My world</b> Seasons To know what the seasons represent Chalk drawings Collages- landmarks, the world	<b>People who help us</b> Painting people who help us  Colour matching emergency vehicles To be able to colour inside the lines	<b>Celebrations</b>  To be able to manipulate materials for a collage  To hold a brush effectively to make marks	<b>Plants</b> To know about spring To paint flowers To know that objects can be printed. To use natural objects	<b>Under the garden</b> To know what minibeasts are To make sculptures To know how to build a sculpture Clay sculptures
<b>PSHE and RSHE</b>	<b>Being Me in My World:</b> Where I live	<b>Celebrating Difference:</b> Recognising emotions in others Taking account of others interests	<b>Dreams &amp; Goals:</b> Identifying things we'd like to do Completing tasks to achieve a goal	<b>PSHE: Healthy Me</b> Make a healthy choice Make a healthy snack	<b>PSHE: Relationships</b> Showing interest in what others are doing Recognising when own behaviour has	<b>PSHE: Changing Me</b> Touching and allowing others to touch me – appropriate touch Private and public

					offended or hurt another	
<b>Life Skills</b>	<b>Social: Relationships</b> Sharing activities Interactive exchanges Making appropriate requests Asking for help Understanding instructions	<b>Financial: Managing Money</b> Counting, addition and division Playing with coins Recognising coins	<b>Domestic: Household routines</b> Putting toys away Picking up litter Tidy the class	<b>Health: Medicine</b> To know that medicines should only be given to you by a grown up	<b>Social: Communication</b> "I want..." Communications Identifying likes and dislikes Following simple instructions Gaining the attention of another person	<b>Financial: Employment</b> Identifying that adults have jobs People who help us Jobs in the community Role play activities