

Long Term Curriculum Overview Year 2 (2020-21)

Bumblebees, Caterpillars, Rainbow Fish, Seahorses, Starfish

2020-21	Autumn		Spring	Summer
Year 2	Not a Box	Over the Rainbow	Down in the Woods	A day full of fun
The big idea	Exploring boxes and different types of boxes, filled with things I like and don't like to start and then exploring different types of boxes such as dressing up boxes, treasure boxes, celebration boxes and empty boxes. Children can explore boxes and what we can turn them into – what could they make? Use the story Not a Box to start as an initial stimulus.	Moving on to explore rainbows and the colours of the rainbow, what else is that colour, what can we explore in all the colours of the rainbow, what happens when we mix them? What colours do I like/dislike? How do different celebrations use different colours?	Exploring the woodland environment through rich language stories such as We're going on a bear hunt, the Gruffalo and rhymes such as the Teddy Bears Picnic as well as thinking about what the woods are like and what lives there.	Children will explore things and places that we can do or go for fun like the Zoo, the Farm, the leisure centre, the fair, the circus, the park. Children will be able to explore stories that relate to different places and take part in some visits to different places learning about to interact and what to expect if they might visit those places in their holidays.
Stimulus for Learning	<p><i>Texts</i> – Kippers Toybox by Mick Inkpen, The dressing up box by Mairi Mackinnon, Not a Box by Antoinette Portis, The Birthday box by Leslie Patricelli, Jack in a Box by Julia Jarman</p> <p>Treasure box poetry collection by Pauline Stewart/Bill Wiley, Dear Santa by Rod Campbell</p> <p><i>Interactive</i> – What's in the Box – YouTube song, What's in the box attention autism strategies</p> <p><i>Role Play</i> – large boxes to explore and engage in, small junk modelling boxes, den making using large packing boxes. Dressing up shop, Birthday Shop, Christmas Grotto</p> <p><i>Experience</i> – What's in the box autism strategies, children to create and share their own box from home filled with special</p>	<p><i>Texts</i> – <i>I do not eat the colour green, Leaf Trouble, Elmer, Kippers book of colours, Noah's Ark, The Blue Balloon, Red is best</i></p> <p><i>Interactive</i> – songs and rhymes linking to colour (yellow submarine, over the rainbow, rainbow song, red balloon), sensory rooms and immersive room colour experiences (i.e. red balloons, yellow flower, blue water)</p> <p><i>Role Play</i> – Shop/ Supermarket/ Greengrocers (green), clothes shop (Elmer) boat (Noah's Ark), Art studio (Kippers book of colours/ Babar)</p> <p><i>Experience</i> – sensory pockets of different colours, colour boxes, themed days or colours of week, sensory exploration linked to colour (jelly, dye rice, cornflour</p>	<p><i>Texts</i> – The Gruffalo, Jo Macdonald hiked in the Woods, We're going on bear Hunt, Teddy Bears Picnic</p> <p><i>Interactive</i> – ICT retellings of the stories focusing on, Where the wild things are,</p> <p><i>Role Play</i> – Bear Cave, Woodland Area, Picnic Bench and play tools</p> <p><i>Experience</i> – Trips to the woods, experiencing different weathers, Teddy Bears picnic (with parents invited)</p>	<p><i>Texts</i> – Dear Zoo by Rod Campbell, Old Macdonald had a Farm by Pam Adams, Circus Shapes by Stuart Murphy, Seaside Poems by Jill Bennet and Nick Sharratt.</p> <p><i>Interactive</i> – Madagascar, Andy's Wild Adventures, 64 Zoo Lane, Zoo documentaries, Animal songs, Safari soundtrack and ppt, Big Barn Farm, Old Macdonald's Farm, Farmyard songs, Babe, Clips of Circus performers, ICT version of Circus shapes story, circus soundtrack, Beach clips, beach songs.</p> <p><i>Role Play</i> – Zoo, Farmyard, Pet shop, Circus tent, acrobat studio, clowns dressing room, beach café, beach shop.</p> <p><i>Experience</i> – Visits to the places learning about i.e. a zoo, a farm, visiting circus performers, a beach.</p>

	interests and likes, visits and trips to places that link to places in key stories i.e. toy shop for kippers toy box	and pain, shaving foam with paint, coloured pasted, sensory food), Parachute games and activities (rainbow parachute, coloured confetti, coloured balls to play popcorn), Garden centre visits to explore coloured flowers and plants, pumpkin farm, ball parks play areas.		Plus additional visits for day trips to experience other fun days. Pet shop, garden centre.
Cognition and Learning/ Areas of Engagement	Exploration: Building my engagement through exploring toys/ activities from the box and what's inside the box and sensory experiences, my new environments and routines.	Exploration: Building my engagement through exploring coloured sensory experiences and objects/toys, my new environments and routines.	Exploration: Building my engagement through exploring materials and media and sensory experiences linked to key stories, as well as new wider environments.	Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines.
	Realisation: Exploring awe and wonder through interacting with toys/ objects new and unfamiliar from inside the box (either box from home or school).	Realisation: Exploring awe and wonder through interacting with coloured sensory experiences and changes in materials where materials change colour and colours are added and mixed together.	Realisation: developing my object permanence through exploring where my familiar toys/ props related to stories are (hiding in different materials and media linked to key stories) and searching them out if they go out of my immediate sight. Interacting with different materials and cause and effect/ awe and wonder experiences linked to key stories.	Realisation: developing my object permanence through exploring where props/ objects and unfamiliar toys/ objects related to key stories are and searching them out if they go out of my immediate sight within different media and within different environmental contexts. Interacting and responding to different environments and sensory experiences (linked to key stories) with different materials and cause and effect/ awe and wonder experiences.
	Anticipation: Exploring and responding to my new routines, beginning to anticipate familiar parts of routines that I like. Using jack in the box interaction songs to build anticipation and interaction	Anticipation: Exploring and responding to my new routines, beginning to anticipate familiar parts of routines/ stories and experiences that I like. Using Parachute interaction songs to build anticipation and interaction	Anticipation: Further developing my understanding and awareness of my routines, beginning to anticipate and respond to familiar parts of routines that I like, anticipating favoured parts within key text stories through cued	Anticipation: Developing anticipation through new and less familiar stories and experiences using what is already familiar to anticipate the next part in routines and activities from already established cues i.e. previously

			language and props (i.e. repeated refrains)	learnt OOR and songs of reference, on body cues.
	Persistence: Exploring new and unfamiliar toys from my home box /the topic box and exploring how to communicate my preference, get more of a favoured activity or toy from the box through my persistence	Persistence: Exploring new and unfamiliar coloured sensory experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured sensory experience (colourful food items) through my persistence	Persistence: Exploring new and unfamiliar materials/ toys/environments and experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured activity through persistence	Persistence: Exploring new and unfamiliar environments/ props/ objects/ materials and experiences that I like/ dislike and exploring how to communicate my preference and get more of a favoured activity through persistence.
	Initiation: Initiating communication for more of toys and experiences I like and demonstrating through my emerging communication what I don't like. Engagement in interaction songs where I initiate a response such as Jack in the box rhymes/ whose hiding under here rhyme.	Initiation: Initiating communication for more of coloured sensory experiences I like and demonstrating through my emerging communication what I don't like. Engagement in interaction songs and games such as Parachute where I initiate a response.	Initiation: Initiating communication for more of toys and experiences, materials and parts of stories I like and demonstrating through my emerging communication what I don't like.	Initiation: Initiating communication for more of toys and experiences, materials and parts of stories I like and demonstrating through my emerging communication what I don't like.
Literacy	Hear, respond and listen to stories linked to Not a box topic engaging in props, objects and building anticipation of what happens next through regular exposure to stories. Explore and respond to the different props/ objects that represent different parts of the story and match objects/props/ photos to the same as well as story covers/ labels (either symbolized or written). Responding to and recognising photos of themselves and others i.e. peers, friends, family, special people. Explore and engage in a range of sensory media to create marks to represent toys/ objects/ people or	Hear, respond and listen to stories/ songs and rhymes linked to colours, joining in with parts I become familiar with using my own forms of communication. Explore colour matching objects, symbols and words for colours. Begin to explore making marks in a range of coloured media using a range of tools and mark making implements to create coloured lines/ shapes and patterns. Explore colouring within boundaries using variety of coloured sensory marks making medias. Using songs/ rhymes as prompts for engaging in making marks. Using my emergent mark making to create some representational marks that link to	Hear, respond and listen to stories with repetitive refrains and key story language. Explore joining in with story language and consider character, setting and plot of familiar texts. Exploring making marks through different types of writing styles (Invitations, instructions, recipes, and descriptive writing) (Invitations could be for teddy bears picnic, to the bear for dinner, for the gruffalo, Gruffalo recipes and those for teddy bears picnic and instructions of how to get to bears cave, descriptions of the gruffalo) Exploration of character and setting in stories– what are the characters like, what is the story	Label objects, characters and features of stories using words, phrases and symbols. Begin to talk about features of stories and suggest what might happen next, what might happen at the end, what alternatively might happen. Use writing to recount experience - children to use mark making and writing to be able to represent their experiences at the zoo, farm, circus, beach etc. Create postcards about their times and create marks that represent different environments such as the farm, zoo, beach, circus.

	experiences that are special to me from my box. Using my emergent mark making to create some representational marks that link to what I like/ dislike.	key objects/ themes from stories and themes I am exploring.	setting like, what environments are they in? All explored through sensory, visual, props or written means. Explore using and responding to story language and repeated refrains in a range of ways and contexts.	
Maths	Explore using numbers as labels for counting objects in a box and experience adults modelling number language as they count objects into/ out of a box. Explore recognize own special numbers i.e. their age, house number, birthday number. Exploring capacity through full and empty experiencing filling and emptying containers (boxes) and explore finding things that have been hidden or gone out of sight reaching and responding for favoured items and exploring positional language to find out where they are hiding (in, on, under the box) Explore, participate and join in with number action rhymes and songs linked to favoured toys and objects.	Exploring counting songs and rhymes, anticipating the next part and number within the rhyme. Participating and responding to the rhymes adding one and taking one away as directed and finding out how many through counting supported or independently. Exploring language or more/ gone through songs/ rhymes and games where the song ends up with objects all gone and through exploring activities where children can add more to a quantity i.e. within sensory colour experiences. Exploring making groups of two objects together finding two the same and making small sets of two objects (2 animals for Noah's Ark) Sorting a range of objects/ media by range of criteria (including colour) and creating, copying and extending patterns using coloured items.	Exploring and developing one to one correspondence through counting objects at the teddy bears picnic, giving one item to each person and then counting out more objects as needed i.e. two biscuits, three raisins etc. Exploring counting through measure, engaging in cooking activities linked to the Gruffalo and the teddy bears tea party adding 'more' or "two cups" of ingredients. Explore, use and respond to language of measure through key stories and texts (i.e. size – red riding hood/ Gruffalo, time – jo Macdonald, bear hunt, mass- teddy bears picnic) Using comparative language of measure to label, sort and describe characters and objects within stories. Explore comparing familiar and unfamiliar objects responding to language of size, shape, mass and quantity.	Revision/ consolidation of shape/ measure think about shapes with the circus, beach and measure with the farm/ zoo - i.e. comparative sizes - it's too big, it's too small, it's just right. Exploring using shapes to make structures and arrangements such as circus faces with different coloured shapes linked to story of Circus shapes as well as building enclosures and buildings linked to day trips/ stories. Exploring creating shapes and labelling shapes in representational pictures of day experiences.
World	Building relationships with new and key people and exploring/ communicating about special people around me and what is	Exploring different materials and their properties exploring their colours and textures including	Materials and their properties: - children to explore different building properties and how to use them. I.E bricks, wood,	Children to explore environmental features of the world around them being able to comment and describe what they can see, feel,

	<p>special to me through exploring my own special box.</p> <p>Exploring new and familiar environments around me, responding to and using some language that describes my own and differing environments and finding out what areas I like and what areas I don't in my immediate and wider environment (i.e. in the classroom, in the school environment, in the community)</p> <p>Small world play -centered round themes/ characters and environments from Key texts, develop enquiry and investigation through investigating what's in the box? Explore a range of investigations and enquiry opportunities through exploring different themes within the box linked to the stories focused on i.e. exploring different types of toys within kippers toybox and what the different toys do, Exploring whether different clothes from the dressing up box are best for indoors or outdoors (i.e. waterproof?)</p>	<p>reflective and dull materials, light and dark.</p> <p>Exploring some celebrations and festivities and traditions linked to these exploring the ways each celebration uses colour i.e. colour throwing in Holi, coloured fireworks at Guy Fawkes, autumnal colours at thanksgiving, red for remembrance day etc. (Guy Fawkes, Halloween, Hanukah, Remembrance day, Harvest/Thanksgiving, Holi, Diwali and Christmas).</p> <p>Exploring colour in my wider environment through seasonal changes and exploring plants and natural features of my environment.</p>	<p>sandpaper, fabric (dens), ice (igloos). Thinking about people and communities around the world and where they live and what houses they live in. for example igloos, mud huts, wigwams etc. What is the same/ What is different? Use of technology to find out about different types of houses but also to photograph different types of houses and features of different houses. Ask parents to support with photos of their own houses and features of their own homes.</p>	<p>hear etc. Think about living things and the environment and how we might care for and look after them. Explore how people can help us to keep safe i.e. the zookeeper, the farmer, the ringmaster, the lifeguard and our grown-ups (family, teachers, and carers).</p> <p>Exploring body parts of humans (circus) and animals (Zoo/ Farm/ sea) and our 5 senses and finding out what sensory activities we like/ prefer and those we don't through exploring sensory experiences linked to each day trip experience, i.e. sand/water/ice cream for beach, hay/mud for farm, animal print textures for Zoo.</p>
Creativity	<p>Explore different materials to create and decorate different boxes turning them into different objects and props i.e. painting red to make a fire engine. Explore being imaginative by creating large boxes into different worlds/ role play activities. Use of deconstructed role play to</p>	<p>Explore a range of materials and media in different colours, creating collage and textured art work in themes of different colours.</p> <p>Explore colour mixing with paint and other art materials exploring what happens when colours are mixed together.</p>	<p>Exploring creating structures through using a range of joining and construction materials as well as how to join and build their structures. Exploration of a variety of joining materials within creative experiences i.e. sellotape, staples, glue (pritt and PVA), split pins, and paper clips. Explore,</p>	<p>Create representational art and design linked with farm, zoo, circus and beach using a variety of materials and methods i.e. collage, sculpture, paint, print and textiles. Children may be able to talk about and describe what they have. At this point in the year children will be making independent choices for</p>

	encourage development of own imagination. Exploring imaginative play through small world linked to stories/ texts and themes as well as a dressing up linked to the dressing up box.	Exploring songs/ rhymes linked to different colours and engaging with interaction rhymes and games that link to colour. Exploring art and creation linked to different celebrations making colourful resources and decorations for these.	respond to and participate in musical performances using familiar songs about the traditional tales such as when Goldilocks went to the house of the bears, the 3 little pig's musical songs, and the big bad wolf.	what materials and resources they want to use. Use music and movement for children to demonstrate their expression around their days. They may begin to move rhythmically or move to represent something.
Technology	<p>Explore recording their own sounds and noises on sound buttons. These could be hidden in boxes and feely bags for other children to guess what they are. Explore a range of cause and effect toys, switches and jack in a boxes. Look at pictures of real life technology and explore using boxes and other junk modelling materials to make their own technology including robots, computers, keyboards and phones. Explore technology themed 'what's in the box' with everything in the box digital and an interactive turn taking digital activity such as sound producing equipment or projector.</p> <p>Explore age appropriate programs and software linked to the topic opening, turning on, swiping, selecting and making choices. This will be on a device which is appropriate to the child (eye gaze, iPad, touch screen device).</p>	<p>To show awareness/respond to computer multimedia effects through switch activities.</p> <p>To cooperate with an adult to operate sensory resources.</p> <p>To engage in shared exploration to activate a light source.</p> <p>To explore light sources such as projectors and OHPs to project different colours, shapes and shadows.</p> <p>Listen to and watch colour songs.</p> <p>Explore making, changing and creating colours on purple mash and other paint programs.</p> <p>Watch firework displays and other colourful celebrations on YouTube.</p> <p>Explore the immersive room to experience different colours and sounds.</p> <p>Explore age appropriate programs and software linked to the topic opening, turning on, swiping, selecting and making choices. This will be on a device which is appropriate to the child (eye gaze, iPad, touch screen device).</p>	<p>Using ICT to document the world around them through recording, taking photos, video etc. and then being able to play back what they have found.</p> <p>Explore using keyboards in different ways such as adding a caption to photographs.</p> <p>Explore using clicker 7 talk boards to record thoughts or key words about interesting things found outside.</p> <p>Look at noisy stories with buttons and sounds such as the Gruffalo.</p> <p>Use clicker 7 to make clicker books such as we're going on a bear hunt. Children can use instruments to make their own sounds which can be recorded and added.</p> <p>Explore the technology we use for cooking. Use different types of technology to make food for a celebration such as a teddy bears picnic (blender for smoothie etc).</p> <p>Explore age appropriate programs and software linked to the topic opening, turning on, swiping, selecting and making choices. This will be on a device which is</p>	<p>Begin to think about Tech that is used elsewhere such as in the kitchen, in the office, not just the computer and what the differences might be.</p> <p>Explore a range of technology supported by an adult to keep safe. Use VR headsets to explore different environments and places to go.</p> <p>Explore creating zoos and farms on programs such as purple mash games by swiping chosen pieces onto the board.</p> <p>Pack a suitcase and a camera for teddy. Each child can take teddy home for the weekend and take some pictures. When the camera comes back to school the teacher can help make whole class digital diary of teddy's adventures.</p> <p>Explore age appropriate programs and software linked to the topic opening, turning on, swiping, selecting and making choices. This will be on a device which is appropriate to the child (eye gaze, iPad, touch screen device).</p>

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	<p>E-Safety Whilst in Explorers children will become familiar with the adults in school. They will begin to learn about asking for help on computers or digital devices and how to close pop ups and windows. This will run through all technology sessions. Children will have access to age appropriate content.</p>			
Communication and Language	<p>Exploring communicating with new and unfamiliar people using greetings and responding to my name in a new environment. Explore possessive language – (mine, yours) within context of exploring special things and new/ old toys and objects from my home box/ topic box. Developing interaction responses during interaction games such as jack in the box, whose hiding under here, and interaction games related to key stories and texts i.e. mirror play through dressing up stories. Beginning to develop labels for objects/ toys and props through finding out what’s in the box. Responding to communication and language about my new routines in school.</p>	<p>Explore communicating to make requests linked to coloured objects, some may be able to explore using 2 part phrases using language of colour i.e. red train in child’s own form of communication. Some may explore using structured phrases to request, label or comment using I see, I want, I like starters, communicate likes/ dislikes, using communication strategies to support such as OOR, symbols. Begin to use OOR, symbols, signing to initiate communication and interaction within intensive interaction games and songs. Responding to language of colour and routines</p>	<p>Descriptive language in context using structured frames i.e. it’s too.... / it’s too....., story language and use of repetitive refrains and story starters/ connectives. Role play language – children to explore using language phrases from the text to recreate and role play different scenes from the story. Use of role play corner and props to support.</p>	<p>Recount language to talk about experience and share experiences of what they did, what they like. Develop use of 2 word phrases i.e. large elephant, small dog, yellow chick, brown cow, red nose, silly bowtie etc. Explore language for labelling body parts and my senses</p>
Sensory/ Physical Development	<p>Exploring what I am able to do physically in my new school/ class environment and becoming familiar with school PD environments such as hydro/ hall/ play spaces as well as PHWB routines and spaces (i.e. lunch hall, toilet/ changing areas) Using tools and malleable materials to explore creating marks/ shapes/ creative work to</p>	<p>Exploring my senses through a range of colourful sensory play and exploring sensory regulating opportunities linked to the colour zone I am in (ZOR). Exploring music and movement exploring different colours through dance using dance scarves, ribbons, streamers and exploring creating different body shapes. Exploring movement linked to</p>	<p>Exploring simple games played together and skills associated with playing simple games such as throwing, catching, kicking, striking with partners and small groups and responding to some boundaries within games tolerating that some may win and some may not. Explore games that can be played collaboratively like at a picnic (parachute, hide</p>	<p>Active skills in being circus performers using and developing a range of equipment such as balance beam, hula hoops, juggling balls, pompoms. Children to create races and move like different animals for different races. Explore travelling in different ways. Explore fine motor through making controlled movements in mark making and control beginning to develop</p>

	<p>represent my special things/ people and objects. Exploring developing my hand strength to open a range of containers with different lids and closures. Exploring clothes I like and dislike through exploring and tolerating different clothing items.</p>	<p>different coloured emotions (links to ZOR). Exploring team activities with parachutes following and responding to instructions within physical activity. Exploring fine motor skills like peg boards and threading with different colours as well as developing my pincer grip picking up beads, sequins, and pom poms. Exploring using tools to explore colourful food items such as fruit and vegetables and begin to open, manipulate, stab and chop different fruits and vegetables. Exploring a range of food items and developing the range of foods I can tolerate, explore, taste and eat.</p>	<p>and seek, catch and chase) as well as games where working together in exchange i.e. in throwing and catching, striking and fielding, kicking and shielding. Exploring fine motor and PHWB skills through exploring dressing and undressing through putting on the right clothing for exploring outside in different weathers i.e. wellies, waterproof trousers, coats, hats, sunglasses, suncream, taking on and taking off jumpers.</p>	<p>awareness of boundaries and mark making with purpose (colouring in pictures, large colouring, creating animal prints and circus patterns – spots/ stripes)</p>
<p>Social, Emotional and Mental Health Development</p>	<p>What's special to me, things I like/ don't like including what helps me to feel calm when I am not in the green zone. Introduction to ZOR language of colour through key adults using this language to label and explore different feelings. Building relationships with key people around me including friendships with new peers, exploring what similarities and differences we have in what we like/dislike and what is special to us.</p>	<p>What's special to me, my family and culture with exploration how we engage in celebrations. Exploring themes of friendship, same and difference through key stories of Elmer and the Rainbow Fish, finding out what makes us special and sharing/ taking turns. Developing my understanding of ZOR language of colour through key adults using this language to label and explore different feelings. Building relationships with key people around me including friendships with new peers, exploring what similarities and differences we have in what we like/dislike.</p>	<p>Differences/ similarities in houses and cultures – where do I live, Where do you live? Exploring choices and consequences, feelings and behavior –How did the bear feel being on his own? Di the Gruffalo/ mouse make kind choices? did the wolf make good or bad choices? What are positive choices, what helps us make them and what helps us feel calm again when other people don't make positive choices or when we feel like we can't make a positive choice? Use language of and strategies from ZOR to support.</p>	<p>Safety in and around the community and at special places to visit i.e. keeping safe at the zoo/ farm (washing hands, not putting hands near animals mouth, following instructions, keeping near an adult) keeping safe in the sun (sun cream, sun hats, keeping hydrating, playing in the shade) keeping safe when active (following instructions for safe handling of equipment). Self-confidence and self-awareness to try new activities and begin to explore away from familiar adults.</p>

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