

## Long Term Curriculum Overview Year 2 (2020-21)

### Bluebirds, Dolphins, Flamingos, Hedgehogs, Jellyfish, Penguins

	Autumn	Spring	Summer
<b>Year 2 (2020-21)</b>	<b>Abracadabra</b>	<b>Wings, Claws and Whiskers</b>	<b>We've got talent</b>
<b>The big idea</b>	A magical topic to include 'Magic Me' (Ourselves), 'Magical experiments', 'Making Potions', 'Fairies' and 'Fantasy Characters'. Children will be able to investigate creating their own magic potions and spells, and investigate what happens when you mix different things together. Children will be able to find out about as well as create their own magical creatures.	This topic enables pupils to be able to find out about and explore different types of animals and animals from different habitats and environments. Children to think about stories around animals such as Noah's Ark and the musical story of the Carnival of the Animals. Children may create their own animal themed music and investigate animal noises and sounds.	Children will explore what different talents they have through exploring the stimulus of a talent show. Children will investigate different types of talent shows and investigate their different skills such as physical skills from a range of creative arts like gymnastics, dance and performance as well as learning about how different people have different talents. They will explore this through talent shows (BGT, Bake off, strictly etc.), the Olympics and competitions that give examples of what people can do including at the circus and the fair using popular circus/ fair themes as a key stimulus.
<b>Stimulus for Learning</b>	<p><i>Texts –</i></p> <ul style="list-style-type: none"> <li>*Room on the Broom by Julia Donaldson</li> <li>*Winnie the Witch by Valerie Thomas</li> <li>*Meg and Mog by Helen Nicoll</li> <li>*Freddie and the Fairy by Julia Donaldson</li> <li>*If I had a Dragon by Amanda Ellery</li> <li>*Magic Porridge Pot by Rosie Dickins</li> <li>*Muddlewitch does magic tricks by Nick Sharrat</li> <li>*Princes and the Wizard by Julia Donaldson</li> <li>*Spookyrumpus by Tony Mitton</li> <li>*King Arthur and Merlin books</li> <li>*Spells</li> </ul> <p><i>Interactive –</i></p> <ul style="list-style-type: none"> <li>*Aladdin</li> <li>Snow White</li> <li>*Potion game -</li> <li><a href="https://www.doublegames.com/play/harry-potter-make-a-potion.html">https://www.doublegames.com/play/harry-potter-make-a-potion.html</a></li> <li>*Magic wand song YouTube</li> </ul>	<p><i>Texts –</i></p> <p><b>Farm stories</b></p> <ul style="list-style-type: none"> <li>Farmyard Hullabaloo: Giles Andreae</li> <li>Old Macdonald had a farm</li> <li>Who's on the farm: Julia Donaldson</li> </ul> <p><b>Non Fiction Books</b></p> <ul style="list-style-type: none"> <li>Who's in the tree that shouldn't be: Craig Shuttleworth</li> </ul> <p><b>Pond Stories</b></p> <ul style="list-style-type: none"> <li>Down by the cool of the pool: Tony Mitton</li> </ul> <p><b>Pet stories</b></p> <ul style="list-style-type: none"> <li>The great pet sale: Mick Inkpen</li> <li>Hairy Maclary: Lynley Dodd</li> <li>Flip Flap Pets: Axel Scheffler</li> </ul> <p><b>Animal Rhyme Stories</b></p> <ul style="list-style-type: none"> <li>ABC animal jamboree: Giles Andreae</li> </ul> <p><b>Zoo stories</b></p> <ul style="list-style-type: none"> <li>Busters Zoo: Rod Campbell</li> <li>Dear Zoo: Rod Campbell</li> </ul>	<p><i>Texts –</i></p> <ul style="list-style-type: none"> <li>* All afloat Noah's boat by Tony Mitton</li> <li>Non-fiction about Olympics</li> <li>*Non-fiction about circus</li> <li>*Fabulous Foshet family circus</li> <li>*Circus shapes</li> <li>*Guinness book of world records</li> <li>*The Dot by Peter H. Reynolds</li> <li>*The talent show by Jo Hodgkinson</li> <li>*Penguin's hidden talent by Alex Latimer</li> <li>*Koala Lou by Mem Fox</li> </ul> <p><i>Interactive –</i></p> <ul style="list-style-type: none"> <li>*Watching clips of talent shows e.g. BGT, Great British Bake Off or The Voice</li> <li>*Watching Olympics clips</li> <li>*Cique du soleil</li> <li>*Dumbo</li> </ul> <p><i>Role Play –</i></p> <ul style="list-style-type: none"> <li>*Circus</li> </ul>

	<p>*Magic shows  <i>Role Play –</i>          *Witches Lair with potion making          *Magician’s workshop          *Stage for magic shows          *Fairy land (small world)  <i>Experience –</i>          *Making potions          *Magician visit          *Dragon eggs to hatch          *Making papier mache large creatures</p>	<p>Wild Zoo Train by Carmela Lavigna Coyle  <b>Noahs Ark: Lucy Collins</b>          *Giles Andreae books  <b>Others</b>          *Animal rhymes          *Animal atlas          *Where’s hiding here books (farm, seaside, jungle, river, woods, safari) by Katharine McEwen          *Squeak by Laura McGee Kvasnosky          *Nature’s patchwork quilt by Mary Miche          *Listen to our world by Bill Martin  <i>Interactive –</i>          *Carnival of the animals music/ orchestra performance          *David Attenborough          *RSPCA wildlife and habitats KS1 online  <i>Role Play –</i>          *Animal hide          *Animal rescue          *Noah’s ark          *Vets  <i>Experience –</i>          *Zoo visits          *Earnley butterflies, birds and beasts          *Aquarium          *Visitors such as zoolab</p>	<p>*Bake off tent          *Talent show stage  <i>Experience –</i>          *Bake off between groups/classes          *Dancers          *Musicians          *Circus</p>
<p><b>Literacy – Reading</b></p>	<p>Throughout the year I will be developing my reading my developing my:  <b>Engagement in reading</b> by participating in stories, joining in with repeated refrains, story language, actions and rhymes, anticipating the next part and sequencing stories and communicating in my own ways what has happened in a story.  <b>Comprehension</b> by showing understanding of the story through answering simple questions, developing my early inference through identifying pictures/ images and props related to the story and using search and select skills to select information to answer a question, define new words and clarify misconceptions.  <b>Word reading</b> by distinguishing between and identifying different objects, pictures, symbols and words that represent text and topic related/ environmental print in my wider world, Investigating different types of words using these to make sentences that make sense and developing my phonemic awareness which will impact my fluency in reading.</p>		

<b>Literacy – Writing</b>	<b>Throughout the year I will be developing my writing by:</b> Investigating making different marks through tracking and tracing different lines and shapes in pictures and writing including letter shapes where able that have meaning. Some will be working to put letter shapes together to create words that are spelt correctly through phonics and high frequency words practise. Investigating the construction of writing through exploring making sentences using different tools (CIP, C.Semantics, word cubes). Investigating different genres of writing, and how these are organised i.e. making a newspaper layout, non-fiction information page, letter headings etc. Investigating the process of writing i.e. through planning what I am going to write, writing it and then editing what I have written in my stories and diaries. Investigating the different types of words in a sentence i.e. adjectives, verbs and where these go to make a sentence more exciting and make sense and how these are connected to make different poetry and descriptive writing.		
<b>Topic Specific Literacy</b>	<ul style="list-style-type: none"> <li>• Instructional writing to create recipes, potions and instructions for making spells</li> <li>• Descriptive writing about different mystical and magical creatures</li> <li>• Using story frames to create fantasy story narrative writing.</li> <li>• Using sentence frames and colourful semantic sentences to read descriptive phrases and demonstrate understanding by matching to correct character i.e. the purple hairy dragon, the small black cat.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring non-fiction books to find out information about animals and different types of animals, their features and habitats.</li> <li>• Create non-fiction books using different styles after having looked at different types of non-fiction books.</li> <li>• Create recounts of trips and experiences where children have encountered meeting and seeing different animals in different settings i.e. at the pet shop, in the aquarium, at the farm, in the zoo. Recounts can be using photos to label and caption, sending a postcard about their trips or through writing a diary entry of a day that they experienced at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Create persuasive writing in different forms including:</li> <li>• Adverts for talent shows and talent acts</li> <li>• Posters to advertise talent shows and talent acts</li> <li>• Newspaper reports giving reviews on the performances of different talent shows and talent acts and performers.</li> <li>• Reading and learning new topic words and recognising these in print around me, recognising environment popular print of shows, characters and artists that I like.</li> </ul>
<b>Maths - Number</b>	<b>I can count</b> I will join in and respond to number rhymes and songs indicating some numbers i.e. 1 and 2 being able to develop my one to one correspondence through a range of activities. I will be able to rote count alongside adults saying numbers in order forwards and backwards and be able to and count accurately objects making groups of objects that relate to numbers and numerals. To extend my number I will develop my understanding so that I am confident to be able to	<b>I can calculate</b> I will be able to respond to more and gone and show awareness when objects are added and taken away from groups of objects and quantities. I will be able to respond to add one and take one away in a range of contexts. I will be able to demonstrate my understanding of less and differentiate which has the most/ least when comparing groups of objects. I will be able to respond to add on and take one with objects	<b>I can use numbers</b> I will be able to take part in familiar number games and rhymes and show awareness of numbers as part of a game i.e. by keeping score, moving a number of places etc. I will be able to identify one and lots and use and respond to this within number games and role play experimenting with making marks and patterns that link to numbers and quantities i.e. numicon shapes, dots on a dice, numerals, tallies. Experience exchanging an object for

	<p>use my mind to work out some number problems with whole numbers, counting and place value. Develop understanding of number bonds to 20 and use place value to understand different numbers.</p>	<p>and find out how many there are altogether responding to this language and experimenting with using some symbols to show the calculation. I will explore making repeated groups of objects and being able to share out objects between a group i.e. some people, at a tea party, to different pots. Explore solving problems with numbers, quantities and amounts including exploring halving, sharing and doubling. To extend my knowledge of calculation I will develop understanding of the four operations using practical resources.</p>	<p>another item building into exploring money and its values and uses. To extend my understanding of using number, I will develop my knowledge of using money, identifying and using different coins to make different amounts and identifying and making links to amounts that are larger and smaller using my associated learned number facts to be able to make different amounts with coins and solving problems using money.</p>
<p><b>Maths - SSM</b></p>	<p><b>Geometry (1/2 term block)</b> I will investigate shapes and their attributes such as size, colour, shape sorting by same and different and attribute. I will explore the properties of shapes such as the number of sides and corners. I will investigate manipulating shapes and making different shapes through my play exploring 2D and 3D shapes in a range of contexts.</p> <p><b>Measure (1/2 term block)</b> I will investigate capacity through exploring filling and emptying containers of different sizes and shapes, using and responding to language of full, empty, ½ full. I will investigate how much containers can hold and take part in investigations where I find out and investigate how much different containers hold where they are of different sizes and shapes. <b><i>(As part of every term I will have a short block where I focus on time)</i></b> I will investigate time through getting to know my routines and using and responding to language of time such as now, next, today, yesterday, and tomorrow, morning, night. I will investigate what parts of my routine happen at different times and</p>	<p><b>Geometry (1/2 term block)</b> I will explore patterns through noticing patterns in my environment and those have been created for me, copying patterns in practical contexts and active ways and in a range of contexts and creating my own patterns using a range of media and materials.</p> <p><b>Measure (1/2 term block)</b> I will investigate length and height, investigating how tall things are and how long some things are using comparative language to label objects and then use non - standard units moving into standard units to say how tall and how long some things are. <b><i>(As part of every term I will have a short block where I focus on time)</i></b> I will investigate time through getting to know my routines and using and responding to language of time such as now, next, today, yesterday, and tomorrow, morning, night. I will investigate what parts of my routine happen at different times and begin</p>	<p><b>Geometry (1/2 term block)</b> I will focus my learning in geometry on investigating position, direction and movement using and responding to language of position such as in, on, under, behind, next to and the language of direction such as forwards, backwards, left, right, turn, sideways.</p> <p><b>Measure (1/2 term block)</b> I will find out about weight through investigating heavy and light objects and comparing these against each other. I will investigate using non-standard and standard ways of weighing objects to find out about their weight and use and respond to comparative language that describes the weight of objects. <b><i>(As part of every term I will have a short block where I focus on time)</i></b> I will investigate time through getting to know my routines and using and responding to language of time such as now, next, today, yesterday, and tomorrow, morning, night. I</p>

	begin to recognise some familiar times on clock faces and digital clocks understanding the numbers relate to what time it is.	to recognise some familiar times on clock faces and digital clocks understanding the numbers relate to what time it is.	will investigate what parts of my routine happen at different times and begin to recognise some familiar times on clock faces and digital clocks understanding the numbers relate to what time it is.			
<b>Topic related Maths</b>	<ul style="list-style-type: none"> <li>Investigating counting objects related to Abracadabra topic. Counting objects into potions and following recipes to add a number of objects into a potion. i.e. 3 frogs, 2 spiders etc.</li> <li>Investigating shape through carving and creating shapes into malleable materials. Identifying shapes in story scenes and within mystical and magical creatures, pictures and settings.</li> <li>Creating magical shape pictures using 2d shapes.</li> <li>Investigating making potions using different shaped and sized containers responding to and using language of full, half full, quarter full, empty etc. to add different liquid ingredients as well as labelling how much different potions contain.</li> <li>Investigating day and night and understanding what happens in each time period. Investigating what I do in the day and what I do at night and what my night time, morning and evening routines look like. Responding to daily routines in my new class.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating making groups i.e. in twos, threes, fives and tens. Use story of Noah's Ark to be able to make repeated groups of 2 to practise counting in 2's and explore early multiplication as repeated addition.</li> <li>Engage in number rhymes linking to animals such as 5 frogs/ ducks/ monkeys where animals are taken away each turn and investigate using number sentences to record each section of the rhyme.</li> <li>Respond to more/ less in relation to how many animals in each habitat.</li> <li>Investigate pattern through exploring animal patterns and being able to compare. Create patterns using different animal characters/ faces completing simple patterns or by extending patterns using animals.</li> <li>Compare using comparative language animal lengths and heights saying which animals are taller/ shorter/ longer.</li> <li>Begin to use non-standard and standard units to measure the length and height of different animals.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate using positional language to describe where the performers are in relation to each other and where they are.</li> <li>Use and respond to positional language to give directions to get to different talent shows.</li> <li>Use language of days of the week and months of the year to describe when different talent acts are going to take place or have taken place.</li> <li>Investigating which instruments/ animals are heavy and light through exploring holding different objects and comparing them. Using comparative language to investigate everyday objects and using non-standard ways of measure i.e. by holding them or by using non-standard units to measure on a balance scale how much items weigh.</li> <li>Following timetables to join in with talent performances, creating timetables for performances using now/ next/ then as well as ordinal language of 1<sup>st</sup>, 2<sup>nd</sup>, third.</li> <li>Engaging in counting and number games through engaging in role play by exchanging coins for goods in a role play dressing up/ costume shop or taking money for tickets for a talent performance.</li> </ul>			
<b>World</b>	<b>Science</b>	<b>Humanities</b>	<b>Science</b>	<b>Humanities</b>	<b>Science</b>	<b>Humanities</b>

	<p><b>Materials and Enquiry</b> Investigate how objects and materials are the same and different and use and respond to some language to label them and their properties. Label materials for potions and engage in enquiry activities where materials are changed i.e. by adding another substance or creating a chemical reaction. Investigate why some things occur and communicate about changes they observe in enquiry based activities. I will build on my scientific knowledge by using enquiry and investigation to answer questions about what I see including changes over time, patterns, grouping and classifying and comparing things in world around me.</p>	<p><b>Past and New</b> Explore and communicate about past and present events in my own lives and lives of family members. Build on my historical awareness to develop my understanding of changes in living memory and events beyond that which are significant (Fireworks night – Guy Fawkes).</p> <p><b>The Community</b> Investigating how different communities of people in different countries explore their faith through celebrations and how these are similar and different between communities. Investigating how and why we celebrate and what celebrations that are secular and faith based. Investigating what happens at celebrations and exploring stories and fables linked to celebrations. (Harvest, Halloween, Diwali, Hanukkah, Christmas)</p>	<p><b>Animals</b> Investigate how animals are the same and different and use and respond to some language to label them and their properties. Investigate animals and use and respond to language to describe them and their features and their life cycles. This will include finding out about animals in my habitat and less familiar habitats (such as seashore, woodland, rainforest etc.) being able to name some and know their features and common groups and life cycles and what they need to live.</p> <p><b>Plants</b> Investigate plants and use and respond to language to describe them, their features and their life cycles and what they need to live</p>	<p><b>Wider World</b> Explore and develop my awareness of place knowledge through learning about similarities and differences of places around the world focusing on different animals and habitats where animals live (pond, farm, zoo/ savannah, domestic pets). Investigate how places, are the same and different and use and respond to some language to label them and their properties. Investigate different animal habitats and the countries they live in and find out why those animals like to live there.</p> <p><b>Different environments</b> Investigate the world around me and use and respond to language that describes the features of my own and differing</p>	<p><b>Humans</b> Investigate the human body and use and respond to language to describe body parts including my senses and their features them and the body. Begin thinking about how humans grow i.e. from baby to child to teenager to adult to elderly and the similarities and differences between these stages.</p>	<p><b>The Community</b> Investigating how people and communities are similar and different through investigating what different communities believe and what their lives look like because of their faiths including places of worship, holy books and key stories linked to their faiths. Investigating people in our community, who they are, their roles and how they contribute to our communities and how they are linked to our own experiences.</p>
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<p><b>Creativity</b></p>	<p><b>Throughout the year I will develop my creativity and imagination skills by:</b></p> <ul style="list-style-type: none"> <li>• Engaging in opportunities that allow me to develop my imagination and role play through representing my familiar and new experiences using objects, props, costumes in thematic play alongside my peers and increasing my skills so I can develop my imaginative play with my peers. To enable these skills to develop, as part of my core classroom provision I will have access to a regularly changing role play area which adults model the use of to enable me to develop this. In my independent learning there will be regular opportunities for me to engage in small world play linking to the topic, story and theme I am learning about. This play will be modelled to support my skills as I grow my independence and skills in small world play. I will also take part in role play and thematic play activities linked to stories I am engaging in.</li> <li>• Regularly engaging in opportunities where I am able to represent my own experiences, thoughts, feelings and wants in a creative way being able to use my body, my mark making, my actions, role play, building and sound to express myself. This may look like opportunities to respond to new experiences with drawing about them, or prepare for new experiences by acting them out before they happen, using music and movement to support me in my day to day activities and help me transition or support my self-regulation, using building and making as forms of self-regulation and sensory processing activities.</li> </ul>
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	<p>Developing my creative thinking through opportunities where I am encouraged to communicate about what I have created, communicating about what I did to achieve my creation, commenting and describing on what I like and what I might change about mine and others creations and beginning to use a plan to create and then communicating about whether my plan was successful. I will have regular opportunities to think about what I might need to help me create i.e. gathering paint, brushes and an apron for artistic activities or deciding what instrument I want to play to achieve the sound I want, using different props in thematic play and finding resources like scissors or joining materials. Adults will model key language of creativity at all times and I will be supporting to use and respond to this language throughout my daily creative experiences.</p>		
	<p><b>In my Art and Design I will:</b> Investigate drawing using a range of media using different lines, marks, and shapes. Including tone in my drawing through light and dark and adding texture by thinking about layers of media and rubbings.</p> <p>Investigate collage through using a range of media to arrange and glue materials to different backgrounds being able to fold, crumple, tear and overlap materials and work on different scales. Investigate shape through creating and arranging shapes appropriately for a given outcome i.e. a mosaic.</p> <p><b>In my Design and Technology I will:</b> Investigate malleable materials in a variety of ways to explore creating sculptures and manipulate materials for an intended purpose i.e. to create a pot. Experiment with constructing and joining recycled natural and manmade materials and changing the texture of malleable materials i.e. to build a textured tile through sculpting and crafting techniques.</p> <p><b>In my Musical development I will:</b> Develop my understanding about music and how it has been composed throughout the years through exploring music from different time periods. Recognising and matching sounds with pictures of different instruments and exploring a variety of vocal qualities through singing and speaking.</p>	<p><b>In my Art and Design I will:</b> Investigate printing – by using a range of hard and soft materials to create prints making simple marks on rollers and printing pallets. Building and creating repeating patterns and recognising pattern in creative art and the environment.</p> <p><b>In my Design and Technology I will:</b> Investigate construction through making and creating using construction kits and using a range of materials to create models with wheels, axles, exploring attaching wheels to a chassis using an axle. Investigating joining different materials and how to do this in different scenarios as well as using tools safely to engage in construction (i.e. hacksaw, bench hook, glue gun) Investigate food through safely using a range of tools, utensils and equipment and techniques related to food technology, investigating different food groups, where they come from and how they are prepared (i.e. through cutting, peeling, chopping etc.) and investigating making and exploring food that is familiar, food linked to celebrations and food from other cultures and communities and outside my immediate experience.</p> <p><b>In my Musical development I will:</b></p>	<p><b>In my Art and Design I will:</b> Investigate painting by using a variety of tools and techniques including brush sizes and types, mix and matching colours being able to identify different colours and mix different shades and tones as well as exploring texture of paints by adding media to them. Experiment with paint techniques such as layering mixing media, scrapping through as well as investigating different types of paint and their properties i.e. watercolour and oil paint.</p> <p><b>In my Design and Technology I will:</b> Investigating different fabrics for colour and texture and exploring how to modify textiles through knotting, fraying, fringing, twisting, threading and plaiting. Using textiles to create using materials and collage and exploring how to apply colour and texture to materials through dyeing, weaving, creating.</p> <p><b>In my Musical development I will:</b> Perform using tuned and untuned instruments as well as using voices expressively. I will rehearse and perform with others following the cues of a leader to start and finish together and keep to a steady pace. Create and compose by experimenting with creating and copying musical patterns. I will begin to explore the sounds of my voices and various musical instruments and recognising</p>

	Describing selected sounds and the ways in which they are produced.	Listen to and review music by understanding how sounds can be made in different ways and describing using given and invented signs and symbols, listening to contrasting songs with concentration, remembering specific instrumental names and sounds. Listening with concentration to music for a longer period, recognising simple structures and identifying that music can be used for particular purposes and occasions.	the differences between singing and speaking and percussive or instrumental sounds. Explore experimenting with creating my own musical patterns and begin to identify one strand of music or more and how they go together.
<b>Topic Specific Creativity</b>	<ul style="list-style-type: none"> <li>• Drawing and creating images of magical and mystical creatures using line and tone to create textures.</li> <li>• Using collage to create magical pictures such as using a range of materials to create magical characters.</li> </ul> <p><b>Key Artist: Henry Matisse – artist study, using the work of Matisse in his shapes collage to be able to design and create their own versions.</b></p> <ul style="list-style-type: none"> <li>• Use a range of malleable and non-malleable materials to create sculptures of magical creatures</li> <li>• Investigate and explore a range of sounds and music and identify what magical creature or character they belong to.</li> <li>• Experience and join in with a range of magical themed songs and rhymes</li> <li>• Investigate making different sounds with voices to represent different magical creatures and characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore creating a range of animal prints using different media and materials to create the same animal print effect and contrasting animal print effects.</li> <li>• Investigate using a range of materials to build different homes, habitats and enclosures for animals.</li> <li>• Investigate creating animal feed for different animals. What do they eat? What do humans eat? Where does our food come from?</li> </ul> <p><b>Key Artist: Sergei Prokofiev – Peter and the Wolf Musical Suite/ Camille Saint – Saens – Carnival of the Animals musical suites – investigate, listen to and compare different musical suites representing different animals. Can children identify which animals they are representing? How and why? What are the features of each piece of music?</b></p>	<ul style="list-style-type: none"> <li>• Investigating using paint to create advertising, posters and props.</li> <li>• Investigating a range of fabrics to create costumes for different performance and talent acts. What fabrics work for different talent acts? Children to design their own costumes and be able to create their own costumes for a performance or talent.</li> <li>• Experimenting with different talents and performances including using voices as an instrument.</li> <li>• Explore and investigate composing different sounds and putting them collaboratively to create performance pieces.</li> </ul>
<b>Technology</b>	Explore using videos to watch spells and science experiments, create and present their own. Explore a range of cause and effect toys as well as mechanical and remote controlled toys linked to the topic. What happens when they press each of the buttons?	Explore creating and following instructions. An example of this would be creating instructions to get elephant to the water off their digital device. Explore creating algorithms to direct animals and vehicles on programs such as scratch or logo, debugging and changing the	Explore age appropriate programs and software linked to the topic to create, organise, store, manipulate and retrieve. Explore using photographic and recording equipment to document and share their talents.

	<p>Explore different types of technology around the school and at home. What is it used for?</p> <p>Use paint programs to create their own magical creatures.</p> <p>Use photo editing equipment to give magical and funny effects to photos that they have taken.</p> <p>Explore games linked to the topic to experiment with different effects, buttons, actions, sights and sounds.</p> <p>Explore age appropriate programs and software linked to the topic to create, organise, store, manipulate and retrieve.</p>	<p>instructions if they do not achieve the desired result.</p> <p>Explore directing their peers to different destinations around the school.</p> <p>Explore using the internet to find out about different animals and their habitats. Explore using copy and paste to move pictures to create a fact file.</p> <p>Explore using google earth and VR headsets to look at different countries and habitats.</p> <p>Explore games linked to the topic to experiment with different effects, buttons, actions, sights and sounds.</p> <p>Explore age appropriate programs and software linked to the topic to create, organise, store, manipulate and retrieve.</p>	<p>Explore using designing software to make tickets and programs to a talent show.</p> <p>Explore creating charts on their digital device possibly using votes from a talent contest.</p> <p>Explore using PowerPoint to share talents and photos in star of the week assembly.</p> <p>Explore using technology to watch different talents and skills from around the world including BGT and the Olympics.</p> <p>Explore games linked to the topic to experiment with different effects, buttons, actions, sights and sounds.</p>
	<p>E – Safety</p> <p>Whilst in investigations the children will explore the following across all topics.</p> <ul style="list-style-type: none"> <li>• Who to ask for help if they come across in-appropriate content of something that worries them.</li> <li>• How to close a window or pop up.</li> <li>• How to keep their personal information safe.</li> <li>• Being kind to others</li> </ul> <p>How to identify fake news.</p>		
<p><b>Communication and Language</b></p>	<p>Developing my communication so that I can make requests linked to magical theme to make potions and spells and explore magical related items using more extended phrases i.e. I would like ... please name, and being able to communicate some of my needs such as hunger, thirst, hot, cold and sickness using modelled and structured phrases. I could do this through as well as practising communicating about what other people might need and want using some structured phrases where modelled and my own emerging language also. Answer and respond to questions about magical objects, characters using vocabulary that links to the topic and my own emerging forms of communication i.e.</p>	<p>Developing my understanding and use of new words that relate to animals and their habitats being able to use these to label and comment on the world around me by investigating different animals using extended phrases. This could be through exploring different sentence types such as with using CIP and through I will be able to do this through learning new signs, responding to new symbols and words in my environment and using symbols/ photos to match to objects and experiences. I will investigate new experiences and objects that are new to me and beyond my immediate field of experience through exploring</p>	<p>Developing my attention and listening through a range of experiences that link to different talent shows and performances that motivate me. Focus on listening to and responding to instructions and instruction words practising responding to these and giving these (i.e. to create a performance or give feedback on a performance). Developing my social communication to communicate with others including taking turns with my peers and adults in social situations and conversational games within a range of contexts that link to different talent shows i.e. through discussing how to perform an act or in judging an act. Developing my skills to initiate interactions</p>

	using signs, PECS, vocab board or communication book to respond.	animals in a range of environments. I will investigate how different words are used in different contexts and are changed sometimes in my speech i.e. using plurals, pronouns, different endings for words as appropriate to my stage of development communication.	with others in a range of contexts using and responding to names adapting my initiation to different situations.
<b>Gross Motor</b>	<p><b>Gymnastics-</b> I will develop my balance and travel, body control and learn about how to combine my movements into simple sequences</p> <p><b>Team games</b> – I will work on developing my team work and communication and learn about and tolerate following rules of games.</p>	<p><b>Net and wall games-</b> I will experience and explore using a ball and racket, improving hand eye coordination and focusing on the basic sending skills.</p> <p><b>Ball skills-</b> I will experience and explore basic sending and receiving skills. I will develop some of these skills and perform with some control and coordination.</p>	<p><b>Dance</b> – I will experience and explore a small range of basic body actions and simple movements using body parts in response to a variety of stimuli. Begin making a short sequence of movements.</p> <p><b>Athletics</b> – I will develop my skills in running, jumping and throwing and as part of a race or competition.</p>
<b>Fine Motor</b>	<p><b>Throughout the year I will be developing my fine motor skills by working on:</b></p> <p><b>Using Tools</b> – Using a range of tools for mark marking, cooking, woodwork, cutting (scissors) and eating, working on the way I hold these tools, developing my grip and strength to be able to use them with more precision and control.</p> <p><b>Manipulating Materials and Objects</b> – Developing my hand strength and my ability to isolate my fingers to be able to make changes to objects by squeezing, twisting, pressing, pulling and pushing them. I will work on being able to pick up and control items in my hands and in my fingers using a pincer grip doing activities such as threading and construction activities.</p> <p><b>Getting dressed</b> – Learning to pull clothes off and on, learning techniques in order to successfully pull them down or up to get them off. I will work on developing my ability to manage different fastenings such as zippers, buttons and laces.</p> <p><b>Hand-eye coordination, using both hands and proprioception</b> – Developing my awareness of where my body is within the space to become more coordinated with my movements. Having a range of opportunities to develop my ability to use and coordinate both hands to be able to steady objects in one hands whilst working with the other and to use both hands independently of each other to do skills such as handling a knife at fork to eat. I will work on my hand-eye coordination to be able to be more precise in my activities to work towards doing activities such as getting buttons into button holes and threading onto a string.</p>		
<b>Topic Specific Fine Motor</b>	<p>Children could:</p> <ul style="list-style-type: none"> <li>• Picking up and moving magic beans</li> <li>• Making potions – squeezing pipettes, pouring, picking up small items, mixing etc.</li> <li>• Make dens for a witches or wizards lair, focussing on joining and pegging</li> <li>• Dress up as different characters, putting dressing up clothes on and off</li> <li>• Use different mark making tools to create pictures and writing</li> </ul>	<p>Children could:</p> <ul style="list-style-type: none"> <li>• Create animal puppets either drawing and cutting them out or sewing them</li> <li>• Role play vets using tweezers, pipettes, opening containers, wrapping bandages etc.</li> <li>• Play instruments that require plucking or pressing with fingers</li> <li>• Use a range of tools in forest school</li> </ul>	<p>Children could:</p> <ul style="list-style-type: none"> <li>• Make a range of recipes for a ‘bake off’</li> <li>• Draw and write using mark-making tools – programmes, recipes, adverts etc.</li> <li>• Use a range of tools in forest school</li> <li>• Take part in dough disco to different music</li> <li>• Building a stage with construction materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a range of tools in forest school</li> <li>• Take part in cooking recipes such as Pumpkin pie (Spookyrumpus) and porridge (the magic porridge pot)</li> <li>• Take part in dough disco along to songs linked to magic</li> <li>• Using scarves and ribbons and moving objects around in hands to perform ‘magic tricks’</li> <li>• Constructing scenes such as a fairy land using construction objects</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in dough disco, linking movements to animals, e.g. stomping like an elephant, stroking the dog, rolling a snake etc.</li> <li>• Use a range of mark-making tools to draw different animals</li> <li>• Take part in yoga linked to topic (cosmic yoga)</li> <li>• Create a bug hotel, finding and picking up sticks and materials and putting them all together.</li> <li>• Pick up matchsticks and use them to create animals on paper or by pushing them into playdough to make a hedgehog or legs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Finger sports – using fingers to kick a small ball around or using a football table</li> <li>• Play instruments that require plucking or pressing with fingers</li> <li>• Ripping off tickets and posting money for tickets into a slot</li> <li>• Picking up popcorn with tongs or tweezers</li> <li>• Pulling apart cotton wool to make candy floss</li> <li>• Playing games such as hoopla</li> </ul>
<b>Physical health and wellbeing</b>	<p><b>Keeping safe</b> – I will develop my understanding of danger, identifying ways in which I can keep safe both indoors and outdoors, knowing who can help keep them safe. Pupils will develop the idea that parts of their bodies are private.</p> <p><b>Keeping clean and self-care</b> – I will build up to becoming more independent with changing routines and using the toilet, being able to communicate my toileting needs. I will learn about the importance of washing my hands and keeping clean, learning how to do this effectively. I will learn how to get dressed myself, working up to being able to doing trickier parts such as laces and buttons. Pupils will start to look at how we grow as we get older.</p> <p><b>Staying healthy</b> – I will develop an understanding of what healthcare professionals do and why it is important to let them help me if I have a problem, understanding the need to take medication safely if needed. I will learn about the importance of a balanced diet and build up the range of foods I eat. I will start to learn about the importance of exercise and sleep for my body.</p>		
<b>Topic specific physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Safety around chemicals</li> <li>• How to keep myself clean and healthy</li> <li>• What can be dangerous to me? How can I stay safe?</li> <li>• Firework safety</li> </ul>	<ul style="list-style-type: none"> <li>• Safety around animals – when is it safe to touch a dog etc.?</li> <li>• Staying safe in different environments – environmental danger</li> <li>• Different body parts and how to stay clean</li> </ul>	<ul style="list-style-type: none"> <li>• Healthcare professionals – looking at what they do and how they help us</li> <li>• Different movement to music to promote exercise.</li> <li>• Sun safety</li> <li>• Children can look at how they have changed over the year</li> <li>• Safety near the water</li> </ul>
<b>Social, Emotional and Mental Health Development</b>	<p><b>Body Awareness</b> – I will develop my understanding of my body, knowing my body parts and telling adults when something in my body doesn’t feel right as well as what is private about my body and what I can do if something happens to my body.</p> <p><b>Relationships and working with others</b> – I will develop my social skills and relationships with others by joining in with others and learning how to play alongside and with others. I will build relationships with people around me and know who is important to me and why.</p> <p><b>Feelings</b> – I will develop my understanding of different feelings and emotions, what these might look and feel like and strategies I could use to help me when I feel these.</p>		

	<p><b>Making good choices</b> – I will develop my understanding of how to express my feelings appropriately and know what the boundaries are that I will be working within at school. I will develop my skills to be able to choose from and select options that will help me navigate back into a space where I am ready to learn and respond to language that helps me to understand this. I will develop my confidence to take on new challenges.</p>					
	<p><b>New begs – Autumn 1</b></p>	<p><b>Getting on and falling out – Autumn 1</b></p>	<p><b>Anti – Bullying – Autumn 1 (Focus week for anti-bullying)</b></p>	<p><b>Going for Goals – Spring 1</b></p>	<p><b>It’s good to be me – Spring 2</b></p>	<p><b>Relationships – Summer 1</b></p>
	<p>In <i>my body awareness</i> I will focus on understanding my body and how to communicate with my new adults how my body feels to me and how to interact with others in my new class appropriately building trusting relationships in adults in my new place. In <i>my relationships</i> I will focus on building new relationships with adults and friends who are in my new class and learn how to communicate, play and interact alongside them communicating about what is important to me and who is important to me as people get to know me. In <i>my feelings</i> I will focus on feelings that I have when I am doing something new and</p>	<p>In thinking about my <i>body awareness</i> I will focus on how to tell others when something has happened to my body that I don’t like and how to keep my body safe. I will think about what happens to my body when I might be in a situation where I have fallen out or am being bullied and what I might be able to do. In <i>my relationships</i> I will focus on developing my relationships so that I can have good friendships and relationships with others and what I could do to help this. I will think about what happens when someone else does something I may not like or don’t want to do and how it might</p>	<p>In thinking about my <i>body awareness</i> I will focus on how to tell others when something has happened to my body that I don’t like and how to keep my body safe. I will think about what happens to my body when I might be in a situation where I have fallen out or am being bullied and what I might be able to do. In <i>my relationships</i>, I will find out what happens when someone is unkind so much it leads to bullying and what is different to bullying and falling out. I will learn how to be kind and what to do if I see someone being unkind to someone else. In <i>my feelings</i> I will focus on what bullying might feel like and</p>	<p>In my <i>body awareness</i> I will develop and encounter problem solving scenarios about keeping me and body healthy and safe and think about strategies to help me i.e. finding a tissue for my nose when it is running, washing to keep my body clean, wearing sun cream to protect my body, keeping the bathroom door shut to keep my body safe. In <i>relationships</i> I will use my relationships with others to build my confidence encountering confidence building activities with others (adults and in a group). I will reflect on my strengths and my characteristics as an individual and what makes me different from my friends.</p>	<p>In my <i>body awareness</i> I will develop my self-awareness, knowing my body parts and my own social space, what is private for me and how I can keep my body private. In <i>my relationships</i> I will encounter strategies that will help me to develop my confidence to be able to try new challenges and tasks and be able to express my views. I will learn skills to be able to be assertive i.e. in saying what I think during a circle time, being able to say when someone has taken my toy and say if I like something even if it is different to what my friends like. In <i>my feelings</i> I will develop my understanding of feelings such as excited, proud,</p>	<p>In my <i>body awareness</i> I will learn about keeping my body safe and healthy to look after it but also that sometimes my body can be sick and how I might look after it. I will develop my understanding of what my body feels like when it is sick and also what it feels like when something happens around me that is hard to deal with like loss (i.e. of a favourite possession, a friend, family home or a loved one) In my relationships I will develop my understanding of different types of relationships that I have and how they are special to me and what relationships other people might have i.e. I have one grandma but my</p>

	<p>how new experiences and situations might make me feel and how I can process these.</p> <p>In making good choices I will develop my understanding of what the boundaries and rules are in my new class and what I will be expected to do through learning about timetables, routines, organisation and what the class boundaries are. I will develop my confidence in a new class setting and learn to work with new adults and friends in a positive way responding to new instructions and routines.</p>	<p>make me feel and how I could resolve it using strategies that adults have modelled and supported me with.</p> <p>In my <i>feelings</i> I will focus on the feelings I have when I make new friends, and when I fall out with my friends and things don't go how I see them.</p> <p>In <i>making good choices</i>, I will develop my understanding of how to express my feelings appropriately in my new class and the strategies and resources that are available to me to help me be able to regulate myself, exploring how they help me. I will develop an understanding of what I can do when someone upsets me or I fall out with a friend</p>	<p>why people might bully others and how they might be feeling and what they might be able to do instead.</p> <p>In <i>making good choices</i>, I will develop my understanding of what bullying is and how I can make positive choices when interacting with my friends and peers.</p>	<p>In <i>feelings</i> I will be able to learn about what helps me to learn well at school including helping me manage my feelings as well as be in a place where I am ready to learn. This will include using sensory strategies to help me feel calm and knowing that when I have had breakfast and gone to the toilet and been able to sleep, these help me to feel ready to learn.</p> <p>In making good choices I will learn how I can achieve goals that I am working towards such as through making choices and being able to problem solve new challenges. I will have experiences that help me to develop my problem solving skills as well as practising making choices that help me and help me. I will learn about working towards a goal and what steps I</p>	<p>surprised, worried, anxious and identify what these might feel like and what strategies can help me when I am feeling these emotions. I will learn strategies that help me to feel relaxed.</p> <p>In <i>making good choices</i> I will learn about how I can express my feelings of being excited, proud, surprised, worried and anxious in a positive way, how I let adults know and what strategies I could use to help me when I am feeling this way.</p>	<p>friend has a grandma and a granddad, I live with my mum and dad and my friend lives their mum on some days and their dad on other days. I will learn about people I know and people I don't and who are safe strangers.</p> <p>In my feelings I will learn about the feelings that I have that help me with my relationships i.e. I love my mum, I like playing with my friends, I feel scared if I get lost from my mum, I feel sad when my friends fall out with me. I will find out and develop my understanding of what feelings I have when something happens around me that is hard to deal with like loss (i.e. of a favourite possession, a friend, family home or loved one) and how I might be able to manage these feelings.</p> <p>In making good choices I will learn about how I keep</p>
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				might need to take to do this.		good relationships with others through my actions and choices and what these might be i.e. I can make my bed at home to help mum, I can use kind words to my friends, I know not to hug stranger because they are not someone that I know.
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