

Long Term Curriculum Overview Explorers

Topics for classes in the Explorers learning hub form an initial stimulus from which to hang learning and provision. Children’s engagement in learning is actively promoted and personalised through considering children’s individual interests/ likes and dislikes in exploring familiar or unfamiliar stimuli. Learning and provision is child led and promotes children taking an active role in making choices about their engagement and response. Children’s choices are enabled through children using symbols to request, through direct questioning and through assessing the engagement in activities and using these as a starting point for learning provision and stimulus provided. Parents are engaged in children’s learning through regular sharing of children’s learning journals and opportunities to give ideas for planning at key points during the year as well as regular liaison and advocacy for their children about their likes/ dislikes and interests as well as their child’s bio behaviours which supports practitioners to understand pupil’s readiness to learn. Some children may be working within the explorers’ hub for longer periods of their school career and will be working to consolidate, master and embed their learning across the 4 areas of need which will be personalised to each child’s own learning journey. Planned coverage also takes account of ensuring there are sufficient opportunities to revisit, consolidate and build upon emerging skills as children progress through their year/s.

| Explorers | | | | |
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| Starting out on our learning journeys and beginning to explore the world around me | | | | |
| | Autumn | | Spring | Summer |
| Year 1 | I like it when... | Sing me a song | Knock, Knock | We’re going on a journey |
| The Big Idea | Exploring about what I like, what I don’t like, what my friends like and don’t like and what I like/ don’t like exploring different environments and sensory experiences | Exploring different types of songs that I like and don’t like, building my awareness, anticipation and exploring of songs and rhymes such as animal songs, transport songs, action songs, celebration songs, Christmas songs! | Exploring traditional tales, houses and homes through rich language stories such as Goldilocks and the three bears as well as thinking about where we and others live and what’s inside our and their homes. | Exploring how we get around through exploring our movement and vehicles we use to get around like cars, buses, trains, boats, planes! |
| Stimulus for Learning | <i>Key Texts:</i> I like it when by Mary Murphy, Funny Face by Nicola Smee, I like bees I don’t like Honey by Michael Morpurgo <i>Supporting texts:</i> Ten little fingers and Ten little toes by Helen Oxenbury, Making Faces by Nick Butterworth, Marvellous Me! By | <i>Texts/ Rhymes</i> – Humpty Dumpty, 5 currant buns, sing a song of sixpence, London bridge is falling down, Groups of songs/ rhymes i.e. number rhymes, animal rhymes, friendship rhymes, transport rhymes, action rhymes, Christmas Songs | <i>Texts</i> – Goldilocks and the Three Bears, Three Little Pigs, little Red Riding Hood, Hansel and Gretel, The house that Jack built by Diana Mayo, My house (NF) <i>Interactive</i> – Hoodwinked, 3 little pigs (Disney), 3 little pigs (cbeebies), 3 little pigs songs, | <i>Texts</i> – The Boy on the Bus by Penny Dale, The Magic Train Ride by Sally Crabtree, Row, Row, Row your Boat – Traditional Rhyme, Amazing Aeroplanes by Tony Mitton <i>Interactive</i> – ICT retelling of stories, YouTube versions of transport |

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| | <p>Lisa Bullard, Heads, Shoulders, knees and toes by Annie Kubler, <i>Interactive</i> – Action songs and rhymes i.e. heads shoulders, knees and toes, <i>Role Play</i> – Hospital, baby clinic, opticians, doctor’s surgery, home corner. <i>Experience</i> – transition into school experiences, exploring new school/ class environment, visits to local community play areas to explore what I like/dislike. Exploring my favourite toys from home/ school, range of immersive sensory experiences.</p> | <p><i>Interactive</i> – ICT versions of songs/ rhymes, DVDS with popular children’s songs and rhymes. Boogie Beebies, The Melody Show, Rhyme Rocket, Tweenies, Zingillas. <i>Role Play</i> – Nursery Rhyme land (i.e. add different objects and props for different rhymes) Themed to certain nursery rhymes, Music Shop with instruments etc. Santa’s Grotto., role play areas that mimic the group of rhymes/ songs exploring i.e. farm shop in animal rhymes, transport themed in transport songs <i>Experience</i> – visiting music players, Christmas party, visits from Peter the Music Man!</p> | <p>Goldilocks song, Bob the Builder, Handy Manny. <i>Role Play</i> – 3 bears house, Grandmas house, 3 pigs construction site, Candy house, World houses such as igloos/ tents/ wigwams/ treehouse, mud huts. <i>Experience</i> – Ferring country centre to observe the pigs, buying and making porridge for goldilocks, visits to hardware and construction stores for materials, a Grandmas Tea party, creating candy cottages.</p> | <p>songs, videos of transport in action such as trains, boats and buses. <i>Role Play</i> – train station, bus station, boat harbour, airport <i>Experience</i> – Visits to and trips on different forms of transport such as a bus, a train, the boat station, Shoreham airport</p> |
| Cognition and Learning/ Areas of Engagement | <p>Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines.</p> | <p>Exploration: Building my engagement through exploring songs/rhymes and props/ sensory experiences related to songs/rhymes that I like, my new environments and routines.</p> | <p>Exploration: Building my engagement through exploring materials and media and sensory experiences I like, as well as new wider environments.</p> | <p>Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines.</p> |
| | <p>Realisation: developing my object permanence through exploring where my familiar toys are and searching them out if they go out of my immediate sight, interacting with toys in my own schema of exploration.</p> | <p>Realisation: developing my object permanence through exploring where my familiar toys/ objects/ props related to songs/rhymes are and searching them out if they go out of my immediate sight. Interacting with new and familiar toys/ props/ objects related to</p> | <p>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</p> | <p>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</p> |

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| | | songs/ rhymes and exploring cause and effect through switch activity or non ECT based cause and effect activity. | with different materials and cause and effect/ awe and wonder experiences linked to key stories. | 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. | Anticipation: Developing my responses and awareness of my new routines, beginning to anticipate familiar parts of routines that I like as well as anticipating parts of songs/rhymes that I like. | 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 language and props (i.e. repeated refrains) | 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 learnt OOR and songs of reference, on body cues. |
| | Persistence: Exploring new and unfamiliar toys and experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured activity through my persistence | Persistence: Exploring new and unfamiliar toys and experiences linked to songs and rhymes that I like/ dislike and exploring how to communicate my preference, get more of a favoured activity. | 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. | Initiation: Initiating communication for more of toys and experiences, songs and rhymes 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. | 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 about themselves, communicate | Hear, respond and listen to songs/rhymes, joining in with parts | Hear, respond and listen to stories with repetitive refrains and key | Label objects, characters and features of stories using words, |

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| | <p>about what is special to them through exploring texts and props/objects related to texts. Linked to “I like bees, I don’t like honey”, children can explore and respond to personalized stories about what they like and dislike. Explore and show awareness of different objects, pictures and symbols that represent favoured objects, environmental print that represents favoured objects. 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 finding out what I like/ dislike, using my emergent mark making to create some representational marks that link to what I like/ dislike.</p> | <p>of songs/ rhymes I become familiar with using my own forms of communication. Anticipating and indicating the next part and completing phrases from songs/ rhymes that are missing. Exploring props and objects from songs/ rhymes and matching these to the same or key words. Explore other types of rhyming and rhyming activities through emerging phonic activities. Respond to and recognize objects, symbols and words related to songs/ rhymes. Begin to explore making marks in media using songs/ rhymes as prompts for engaging in making marks. Using my emergent mark making to create some representational marks and shapes that link to key objects/ themes from songs and rhymes I am exploring.</p> | <p>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 (letters, instructions, recipes and stories) (Letters could be letters to the 3 bears from Goldilocks, to the three little pigs from their mum or from the wolf to the pigs, recipes and instructions of making porridge or how to build a house, recreating shared stories with frames) Exploration of character and setting in stories– what are the characters like, what is the story 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.</p> | <p>phrases and symbols. Begin to communicate about features of stories and suggest what might happen next, what might happen at the end, what alternatively might happen. Use mark making/writing to recount experience - children to use mark making and writing to be able to represent different transport items, making vehicle tracks and following vehicle tracks, role play writing with tickets, passes, and transport maps. Exploring creating their own going on a journey story using story frames with choices either using objects, symbols or mark making.</p> |
| Maths | <p>Counting different body parts through rhyming, naming and matching games, finding groups of 2 with favoured objects and props, responding and interacting with favourite and familiar number rhymes with a special person. Exploring shape and space in their new surroundings at school and</p> | <p>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</p> | <p>Counting with numbers to 3 - 3 pigs, 3 bears making sets of 3 and relating to numerals. Experimenting with representing numbers through numerals and other symbols for front doors and to label different sets of objects. Using comparative language of measure to label, sort and</p> | <p>Exploring language associated with time such as first, next, beginning, last and anticipate routines within their day and “the next part” within familiar activities/ stories such which land comes next within magic train ride. Sorting transport items by range of criteria and creating patterns using</p> |

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| | <p>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. Explore, participate and join in with number action rhymes and songs linked to favoured toys and objects.</p> | <p>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. in building up a tower like tower bridge, adding more blackbirds to their pie, adding more people to the bus. Exploring using shapes to make structures and arrangements such as building tower bridge, humpty dumpty's wall, old MacDonald's farm enclosure. Exploring creating shapes and labelling shapes in representational pictures of songs and rhymes and using shapes within celebration event decorations such as wrapping paper, bunting, cake slices etc.</p> | <p>describe characters and objects within stories. Explore comparing familiar and unfamiliar objects responding to language of size, shape, mass and quantity.</p> | <p>transport items and props related to the stories. Exploring 'same' and 'different' with types of transport and transport that is similar i.e. different types of buses/ trains. Exploring exchanging objects including money for objects i.e. tickets, items in 'shops' (real or pretend). Responding to how many and counting how many in relation to how many people on the bus, how many carriages on the train, how many people/portholes on/in the boat, and exploring counting one at a time.</p> |
| World | <p>Building relationships with new and key people and exploring/ communicating about special people around me. Exploring body parts and our 5 senses and finding out what sensory activities we like/ prefer and those we don't. Exploring 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</p> | <p>Small world play -centered round rhyme characters and props and celebrations, develop enquiry and investigation through key questions related to songs / rhymes – what the rhyme could be, what clues there are, create questions, make predictions. Explore investigations around rhyme characters/ situations i.e. what could help humpty dumpty not break when falling off the wall, how to keep Incey Wincey spider</p> | <p>Materials and their properties: - children to explore different building properties and how to use them. I.E bricks, wood, 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</p> | <p>Engage in small world play that links to transport and explore the ways things work such as mechanical vehicle toys. Explore forces that enable vehicles to move through investigation opportunities that explore push, pull, float, and sink. Explore people in the community that keep me safe when I am travelling on different vehicles.</p> <p>Explore environments around me thinking about how they are similar</p> |

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| | immediate and wider environment (i.e. in the classroom, in the school environment, in the community) | dry from rain, Can you build a strong London bridge that doesn't fall down. Exploring some celebrations and songs/rhymes and music linked to these (Guy Fawkes, Halloween, Hanukah, Remembrance day, Thanksgiving, Diwali and Christmas) | 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. | and different (i.e. in different transport stations and environments for them to travel and where they travel to) Exploring changes in the environment in the weather, the seasons in the outside area that they are exploring. |
| Creativity | Exploring creativity linked to Self-portraits and myself such as looking at Picasso faces, Arcimboldi faces, exploring rhymes/songs that promote exploring body parts, using gross motor actions (row, row), exploring being imaginative through role play that links to my direct experiences about me and my body such as home play, doctors/ hospitals, dentists, baby clinic. | Explore different materials for creating collage/ structures/ media to create their own props for rhymes, explore music/ songs for different purposes linked to celebrations, explore how sounds can be changed and enjoy moving to music in different ways, develop imaginative skills through exploring and creating narrative and imaginative play linked to rhymes and familiar songs. | 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, 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. | Create representational art and design linked with different lands from the magic train ride. Sculpture and junk modelling for children to design in 3D models of the different vehicles. Use music and movement for children to demonstrate their expression around their days. They may begin to move rhythmically or move to represent something. Explore being imaginative through structured role play and exploring taking on different roles within role play transport areas as modelled using props and objects to support play. Using small world to develop imaginative play. |
| Technology/ ECT opportunities | Explore stories and songs through technology linked to the topic. Explore painting and mark making programs on a touchscreen device such as painting faces, feelings and family on purple mash 2paint. | Interaction with ICT software linked to rhymes/ stories. Explore music, lights and sounds through equipment such as bubble tubes, CD players and microphones. | Explore different technology around the school and technologies that we use within our homes such as hoovers, lamps and washing machines. | Explore using technology simulators such as you tube to try out different forms of transport from cars and planes to rollercoasters. Explore cause and effect toys linked to transport, what do they do, what |

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| | <p>Use the immersive room to explore a range of different environments, encouraging children to use the touchscreen to select ones that they like.</p> <p>Explore a range of real life technology, cause and effect toys through independent learning times discuss which ones they like/dislike.</p> <p>Explore using communication equipment within role play such as calling the doctor, mummy or school using walkie talkies or telephones.</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>Explore using equipment such as projectors, sound buttons and microphones to experiment making their own lights and sounds.</p> <p>Use video and recording equipment to record musical instruments, singing of songs and rhymes to play back.</p> <p>Explore noisy toys with buttons, flaps and mechanisms to see what they do.</p> <p>Explore sound producing equipment turning on, off and volume up and down.</p> <p>Give opinions on likes and dislikes within technology such as different types of music on YouTube.</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>Explore using switches to turn on real life equipment, buttons, flaps and pulleys.</p> <p>Use the immersive room to explore different places and look at images where we live on sites such as google images and google earth.</p> <p>Explore recording role play or small world play and watch these back on the Clevertouch.</p> <p>Ask parents and carers to email pictures of home to school so you can share and open together.</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>happens when you press different buttons?</p> <p>Explore remote controlled toys linked to transport. What do the controls do? Can you use the controls to direct the vehicle around the road in the playground or to a certain destination?</p> <p>Explore using keyboards in different ways such as adding captions to transport pictures.</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>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> | | | |
| <p>Communication and Language</p> | <p>Exploring communicating with new and unfamiliar people using greetings and responding to my name in a new environment.</p> | <p>Explore communicating to make requests linked to songs and rhymes/ objects I like and linked to songs/rhymes. Some may explore</p> | <p>Descriptive language in context using structured frames i.e. it's too.... / it's too....., story language and use of repetitive</p> | <p>Recount language to talk about experience and share experiences of what they did, what they like. Use language to communicate what</p> |

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| | <p>Explore language for labelling body parts and my senses, possessive language – (mine, yours) and communication for expressing my likes and dislikes. Responding to communication and language about my new routines in school. Develop understanding of new concept words from new environment and linked to topic.</p> | <p>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 instructional language within songs and rhymes and for routines.</p> | <p>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. Attend and respond to stories and experiences.</p> | <p>they would like i.e. 1 ticket, I want to go to Brighton etc. Respond to language that is used to label different parts of vehicles and demonstrate understanding through matching. Joining in with rhymes and stories that relate to transport rhymes and songs. Respond to question words to find and show in interaction games.</p> |
| <p>Sensory and Physical Development opportunities</p> | <p>Exploring my senses through a range of sensory play and exploring sensory regulating opportunities. Physical development games/ songs and activities that explore finding different body parts such as Heads, shoulders, knees and toes. 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>Explore sensory play and media linked to songs and rhymes (i.e. rain and water tray for Incey wincey spider) developing my engagement in and tolerance of sensory media and experiences. Gymnastics exploration of movement, exploring different ways of travelling from A to B like characters and themes from songs and rhymes (i.e. like Grand ole duke of York, wheels on the bus, rolling like Jack and Jill). Explore movement related to action songs and rhymes. Action songs/ rhymes, and finger songs and rhymes to develop motor skills and planning using two hands together.</p> | <p>Gross motor in building and creating large structures such as with large foam and plastic bricks and fabric and pegs to create tents and dens or large decorator’s brushes to create large paint on wallpaper. Fine motor in exploring building materials and tools such as screw drivers, hammers, locks and padlocks, screws, nuts and bolts, sandpaper, paintbrushes. 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</p> | <p>Explore travelling in different ways (such as running, racing, jumping, hopping). Explore fine motor through making controlled movements with defined grips within mark making and control beginning to develop awareness of boundaries and mark making with purpose (colouring in pictures, large colouring, creating vehicle prints and patterns) Role play writing with tickets, passes, transport maps etc.</p> |

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| | represent me, my own name and names of favoured people. Exploring clothes I like and dislike through exploring and tolerating different clothing items. | | tolerating that some may win and some may not. | | | |
| Social, Emotional and Mental Health/ PSEWB Development | 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. | What's special to me, my family and culture with exploration how we engage in celebrations, things I like/ don't like linked to my experiences of songs and rhymes including what helps me to feel calm when I am not in the green zone? 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. | Differences/ similarities in houses and cultures – where do I live, Where do you live? Exploring choices and consequences, feelings and behavior – Did Goldilocks make good or bad choices, did the wolf make good or bad choices, did the children/ witch 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. | Safety in and around the community and at special places to visit i.e. keeping safe on transport (Following instructions, keeping near an adult, wearing seatbelt, keeping hands inside the vehicle) keeping safe in the sun (sun cream, sun hats, keeping hydrating, playing in the shade) keeping safe when out and about i.e. road safety. Self-confidence and self-awareness to try new activities and begin to explore away from familiar adults. | | |
| RSE | Building Trusting relationships Appropriate Behaviour | Saying 'no' / Speaking out What to do when relationships go wrong Anti- bullying week | Keeping myself clean Keeping myself safe For pupils Y4-6: Puberty in relation to keeping clean | Body parts and privacy Appropriate Behaviour For pupils Y4-6: Puberty in relation to body parts | Different types of relationships Differences between boys and girls Stereotypes For pupils Y4-6 | Puberty and changes For pupils Y4-6 Puberty in relation to physical and emotional changes |

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| | | | | | Puberty in relation to differences between girls and boys |
| | 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</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 (get more texts for here),</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</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> | |

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| | <p>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 interests and likes, visits and trips to places that link to places in key stories i.e. toy shop for kippers toy box</p> | <p>(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 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.</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. Plus additional visits for day trips to experience other fun days. Pet shop, garden centre.</p> |
| Cognition and Learning/ Areas of Engagement | <p>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.</p> | <p>Exploration: Building my engagement through exploring coloured sensory experiences and objects/toys, my new environments and routines.</p> | <p>Exploration: Building my engagement through exploring materials and media and sensory experiences linked to key stories, as well as new wider environments.</p> | <p>Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines.</p> |
| | <p>Realisation: Exploring awe and wonder through interacting with toys/ objects new and unfamiliar from inside the box (either box from home or school).</p> | <p>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.</p> | <p>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</p> | <p>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</p> |

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| | | | and effect/ awe and wonder experiences linked to key stories. | 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 language and props (i.e. repeated refrains) | 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 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 | Hear, respond and listen to stories/ songs and rhymes linked to | Hear, respond and listen to stories with repetitive refrains and key | Label objects, characters and features of stories using words, |

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| | <p>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).</p> <p>Responding to and recognising photos of themselves and others i.e. peers, friends, family, special people.</p> <p>Explore and engage in a range of sensory media to create marks to represent toys/ objects/ people or 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.</p> | <p>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 key objects/ themes from stories and themes I am exploring.</p> | <p>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 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.</p> | <p>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.</p> |
| Maths | <p>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.</p> | <p>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</p> | <p>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</p> | <p>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</p> |

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| | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| World | <p>Building relationships with new and key people and exploring/ communicating about special people around me and what is special to me through exploring my own special box. 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</p> | <p>Exploring different materials and their properties exploring their colours and textures including reflective and dull materials, light and dark. 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,</p> | <p>Materials and their properties: - children to explore different building properties and how to use them. I.E bricks, wood, 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</p> | <p>Children to explore environmental features of the world around them being able to comment and describe what they can see, feel, 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). Exploring body parts of humans (circus) and animals (Zoo/ Farm/</p> |

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| | <p>(i.e. in the classroom, in the school environment, in the community) 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>Harvest/Thanksgiving, Holi, Diwali and Christmas). Exploring colour in my wider environment through seasonal changes and exploring plants and natural features of my environment.</p> | <p>houses and features of different houses. Ask parents to support with photos of their own houses and features of their own homes.</p> | <p>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 encourage development of own imagination. Exploring imaginative play through small world linked to stories/ texts and themes as well</p> | <p>Explore a range of materials and media in different colours, creating collage and textured art work in themes of different colours. Explore colour mixing with paint and other art materials exploring what happens when colours are mixed together. 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</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, respond to and participate in musical performances using familiar songs about the traditional tales such as when Goldilocks went to the house of</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 what materials and resources they want to use. Use music and movement for children to demonstration their expression around their days. They may begin</p> |

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| | as a dressing up linked to the dressing up box. | resources and decorations for these. | the bears, the 3 little pig's musical songs, and the big bad wolf. | 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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| | | | appropriate to the child (eye gaze, iPad, touch screen device). | |
| | <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.</p> <p>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</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).</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</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</p> |

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| | <p>routines and spaces (i.e. lunch hall, toilet/ changing areas) Using tools and malleable materials to explore creating marks/ shapes/ creative work to 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>Exploring music and movement exploring different colours through dance using dance scarves, ribbons, streamers and exploring creating different body shapes. Exploring movement linked to 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>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 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>different races. Explore travelling in different ways. Explore fine motor through making controlled movements in mark making and control beginning to develop 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</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.</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</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</p> |

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| | 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. | 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. | 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. | 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. | | |
| RSE | Building Trusting relationships Appropriate Behaviour | Saying 'no' / Speaking out What to do when relationships go wrong Anti- bullying week | Keeping myself clean Keeping myself safe For pupils Y4-6: Puberty in relation to keeping clean | Body parts and privacy Appropriate Behaviour For pupils Y4-6: Puberty in relation to body parts | Different types of relationships Differences between boys and girls Stereotypes For pupils Y4-6 Puberty in relation to differences between girls and boys | Puberty and changes For pupils Y4-6 Puberty in relation to physical and emotional changes |
| | Autumn | | Spring | | Summer | |
| Year 3 | Guess Who! | Let's Celebrate | Round and Round the Garden | The Journey home | | |
| | Children will explore what makes them special through exploring | Children to explore different celebrations and find out what | Children will explore what things grow and what things live in the | Using the story "The journey home from Grandpas" as an initial | | |

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| | <p>their likes, dislikes, and super things they can do. They will play and explore guess who games exploring similarities and differences and recognising pictures of themselves and others and explore responding to anticipation games linked to guessing who! Children will be able to explore people around them too including their new friends, adults who help them at school and adults who help them in their community and include these in their guess who games through finding out who's at the door or in the box.</p> | <p>happens at different celebrations in their own cultures and religions and others. Children will be able to explore other celebrations such as birthdays and think about how we celebrate our successes at celebration assembly. Children will share stories like Kippers Birthday as a springboard to engaging in making their own celebration.</p> | <p>garden! They will be able to grow their own plants and vegetables and explore what they need to live as well as finding out about animals and bugs that live in the garden. Children will explore rich language stories like Oliver's vegetables, Jaspers Beanstalk, Megs Veg, Isabella's garden</p> | <p>stimulus, children to explore ways of travelling and making journeys exploring the different transport and vehicle modes and what they are used for within the community. Children will explore how different transport helps us in the community.</p> |
| <p>Stimulus for Learning</p> | <p><i>Key Texts:</i> Guess Who Elmer? By David Mckee, Guess who's behind the door by Susan Novich, Hide and Seek Pig by Julia Donaldson, Everybody has a body by John Bergman, Marvellous Me by Lisa Bullard, What I like about me by Allia Zobel Nolan, What makes me a Me by Ben Faulks, Super Duper You by Sophy Hen, I like bees I don't like Honey by Michael Morpurgo, A superhero like you by Dr Ranj Singh</p> <p><i>Interactive</i> – Guess who games, Guess Who children's song, What's in the box exploring different</p> | <p><i>Texts/ Rhymes</i> – Kippers Birthday by Mick Inkpen, Fireworks by Mal Peet, five little pumpkins by Ben Mantle, Touch and Feel Nativity by Fiona Watt, Peppa's Diwali</p> <p><i>Interactive</i> – Lets Celebrate Cbeebies show, Super simple songs holiday songs/videos, Harvest/ Christmas Nativity show and performance songs</p> <p><i>Role Play</i> – Birthday party area – cake making kitchen roleplay, balloons and decorations, wrapping paper and wrapped up presents with tape and scissors,</p> | <p><i>Texts</i> –Olivers Vegetables by Vivian French, Jaspers Beanstalk by Nick Butterworth, Megs Veg by Helen Nicol, Isabellas Garden by Glenda Millard,, Who's in the Garden? by Phyllis Gershator, The Enormous Turnip (trad tale)</p> <p><i>Interactive</i> – Round and Round the garden rhyme, immersive room garden experiences, Mr Blooms Nursery, In the night garden, My first garden (cbeebies)</p> <p><i>Role Play</i> – garden centre, farm shop, potting station, turnip patch (outside), home corner kitchen</p> | <p><i>Texts</i> – The journey home from Grandpas by Jemima Lumley, , Up, Up, Up by Susan Reed,</p> <p><i>Interactive</i> – ICT retelling of stories, YouTube versions of transport songs, videos of transport in action such as trains, boats and buses.</p> <p><i>Role Play</i> – train station, Car Garage/ Petrol station, boat harbour, airport, car garage, fire station, construction zone with cranes in outdoor area.</p> <p><i>Experience</i> – Visits to and trips on different forms of working transport such as a tractor, fire engine at fire station , the barge</p> |

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| | <p>people's pictures in the box, Guess who's knocking on the door anticipation game with adults hiding behind the "door" and then children listening to the sounds of their voices.</p> <p><i>Role Play</i> –Home Corner, Hospital, Police Station, Guess Who Games</p> <p><i>Experience</i> – transition into school experiences, exploring new school/class environment, visits to local community play areas to explore what I like/dislike, visits to local places where community heroes are: fire station, police station, hospital. Exploring my favourite toys from home/ school, range of immersive sensory experiences, Guess Who anticipation stories, games and rhymes. <i>Key Texts:</i> Everybody has a body by John Bergman, Marvellous Me by Lisa Bullard, What I like about me by Allia Zobel Nolan, What makes me a Me by Ben Faulks, Super Duper You by Sophy Hen, I like bees I don't like Honey by Michael Morpurgo, A superhero like you by Dr Ranj Singh</p> <p><i>Interactive</i> – Action songs and rhymes i.e. heads shoulders, knees and toes,</p> | <p>birthday cards etc., Harvest farm shop, Santa's Grotto</p> <p><i>Experience</i> – forest school bonfire party, trips to pumpkin farm, farm shops and greengrocers, trip to party shop/ have a birthday party in class, Diwali light party, Christmas events.</p> | <p>with cooking and pretend fruits and vegetables to explore.</p> <p><i>Experience</i> – Visits to Gardens and garden centres, farm shops/ greengrocers, pick your own, Gardening activities and experiences within school grounds.</p> | <p>boats at harbour, helicopters at Shoreham airport</p> |
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| | <p><i>Role Play</i> – Superhero Den (Capes, mirrors, masks, hats) Home Corner, Hospital, Police Station, <i>Experience</i> – transition into school experiences, exploring new school/ class environment, visits to local community play areas to explore what I like/dislike, visits to local places where community heroes are : fire station, police station, hospital. Exploring my favourite toys from home/ school, range of immersive sensory experiences.</p> | | | |
| <p>Cognition and Learning/ Areas of Engagement</p> | <p>Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines. Building my engagement through exploring what’s in the box/ who’s behind the door using exciting and favoured objects and characters and then building to favoured and exciting people.</p> | <p>Exploration: Building my engagement through exploring celebrations linked sensory experiences and objects/toys, my new environments and routines.</p> | <p>Exploration: Building my engagement through exploring garden/ fruit and vegetable materials and media and sensory experiences linked to key stories, as well as new wider environments (outside/ farm shops/ pick your own).</p> | <p>Exploration: Building my engagement through exploring toys/ activities and sensory experiences, my new environments and routines.</p> |
| | <p>Realisation: Developing my object permanence through exploring where my familiar toys are and searching them out if they go out of my immediate sight, interacting with toys in my own schema of exploration. Developing my object permanence through</p> | <p>Realisation: Exploring awe and wonder through interacting with celebration themed sensory experiences and activities linked with light and dark (Diwali/ fireworks), discovery of what’s inside (birthdays/ Christmas),</p> | <p>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</p> | <p>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</p> |

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| | <p>understanding that things exist even when hiding behind the door.</p> | | <p>and effect/ awe and wonder experiences linked to key stories.</p> | <p>responding to different environments and sensory experiences (linked to key stories) with different materials and cause and effect/ awe and wonder experiences.</p> |
| | <p>Anticipation: Exploring and responding to my new routines, beginning to anticipate familiar parts of routines that I like. Anticipation guess who and guess what games using what's in the box, hide and seek, whose hiding under here interaction songs.</p> | <p>Anticipation: Exploring and responding to my new routines, beginning to anticipate familiar parts of routines/ stories and experiences that I like. Interaction and call and response songs and activities through celebrations i.e. singing happy birthday and waiting to blow out candles, Building anticipation through using a switch to activate experiences linked to celebrations i.e. a firework, light inside a pumpkin, mixer making pumpkin stew, turning on Christmas/ Diwali lights.</p> | <p>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 language and props (i.e. repeated refrains)</p> | <p>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 learnt OOR and songs of reference, on body cues.</p> |
| | <p>Persistence: Exploring new and unfamiliar toys and experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured activity through my persistence. Exploring pushing the door open, opening the box, peeking from under the fabric or hiding place and persisting until I am able to achieve it through repetition and repeated experience.</p> | <p>Persistence: Exploring new and unfamiliar celebration themed sensory experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured sensory experience (celebrations linked) through my persistence</p> | <p>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</p> | <p>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.</p> |

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| | <p>Initiation: Initiating communication for more of toys and experiences I like and demonstrating through my emerging communication what I don't like. Initiating interaction with adults through knocking on the door, knocking on the box and pulling at the fabric or vocalising to gain an adults attention from a hiding space in guess who and guess where games.</p> | <p>Initiation: Initiating communication for more of celebrations linked sensory experiences I like and demonstrating through my emerging communication what I don't like. Engagement in interaction and anticipation songs and games such as birthday songs, candles on a cake, pumpkin song, lighting up fireworks, Diwali, Christmas lights and songs.</p> | <p>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.</p> | <p>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.</p> |
| <p>Literacy</p> | <p>Hear, respond and listen to stories about themselves, communicate about what is special to them and special about them through exploring texts and props/objects related to texts. Explore the sensory story Guess Who Elmer and Guess Whose behind the door with children being able to anticipate the next part , join in with actions (knocking on the door, actions from Guess who Elmer) and then explore the mirrors to notice themselves within guess who games. Children to respond to their reflections and be able to develop recognition of themselves and others in photos and symbols. Linked to "Everybody has a body", children can explore and respond to personalized stories about</p> | <p>Hear, respond and listen to songs/rhymes, joining in with parts of songs/ rhymes/ stories I become familiar with using my own forms of communication. Anticipating and indicating the next part and completing phrases from songs/ rhymes/ stories that are missing. Exploring props and objects from songs/ rhymes/ stories/ celebrations and matching these to the same or key words. Explore other types of rhyming and rhyming activities through emerging phonic activities. Respond to and recognize objects, symbols and words related to songs/ rhymes/ celebrations. Begin to explore making marks in media using celebrations as prompts for engaging in making marks. Using</p> | <p>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 (Instructions, recipes, spells, non-fiction) (Instructions from Oliver/ grandad/ jasper Isabella re growing, recipes for Oliver's/ megs veg, Megs spells, Non-fiction writing about plants and gardens) Exploration of character and setting in stories– what are the characters like, what is the story setting like, what environments are they in? All explored through sensory, visual, props or written means. Explore using and</p> | <p>Label objects, characters and features of transport within the journey home story using words, phrases and symbols. Begin to communicate about features of transport and suggest what they might do. Use favoured types of transport to create own journey home story using either objects in story sack, story maps or story frames. Use mark making/writing to recount experience - children to use mark making and writing to be able to represent different transport items, making vehicle tracks and following vehicle tracks, role play writing with tickets, passes, and transport maps. Exploring creating their own going on a journey story using story</p> |

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| | <p>themselves using the phrase “some are” and a descriptive word to describe different peers and adults in the class.</p> <p>Explore and show awareness of different objects, pictures and symbols that represent favoured objects and people who help us, environmental print that represents favoured objects and people who help us. Use guess who games to explore dressing up and guess which different people who helps us are hiding behind the door.</p> <p>Responding to and recognising photos of themselves and others i.e. peers, friends, family, special people as well as people who help us. Explore and engage in a range of sensory media to create marks finding out what I like/ dislike, using my emergent mark making to create some representational marks that link to what I like/ dislike.</p> | <p>my emergent mark making to create some representational marks and shapes that link to celebrations I am exploring.</p> | <p>responding to story language and repeated refrains in a range of ways and contexts.</p> | <p>frames with choices either using objects, symbols or mark making.</p> |
| Maths | <p>Counting different body parts through rhyming, naming and matching games, finding groups of 2 with favoured objects and props, responding and interacting with favourite and familiar number rhymes with a special person.</p> | <p>Exploring counting songs and rhymes, anticipating the next part and number within the rhyme. Explore special number to me and representing these with objects (candles on a cake) and marks to</p> | <p>Counting with garden objects found and explored i.e. counting seeds into a pot, counting fruits and vegetables gathered, counting fruits/ veg needed for cooking recipes.</p> | <p>Exploring language associated with time such as first, next, beginning, last and anticipate routines within their day and “the next part” within familiar activities/ stories such which land comes next within the Journey home.</p> |

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| | <p>Exploring shape and space in their new surroundings at school 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. Explore, participate and join in with number action rhymes and songs linked to favoured toys and objects.</p> | <p>represent numerals (i.e. age, birthday date, people in my family) Participating and responding to the rhymes adding one and taking one away as directed and finding out how many through counting supported or independently. (5 little pumpkins/ fireworks/ snowmen)</p> <p>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. more sprinkles/candles to birthday cakes, balloons to decorations, fireworks in the sky (pictures), presents under the tree, diwali candles, decorations on the tree.</p> <p>Exploring using shapes to make structures, pictures and arrangements such as fireworks, carvings in pumpkins, shapes on wrapping paper, bunting, cake slices, Diwali rangoli patterns, Christmas tree and snowmen, exploring 3d shapes through presents and wrapping presents and containers.</p> | <p>Experimenting with representing numbers through making tallies of garden materials collected, measuring and recording with marks in non-standard units. Using comparative language of measure to label, sort and describe characters and objects within stories (i.e. height in jaspers beanstalk, size in enormous turnip, mass through measuring and cooking with Oliver’s vegetables, language of time through steps it takes to grow plants) Explore comparing familiar and unfamiliar objects responding to language of size, shape, mass and quantity (i.e. in comparing plants and fruit and vegetables throughout gardens themes)</p> | <p>Sorting transport items by range of criteria and creating patterns using transport items and props related to the stories. Exploring ‘same’ and ‘different’ with types of transport and transport that is similar i.e. different types of buses/ trains. Exploring exchanging objects including money for objects i.e. tickets, items in ‘shops’ (real or pretend). Responding to how many and counting how many in relation to how many people in the car, how many carriages on the train, how many packages on/in the boat, and exploring counting one at a time.</p> |
| World | <p>Building relationships with new and key people and exploring/</p> | <p>Small world play -centered round rhyme characters and props and</p> | <p>Exploring plants, growing things and living things within the garden</p> | <p>Engage in small world play that links to transport and explore the</p> |

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| | <p>communicating about special people around me. Exploring body parts and our 5 senses and finding out what sensory activities we like/ prefer and those we don't.</p> <p>Exploring 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>celebrations such as birthday play, fireworks sensory tray, Halloween small world play, small world linked to winter festivals (Diwali, winter, hannukkah, Christmas)</p> <p>Explore investigations around celebrations.</p> <p>Exploring how people and communities celebrate festivals and what happens at these. (Guy Fawkes, Halloween, Hanukah, Remembrance day, Thanksgiving, Diwali and Christmas)</p> | <p>environment, their features and what helps them grow and how they change through different stages of life, seasons and decay.</p> <p>Explore wider community environment with outdoor spaces comparing same and different i.e. farm and garden, comparing natural and manmade features.</p> <p>Explore changes in the environment in the weather, the seasons in the outside area that they are exploring.</p> | <p>ways things work such as mechanical vehicle toys. Explore different materials linked to working vehicles and</p> <p>Explore people in the community that keep me safe when I am travelling on different vehicles.</p> <p>Explore environments around me thinking about how they are similar and different (i.e. in different transport stations and environments for them to travel and where they travel to)</p> |
| Creativity | <p>Exploring creativity linked to Self-portraits and myself such as looking at Picasso faces and Arcimboldi faces and recreating these using collage (paper collage, fruit collage, collage with different medias)</p> <p>Exploring creating guess who pictures for the class guess who board with children creating their own painting portrait.</p> <p>Exploring listening to different sounds and guessing what they might be.</p> <p>Exploring being imaginative through role play that links to my direct experiences about me and my body, and the people who help me in my community such as</p> | <p>Explore different materials linked to different celebrations for making collages/ structures and media to create their own decorations and celebrations related art. (fireworks prints, harvest art prints, Diwali art, Christmas prints). Explore music/songs for different purposes linked to celebrations, explore how sounds can be changed and enjoy moving to music in different ways, develop imaginative skills through exploring imaginative play linked to celebrations.</p> | <p>Exploring food technology through using a range of tools and implements to be able to explore creating (cooking using fruits and vegetables). Explore designing and creating using fruits and vegetables.</p> <p>Explore, respond to and participate in musical performances using familiar songs about the garden – round and round the garden, (See themed rhymes and songs list twinkl), joining in and responding to actions within rhymes.</p> | <p>Create representational art and design linked with different forms of transport from the journey home. Sculpture and junk modelling for children to design in 3D models of the different vehicles.</p> <p>Engage with the journey home from Grandpas song joining in with music and movement. Explore being imaginative through structured role play and exploring taking on different roles within role play transport areas as modelled using props and objects to support play. Using small world to develop imaginative play.</p> |

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| | home play, doctors/ hospitals, dentists, police, firemen, teachers at school. | | | |
| Technology | <p>Explore stories and songs through technology linked to the topic.</p> <p>Explore painting and mark making programs on a touchscreen device such as painting faces, feelings and family on purple mash 2paint.</p> <p>Use the immersive room to explore a range of different environments, encouraging children to use the touchscreen to select ones that they like.</p> <p>Explore a range of real life technology, cause and effect toys through independent learning times discuss which ones they like/dislike.</p> <p>Explore using communication equipment within role play such as calling the doctor, mummy or school using walkie talkies or telephones.</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>Use ICT to explore different celebrations through YouTube.</p> <p>Hold celebration events in the immersive room where children can be immersed in the sights and sounds of a different culture.</p> <p>Use google images and google earth to look at different places.</p> <p>Explore using paint programs such as purple mash to make birthday cards or celebration themed pictures.</p> <p>Explore taking pictures of celebrations and activities to share in a PowerPoint during celebration assembly.</p> <p>Explore sound producing equipment and controls with music for celebrations or music from different cultures.</p> <p>Listen to music from different cultures using ICT.</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>Explore using technology to document garden walks and bug hunts. Use photo and video equipment to make digital recordings and share.</p> <p>Explore using lights sources such as torches to look in detail and things found in the garden as well as creating shadows and projections.</p> <p>Explore garden treasure hunts, giving clues with sound buttons or using walkie talkies to communicate with friends when out and about.</p> <p>Explore listening to stories on headphones.</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>Explore using technology to document a class trip or walk. Using PowerPoint or clicker books this could be turned into a class book with sounds added.</p> <p>Explore cause and effect toys and toys with buttons pulleys and flaps which are linked to transport.</p> <p>Use different types of remote controlled toys on different surfaces. This could involve different vehicles such as planes boats and cars. Explore drawing roads on the playground and directing vehicles from a-b.</p> <p>Explore games linked to transport and using different types of controls such as scalextrics.</p> <p>Explore using keyboards to add captions to vehicle pictures.</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> | | | |
| <p>Communication and Language</p> | <p>Exploring communicating with new and unfamiliar people using greetings and responding to my name in a new environment. Explore language for labelling body parts and my senses, possessive language – (mine, yours) and communication for expressing my likes and dislikes. Explore using and responding to the phrases “guess who”, “Knock, Knock”, “Whose hiding under here” and “it’s me!” through interaction games and activities. Share intensive interaction games all about me playing hide and seek and sharing mirror reflections. Responding to communication and language about my new routines in school.</p> | <p>Explore communicating to make requests linked to celebrations. 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 linked to celebrations. Responding to instructional language within songs and rhymes/ interaction games linked to celebrations and for 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. Attend and respond to stories and experiences. Language of sequencing –first, next last.</p> | <p>Recount language to talk about experience and share experiences of what they did, what they like. Use language to communicate what things are doing using SVO sentences i.e the truck is towing the trailer, The tractor is ploughing the field. Respond to language that is used to label different parts of vehicles and demonstrate understanding through matching. Joining in with rhymes and stories that relate to transport rhymes and songs. Respond to question words to find and show in interaction games linked to text.</p> |
| <p>Sensory/ Physical Development</p> | <p>Exploring my senses through a range of sensory play and exploring sensory regulating opportunities exploring what I like, and what I don’t like and what helps me to feel settled into my new school. Physical development games/ songs and activities that explore</p> | <p>Explore sensory play and media linked to celebrations (i.e.birthday sprinkles and confetti tray, halloween gloop tray, harvest vegetables, Diwali foods and coloured rice, Christmas tinsel and baubles) developing my engagement in and tolerance of sensory media and experiences.</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</p> | <p>Explore travelling in different ways (such as running, racing, jumping, hopping). Explore fine motor through making controlled movements with defined grips within mark making and control beginning to develop awareness of boundaries and mark making with purpose (colouring in pictures, large</p> |

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| | <p>finding different body parts such as Heads, shoulders, knees and toes.</p> <p>Physical development games using the parachute that support me to hide underneath and play 'guess who', hide and seek' and 'who's that under there' games.</p> <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)</p> <p>Using tools and malleable materials to explore creating marks/ shapes/ creative work to represent me, my own name, and names/ pictures of favoured people and people around me in my community.</p> <p>Exploring dressing up clothes to become different community helpers and guessing who I could be through trying on different clothes.</p> | <p>Developing expressive movement in relation to music lined to different celebrations exploring using scarves, ribbons and other props to enhance my movement. Imitate movement to music and begin to build two or more movements together to create expressive dance as part of different celebrations. Explore traditional dances linked to different cultures.</p> | <p>that can be played collaboratively like in the garden (parachute, hide 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.</p> <p>Developing use of tools to manipulate and explore food items, opening, peeling, chopping, spreading, mixing, stabbing and scooping using utensils and hands using two hands together where needed. 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>Further develop fine motor through utilising gardening utensils and defining pincer grip picking up seeds.</p> | <p>colouring, creating vehicle prints and patterns) Role play writing with tickets, passes, transport maps etc. Gymnastics exploration of movement, exploring different ways of travelling from A to B like working transport within journey home story. Explore movement related to action songs and rhymes.</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</p> | <p>What's special to me, my family and culture with exploration how we engage in celebrations, things I like/ don't like linked to my</p> | <p>Differences/ similarities in houses and cultures – what are our gardens like, what do gardens around the world look like, what</p> | <p>Safety in and around the community and at special places to visit i.e. keeping safe on transport (Following instructions, keeping</p> |

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| | 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. | experiences of different celebrations including what helps me to feel calm when I am not in the green zone? 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 in our families and cultures. | different things can grow in garden? Exploring working together (Enormous turnip) and how working with others can help us achieve things and feel better. Explore sharing and taking turns with friends and how it makes us feel when others don't share or take turns. 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. | | near an adult, wearing seatbelt, keeping hands inside the vehicle) keeping safe in the sun (sun cream, sun hats, keeping hydrating, playing in the shade) keeping safe when out and about i.e. road safety. Self-confidence and self-awareness to try new activities and begin to explore away from familiar adults. | |
| RSE | Building Trusting relationships Appropriate Behaviour | Saying 'no' / Speaking out What to do when relationships go wrong Anti- bullying week | Keeping myself clean Keeping myself safe For pupils Y4-6: Puberty in relation to keeping clean | Body parts and privacy Appropriate Behaviour For pupils Y4-6: Puberty in relation to body parts | Different types of relationships Differences between boys and girls Stereotypes For pupils Y4-6 Puberty in relation to differences between girls and boys | Puberty and changes For pupils Y4-6 Puberty in relation to physical and emotional changes |
| | Autumn | | Spring | | Summer | |
| Year 4 | Not a Box | In all kinds of weather | A Bugs Life | | Beside the Seaside | |

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| | <p>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.</p> | <p>Children will explore different weathers and seasons exploring what happens in different weathers, what clothes you might need, what it feels like and what the environment looks like in different seasons and weathers. Children will be able to explore about day and night and what happens at these times thinking about their routines as well as exploring how different celebrations use light and dark?</p> | <p>Children will explore the world of minibeasts exploring their habitats, their similarities and differences, what they look like and need to live. They will explore rich language stories such as the hungry caterpillar, aaaargh spider, mad about minibeasts, bad tempered ladybird, the very busy spider.</p> | <p>Children will explore where we live and be able to explore their seaside environment. They can explore what the seaside is like, what lives there, how to keep safe at the seaside and even some history of the seaside. Children may be able to explore beach school sessions.</p> |
| <p>Stimulus for Learning</p> | <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 Treasure box poetry collection by Pauline Stewart/Bill Wiley, Dear Santa by Rod Campbell <i>Interactive</i> – What's in the Box – YouTube song, What's in the box attention autism strategies <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 <i>Experience</i> – What's in the box autism strategies, children to</p> | <p><i>Texts/ Rhymes</i> – Elmers weather by David Mckee, Hello world, weather by Jill Macdonald, Bear in sunshine by Stella Blackstone, The wind blew by pat Hutchins, Singing in the rain by Tim Hopgood, Snowman stories (Christmas themed) <i>Interactive</i> – ICT retelling of stories, YouTube versions of songs and rhymes linked to weather, <i>Role Play</i> – Outdoor clothing store (think millets), newsroom weather reporting station, <i>Experience</i> – sensory experiences linked to weather</p> | <p><i>Texts</i> – The very hungry caterpillar by Eric Carle, Mad about minibeasts by Giles Andreae, Superworm by Julia Donaldson, Twist and Hop, Minibeast Bop by Giles Andrea, Spider by Alison Steadman, Walters Wonderful Web by Tim Hopgood, B is for Bee by Charlotte Milner. <i>Interactive</i> – Songs and rhymes about minibeasts, tiny caterpillar on a leaf, ladybird, ladybird, incy wincey spider, little miss muffet, Cbeebies Minibeast adventures. <i>Role Play</i> – Hungry caterpillars café, superworm gym, Bug explorers den, Bumblebees honey bakery <i>Experience</i> – Visits to Gardens and garden centres, farm shops/</p> | <p><i>Texts</i> – Kippers sandcastle by Mick Inkpen, Beach Baby by Kate Merritt, Goose at the beach by Laura Wall, Tip Tap went the crab by Tim Hopgood. <i>Interactive</i> – ICT retelling of stories, YouTube versions of summer, beach and beside the sea songs, <i>Role Play</i> – Sandcastle building station, blow up boat, Rockpool environment with water trays. <i>Experience</i> – Visits to and trips to beach and seaside environments, beach school.</p> |

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| | create and share their own box from home filled with special interests and likes, visits and trips to places that link to places in key stories i.e. toy shop for kippers toy box | | greengrocers, pick your own, Bug hunting activities and experiences within school grounds. Zoolab visit experiences. | |
| 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 weather linked sensory experiences and objects/toys, my new environments and routines. | Exploration: Building my engagement through exploring sensory materials and media and sensory experiences linked to key stories (i.e fruit from hungry caterpillar, spiders webs, honey for bees), as well as new wider environments (outside/ farm shops/ pick your own). | Exploration: Building my engagement through exploring toys/ activities and sensory experiences linked to theme such as sandcastles, sun cream mark making, and ice cream |
| | Realisation: Exploring awe and wonder, 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 weather themed sensory experiences and activities linked with light and dark (fireworks, sun and moon, thunder and lightening) | 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 | Anticipation: Exploring and responding to my new routines, beginning to anticipate familiar | Anticipation: Further developing my understanding and awareness of my routines, beginning to | Anticipation: Developing anticipation through new and less familiar stories and experiences |

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| | parts of routines that I like. Using jack in the box interaction songs to build anticipation and interaction | parts of routines/ stories and experiences that I like. Interaction and call and response songs and activities through weather (See weather boxes resource) | anticipate and respond to familiar parts of routines that I like, anticipating favoured parts within key text stories through cued language and props (i.e. repeated refrains) | using what is already familiar to anticipate the next part in routines and activities from already established cues i.e. previously 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 weather themed sensory experiences that I like/ dislike and exploring how to communicate my preference, get more of a favoured sensory experience (weather linked) 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 weather themed sensory experiences I like and demonstrating through my emerging communication what I don't like. Engagement in interaction and anticipation songs and games such as | 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 | Hear, respond and listen to stories/ songs and rhymes linked to weather, joining in with parts I become familiar with using my own forms of communication. Explore matching objects, symbols and words linked to weather. Begin to explore making marks in a range of media using a range of tools and mark making implements | 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 (Diaries, Invitations, descriptive writing and non fiction) (Invitations could be for | 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 |

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| | <p>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 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.</p> | <p>to create lines/ shapes and patterns linked to weather i.e circles for suns, horizontal lines for rain, zig zags for thunder. Explore colouring within boundaries using variety of coloured sensory marks making medias for rainbows. Using songs/ rhymes as prompts for engaging in making marks such as rain rain go away, or happy sun high. Using my emergent mark making to create some representational marks that link to key objects/ themes from stories and themes I am exploring.</p> | <p>ugly bug ball, to the caterpillar for dinner, Diaries of the caterpillar and superworm, descriptions of the butterfly, super worm, bugs at the ball, non-fiction writing about different bugs) Exploration of character and setting in stories– what are the characters like, what is the story 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.</p> | <p>experiences at the beach. Create postcards about their times explore creating marks and shapes to draw pictures associated their experiences and what they know about the beach. Explore making marks in a range of sensory media with different tools such as combs to rake through sand, fingers in mark making, spoons and forks in ice cream and sprinkles.</p> |
| Maths | <p>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</p> | <p>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. (Use 5 little snowmen and explore making own weather counting songs with sun, rain clouds) Exploring language of 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 weather activities i.e. where</p> | <p>Exploring and developing one to one correspondence through counting objects that the caterpillar eats placing one object at a time and matching the number of objects with correlating number shapes or objects (i.e. numicon, number on dice, numeral card). Counting how many legs each bug has and adding the correct number of spots to different bugs, matching the same and finding the same number representation. Explore language of measure through language of time through hungry caterpillar as a base.</p> | <p>Revision/ consolidation of shape/ measure think about shapes and measure at beach and measure - i.e. comparative sizes - it's too big, it's too small, it's just right linked to sandcastles, ice creams, shells, rockpools, crabs etc Exploring using shapes to make structures and arrangements such as 2d sandcastle pictures, 3d sandcastle shapes, using shapes to make arrangements of beach themed objects like boats, flags, ice creams. Exploring creating shapes and labelling shapes in representational pictures of day experiences to the beach.</p> |

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| | <p>and join in with number action rhymes and songs linked to favoured toys and objects.</p> | <p>the wind has blown away all the washing, all the hats, where the snowmen melt. Sorting a range of objects/ media by range of criteria (including colour) and creating, copying and extending patterns using coloured items (linked to rainbows)</p> | <p>Exploring counting through measure, engaging in cooking activities linked to the hungry caterpillar adding 'more' or "two cups" of ingredients. Explore, use and respond to language of measure through key stories and texts (comparing sizes of bugs, number of legs, small or large etc) 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.</p> | |
| <p>World</p> | <p>Building relationships with new and key people and exploring/ communicating about special people around me and what is special to me through exploring my own special box. 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</p> | <p>Small world play -centered round rhyme characters and props and celebrations, develop enquiry and investigation through key questions related to weather – What could the weather be? Explore investigations around Weather i.e. what does our umbrella need to be made from, how can we make big shadows, What will melt the snowman, How far does the wind blow different objects. Exploring some celebrations and songs/rhymes and music linked to these (Guy</p> | <p>Exploring plants, growing things and living things within the garden environment, their features and what helps them grow and how they change through different stages of life, seasons and decay. I.e. exploring the life cycles of different minibeasts and what happens at each stage. Find out about living things like bugs, what makes them special and what features they have, where they live and what jobs they do.</p> | <p>Explore wider community environment with outdoor spaces comparing same and different, what is the same at beach to somewhere else? What is different? What things did humans make at the beach and what is natural. Explore the beach environment and explore the different materials at the beach such as sand, sea, seaweed, shells and manmade materials like beach balls, towels, deckchairs, spades, ice cream. What are the materials like? How</p> |

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| | <p>(i.e. in the classroom, in the school environment, in the community) 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>Fawkes, Halloween, Hanukah, Remembrance day, Thanksgiving, Diwali and Christmas) Explore seasonal changes linked to the weather finding out what the weather is like in different seasons and what plants grow in different weathers and seasons?</p> | | <p>do they feel? What are the features of different materials?</p> |
| <p>Creativity</p> | <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 encourage development of own imagination. Exploring imaginative play through small world linked to stories/ texts and themes as well</p> | <p>Explore a range of materials and media in different colours, creating collage and textured art work in themes of different weathers. Explore colour mixing with paint and other art materials exploring what happens when colours are mixed together using colours of the rainbow. Can they make all the colours of the rainbow? Exploring songs/ rhymes linked to different weather and engaging with interaction rhymes and games that link to weather such as sun</p> | <p>Create a range of different patterns linked with different minibeasts using a variety of materials and methods i.e. collage, sculpture, paint, print and textiles i.e. stripey bugs, spotty bugs, one colour bugs, different shaped bugs. Use Lucy Ladybird story as a stimulus. Explore, respond to and participate in musical performances using familiar songs about minibeasts and exploring movement related to minibeasts.</p> | <p>Exploring creating structures through using a range of joining and construction materials to make different objects related to the beach as well as how to join and build their structures – can they make sandcastles using a range of materials, or a boat?. Exploration of a variety of joining materials within creative experiences i.e. sellotape, staples, glue (pritt and PVA), split pins, and paper clips. At this point in the year children will be making independent choices for what</p> |

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| | as a dressing up linked to the dressing up box. | got his hat on, the wind blew, rain, rain go away. Exploring art and creation linked to different celebrations making colourful resources and decorations for these. | | materials and resources they want to use. |
| 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>Explore cause and effect toys, toys with pulleys, buttons and flaps linked to animals and bugs. Explore controls and moving bugs by dressing up remote control equipment.</p> <p>Explore using digital equipment to make recordings of a bug hunt, taking photos, videos or recording sounds.</p> <p>Explore using a keyboard to create captions for bug pictures.</p> <p>Use clicker boards/ fact pages to find out simple facts about bugs.</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>Explore different light sources around the school.</p> <p>Explore other real life technology around the school where can they find it? What is it used for? Use switches to operate.</p> <p>Explore buttons, switches and flaps on technology to see what things do and what happens.</p> <p>Explore lights in the dark including star projectors, lamps for bedtime stories and torches.</p> <p>Use projectors and torches to make shadows and patterns.</p> <p>Explore creating different effects using switch programs.</p> <p>Explore mark making on the touch screen with a black background to make night time pictures.</p> <p>Use ICT to watch stories and songs and videos about dark and light, night and day. #</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>Document a trip to the beach recording and taking pictures of sights and sounds on digital devices to watch in class. Teachers could make this into a book on programs such as clicker 7 and children could add sound effects.</p> <p>Use simulations on YouTube and VR headsets to explore riding on different types of boats and different beaches.</p> <p>Explore the technology we use for cooking and make a picnic.</p> <p>Explore using sorting software, swiping on a touchscreen such as clicker 7 to sort the things needed for a trip to the beach or a holiday somewhere hot and cold.</p> <p>Use the immersive room to explore different beach environments.</p> <p>Explore programs such as J2 data to add stamps and stickers to beach pictures and backgrounds by dragging on a touch screen device.</p> <p>Explore age appropriate programs and software linked to the topic opening, turning on, swiping,</p> |

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| | | | appropriate to the child (eye gaze, iPad, touch screen device). | selecting and making choices. This will be on a device which is appropriate to the child (eye gaze, iPad, touch screen device). |
| | <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 weather objects, some may be able to explore using 2 part phrases using language of colour i.e. red umbrella, pink wellies, blue sunglasses 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 weather and routines.</p> | <p>Descriptive language in context using structured frames i.e. spotty ladybird, scary spider, wiggly caterpillar, beautiful butterfly. Explore modelling using describing words for different minibeasts and provide colourful semantic frames for children to add their own real and nonsense descriptive phrases. Use of 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. Explore using SVO sentences to describe what they and others have done at the beach i.e I played with the ball, Sheila ate ice cream, the crab is hiding under the shell. Explore language for communicating about what has happened and what will happen. Explore language of sense s through exploring different senses in relation to the beach i.e I can feel the sand on my toes, I can taste the ice cream, I can smell the seaweed, I can hear the seagulls, I can see the creatures in the rockpools.</p> |
| Sensory/ Physical Development | <p>Exploring what I am able to do physically in my new school/ class environment and becoming</p> | <p>Exploring my senses through a range of weather related sensory play and exploring sensory</p> | <p>Active skills in being different minibeasts exploring travelling in different ways i.e wriggling like a</p> | <p>Exploring simple games played together and skills associated with playing simple games such as</p> |

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| | <p>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)</p> <p>Using tools and malleable materials to explore creating marks/ shapes/ creative work to represent my special things/ people and objects.</p> <p>Exploring developing my hand strength to open a range of containers with different lids and closures.</p> <p>Exploring clothes I like and dislike through exploring and tolerating different clothing items.</p> | <p>regulating opportunities linked to the colour zone I am in (ZOR).</p> <p>Exploring music and movement exploring rainbow colours through dance using dance scarves, ribbons, streamers and exploring creating different body shapes.</p> <p>Exploring team activities with parachutes following and responding to instructions within physical activity with links to the weather i.e blowing the parachute up and down, popping the snowballs up and down, hiding from the rain under the parachute.</p> <p>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.</p> <p>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, sun cream, taking on and taking off jumpers.</p> | <p>worm/ caterpillar, spinning like a spider, jumping like a grasshopper, flying like a ladybird, crawling like an ant.</p> <p>Children to create races and move like different animals for different races travelling in different ways.</p> <p>Explore fine motor through making controlled movements in mark making and control beginning to develop awareness of boundaries and mark making with purpose (colouring in pictures, large colouring, creating bug prints and patterns – spots/ stripes)</p> <p>Exploring using tools to explore colourful food items such as fruit and vegetables and foods the hungry caterpillar ate 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>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.</p> <p>Explore games that can be played collaboratively at the beach. (parachute, hide and seek, catch and chase, throwing and catching, volleyball) as well as games where working together in exchange i.e. in throwing and catching, striking and fielding, kicking and shielding.</p> <p>Exploring my physical health and wellbeing through drinking enough in the warm weather and exploring how to keep cool, as well as ask for help when I am hurt i.e in relation if I hurt myself at the beach, how can I explain what hurts.</p> |
| <p>Social, Emotional and Mental Health Development</p> | <p>What's special to me, Building relationships with key people around me including friendships with new peers, exploring what</p> | <p>Weather I like/ don't like including what helps me to feel calm when I am not in the green zone.</p> <p>Introduction to ZOR language of</p> | <p>Exploring choices and consequences, feelings and behavior –How did the caterpillar feel eating all that food? Use story</p> | <p>Safety in and around the community at the beach i.e. keeping near an adult, keeping safe in the sun (sun cream, sun hats,</p> |

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| | <p>similarities and differences we have in what we like/dislike and what is special to us. Exploring themes of friendship, same and difference finding out what makes us special and sharing/ taking turns with special objects from our boxes and new toys in our environment.</p> | <p>colour through key adults using this language to label and explore different feelings. What's special to me, my family and culture with exploration how we engage in celebrations? 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>of bad tempered Ladybird – is it okay to want to fight other people? How could we show we are angry instead? What did superworm do to help people and make positive 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>keeping hydrating, playing in the shade) keeping safe when active (following instructions for safe handling of equipment) and near the sea. Explore safe strangers and who can help if you get lost or hurt. Self-confidence and self-awareness to try new activities and begin to explore away from familiar adults.</p> | | |
| RSE | <p>Building Trusting relationships Appropriate Behaviour</p> | <p>Saying 'no' / Speaking out What to do when relationships go wrong Anti- bullying week</p> | <p>Keeping myself clean Keeping myself safe</p> <p>For pupils Y4-6: Puberty in relation to keeping clean</p> | <p>Body parts and privacy Appropriate Behaviour</p> <p>For pupils Y4-6: Puberty in relation to body parts</p> | <p>Different types of relationships Differences between boys and girls Stereotypes</p> <p>For pupils Y4-6 Puberty in relation to differences between girls and boys</p> | <p>Puberty and changes</p> <p>For pupils Y4-6 Puberty in relation to physical and emotional changes</p> |