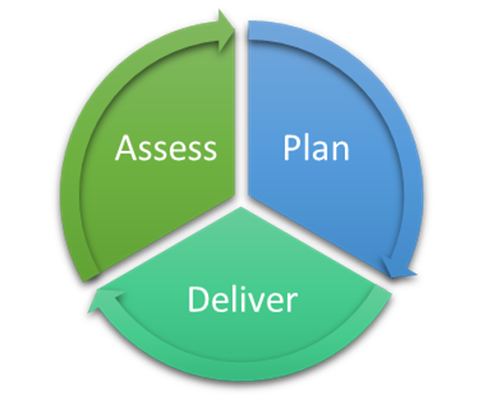
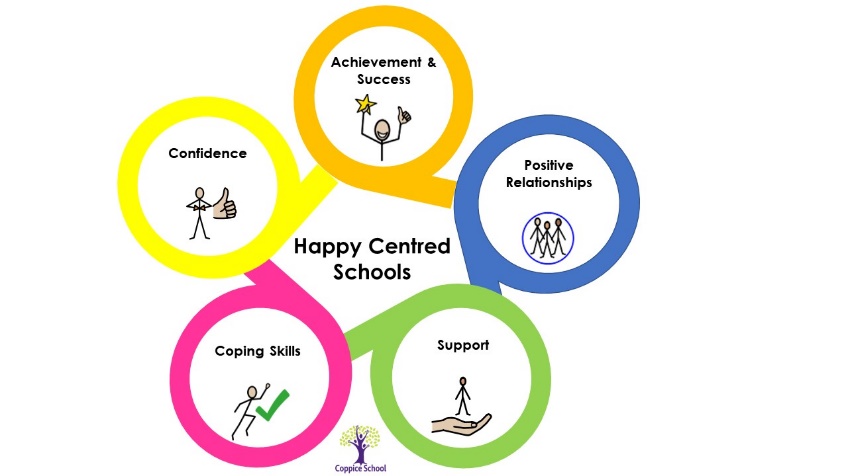
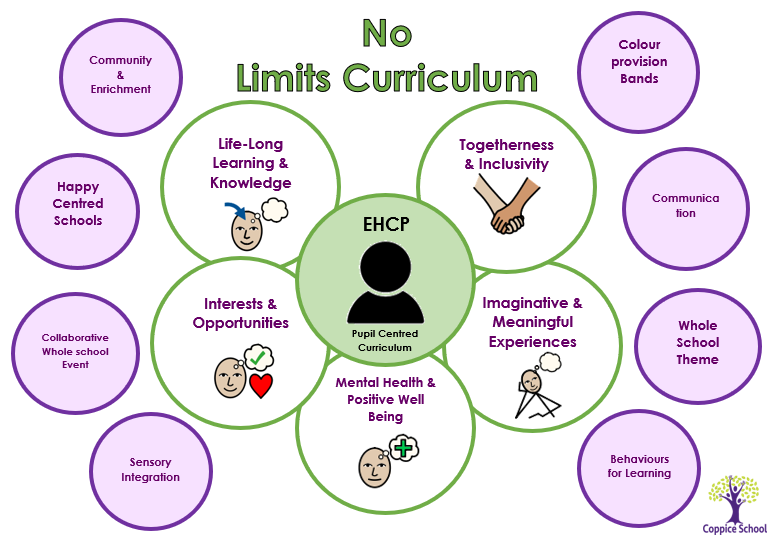
**Coppice Curriculum Planning**

***To provide all our pupils with the knowledge and skills they need for life after Coppice.***

*We believe in a broad and balanced* ***‘No Limits’*** *curriculum that develops and nurtures* ***L****ife-long learning, builds* ***I****nterests, supports* ***M****ental health & wellbeing, is* ***I****maginative and provides meaningful opportunities and promotes* ***T****ogetherness in the school and wider community. It is Happy Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.*







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| **NO LIMITS**  **Planning tool:** | **HCS Driver:** | | **Theme:** | | |
| **Life- Long Learning**  **(Skills & Knowledge)** | **Interest and Opportunities** | **Mental Health and Positive Wellbeing** | | **Imagination and Meaningful Experiences** | **Together and Inclusivity** |
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**Termly Overview**

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| **Collaborative Event/Project** |
| **Term: Summer 1** |
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| **Term: Summer 2** |
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***Leading Curriculum Theme Subjects***

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| --- | --- | --- | --- |
|  | **Science** | **Art** | **Music** |
| *Provision Bands to be taught* |  |  |  |
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***Ongoing Curriculum Subjects***

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|  | **DT**  **Cooking** | **PE Summer 1**  **Focus: Invasion Games: Tag Rugby** | **PE Summer 2**  **Focus: Striking & Fielding: Cricket** | **RSE (PHSE)** | **RE** | **HCS** | **Forest School** | **My World** | **PE** |
| *Provision Bands to be taught* |  |  |  |  |  |  |  |  |  |
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***Books to be used to support Theme/English Sessions***

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| **Summer 1** | **Summer 2** |
| * **Bodies are Cool** By Tyler Feder * **The Frog Olympics** By Brian Moses | * **I really want to win** By Simon Philip. * **Little People Big Dreams – Usain Bolt** By [Maria Isabel Sanchez Vegara](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Maria+Isabel+Sanchez+Vegara&text=Maria+Isabel+Sanchez+Vegara&sort=relevancerank&search-alias=books-uk) |

**MEDIUM TERM Planning Proforma**

* *Please note ‘Steps’ do not indicate weeks, pupils may stay on one step for longer than one week.*

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| **Class:** | | | | | | | | | | | | | | | **Pathway:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SCIENCE**  ***(1 Lesson Per Week)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence;** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | | | **Pupil Starting Points** | | | | | | | | **Step 1** | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | **Step 7** | | | | | | | | | | | | | **Step 8** | | | | | | | | | | | | | | | | | **Step 9** | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1**  **Summer 2** | | | |  | | | | | | | | **Small Steps We Are Learning To...:**  Experience the language ‘look’ and begins to focus on visual stimuli placed in front of gaze. | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experience the language ‘look’ and focuses on visual stimuli placed in front of gaze. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and begins to respond with facial gestures/ reflexes to visual stimuli in front of gaze  (e.g. smile, flinch, move head) | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and respond with facial gestures/ reflexes to visual stimuli in front of gaze some of the time  (e.g. smile, flinch, move head) | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and respond with facial gestures/ reflexes to visual stimuli in front of gaze most of the time | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and begins to react physically to visual stimuli in the environment | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and react physically to visual stimuli in the environment some of the time | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experiences the language ‘look’ and begins to react physically to visual stimuli in the environment most of the time | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to notice and follow visual stimuli in the environment independently. | | | | | | | | | | | | | | | | | | | | Experiences the language ‘look’ and react physically to visual stimuli in the environment some of the time | | | | | | | | | | Experiences the language ‘look’ and begins to react physically to visual stimuli in the environment most of the time | | |
| **Starter:**  Sound bubble wand (borrow Maevis’) | | | | | | | | | | | | | **Starter:**  Tacpac | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  [Silly Sock Texture Sensory Story](https://inclusiveteach.com/2020/04/21/life-skills-sensory-stories/?utm_content=cmp-true) | | | | | | | | | | | | | **Starter:**  Smell sensory story.  Focus on ‘look’ skill. | | | | | | | | | | | | | | | | | **Starter:**  Body sensory story:  <https://inclusiveteach.com/2019/10/19/sensory-story-human-body/> | | | | | | | | | | | | | | | | | | | | | **Starter:**  Snack- familiar and unfamiliar items- preference? | | | | | | | | | | | | | | | | | | **Starter:**  Sensory choose on the table. | | | | | | | | | | | | | **Starter:** explore light and dark in the upper sensory room. | | | | | | | | | | | | | | | | | **Starter:**  Body sensory story:  <https://inclusiveteach.com/2019/10/19/sensory-story-human-body/> | | | | | | | | | | | | | | | | | | | |
| **Activity:**  Role play with baby dolls- focus on looking in front of gaze. | | | | | | | | | | | | | **Activity:**  Woking in the upper sensory room, explore glow in the dark items. | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Explore light and movement toys holding them in direct line of gaze. | | | | | | | | | | | | | **Activity:**  Intensive interaction- overly expressive facial expressions | | | | | | | | | | | | | | | | | **Activity:**  Explore HuH making a sensory bottle. Explore turning and shaking this in front of gaze. | | | | | | | | | | | | | | | | | | | | | **Activity:**  1-1 visit Herbert. Can we look and react to him? | | | | | | | | | | | | | | | | | | **Activity:**  Role play with baby dolls- bed and bath set up- focus on looking at what an adult is doing. | | | | | | | | | | | | | **Activity:**  Play with light toys- projecting these onto the wall, table and hands. | | | | | | | | | | | | | | | | | **Activity:**  Explore giant bubbles outside- can they track them? | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Hand massage- adult none directed speech | | | | | | | | | | | | | **Plenary**:  [Silly Sock Texture Sensory Story](https://inclusiveteach.com/2020/04/21/life-skills-sensory-stories/?utm_content=cmp-true)  Focus on look. | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Explore glow in the dark objects in the sensory room. | | | | | | | | | | | | | **Plenary:**  [Silly Sock Texture Sensory Story](https://inclusiveteach.com/2020/04/21/life-skills-sensory-stories/?utm_content=cmp-true)  Focus on look. | | | | | | | | | | | | | | | | | **Plenary:**  Intensive interaction | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Explore sensory bottles and shakers | | | | | | | | | | | | | | | | | | **Plenary:**  Dough disco- action and senses. | | | | | | | | | | | | | **Plenary:**  Sound bubble wand (borrow Maevis’) | | | | | | | | | | | | | | | | | **Plenary:**  Small bubbles inside | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  look | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look/ looking, follow | | | | | | | | | | | | | | | | | | **Key Words:**  Look/ looking, follow | | | | | | | | | | | | | **Key Words:**  Look/ looking, follow | | | | | | | | | | | | | | | | | **Key Words:**  Look/ looking, follow | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | To accept HuH and guiding to move to a adult modelled sensory activity. | | | | | | | | | | | | | Begins to notice sensory media in front of them when guided to activity by adult. | | | | | | | | | | | | | | | | | | | | | | | Begins to accept sensory input from a familiar adult. | | | | | | | | | | | | | Accepts sensory input from a familiar adult most of the time | | | | | | | | | | | | | | | | | Notices sensory media in front of them when guided to activity by an adult. | | | | | | | | | | | | | | | | | | | | | Begins to explore sensory activities through unintentional play when guided to activity. | | | | | | | | | | | | | | | | | | Explores sensory activities through unintentional play when guided to activity by adult most of the time. | | | | | | | | | | | | | Begins to notice and explore sensory activities through intentional play in a familiar environment. | | | | | | | | | | | | | | | | | Notices and explores sensory activities through intentional play in a familiar environment most of the time | | | | | | | | | | | | | | | | | | | | Explores sensory activities through unintentional play when guided to activity by adult most of the time. | | | | | | | | | | Begins to notice and explore sensory activities through intentional play in a familiar environment. | | |
|  | | | | | | | | | | | | **Step 1** | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | **Step 7** | | | | | | | | | | | | **Step 8** | | | | | | | | | | | | | | | | **Step 9** | | | | | | | | | | **Step 10** | | | | | | | | | | | | | | | | | **Step 11** | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | **Next Steps / Extension** | | |
|  | | | |  | | | | | | | | **Small Steps We Are Learning To...:**  Manipulate stimulus that links visual and auditory senses for a preferred outcome. Attend to adult using language linked to specific body parts and senses. | | | | | | | | | | | **Small Steps We Are Learning To...:**  Show a preference of textures and ask for more or stop to communicate likes/dislikes. Begin to link sense ‘touch’ to body part ‘hands’. | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Use different body parts to explore and manipulate tactile stimulus for a desired effect. Begin to recognise names for body part ‘hands’ and ‘feet’ through adult directed language. | | | | | | | | | | | **Small Steps We Are Learning To...:**  Respond to olfactory stimuli and begin to show like or dislike with clear gesture. Ask for more or stop using symbols.Begin to link sense ‘smell’ with body part ‘nose’. With support explore stimuli with body part ‘hands’. | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Show like or dislike for preferred gustatory stimuli and ask for more of a preferred stimuli using symbols. Begin to link sense ‘taste’ with body part ‘mouth’. | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Explore different stimuli in a multi-sensory way and respond as adult name sense linked body parts. | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Explore an activity in a multi- sensory way and respond as adult name sense linked body parts and action. | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Using symbols choose where they would like tactile input by choosing from shoulders, head, stomach, back or knees. With adult support point to chosen area before receiving input. | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Using symbols to choose where they would like tactile input by choosing from knees, fingers, toes, head, back. With adult support point to chosen area before receiving input. | | | | | | | | | | **Small Steps We Are Learning To...:**  Link images of some body parts (head, facial features, limbs) to symbols/names and use to communicate where they would like tactile input. | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Link images of most body parts (including fingers and toes) to symbols/names and use to communicate where they would like tactile input. | | | | | | | | | | | | | | | | | Points to more complex body parts e.g. facial features, knees, toes and fingers. Experience and explore senses - foods, smells, textures, sigh – light/dark and begin to make preference – like/dislike.  To Know;  Where their heads, shoulder, knees and toes are in the context of a song. That there are different tastes and smells. | | | | | | | | | | Can name the five senses and point to the appropriate body part. | | |
| **Starter:**  Sound bubble wand (borrow Maevis’) | | | | | | | | | | | **Starter:**  Tacpac | | | | | | | | | | | | | | | | **Starter:**  [Silly Sock Texture Sensory Story](https://inclusiveteach.com/2020/04/21/life-skills-sensory-stories/?utm_content=cmp-true) | | | | | | | | | | | **Starter:**  Smell sensory story. | | | | | | | | | | | | | | **Starter:**  Snack- familiar and unfamiliar items- preference? | | | | | | | | | | | | | **Starter:**  Symbol matching on IWB | | | | | | | | | | | | | | | | | | **Starter:**  Tacpac- choosing body part. | | | | | | | | | | | | **Starter:** Head shoulders knees and toes nursery rhyme | | | | | | | | | | | | | | | | **Starter:**  Body sensory story:  <https://inclusiveteach.com/2019/10/19/sensory-story-human-body/> | | | | | | | | | | **Starter:**  Tacpac- choosing body part. | | | | | | | | | | | | | | | | | **Starter:**    Match symbols as a group | | | | | | | | | | | | | | | | |
| **Activity:**  Bang coloured rice/ sand on a drum. Explore banging in the sensory room using glow sticks. | | | | | | | | | | | **Activity:**  Trace around hands, explore different textures, glue top 4 onto hands. | | | | | | | | | | | | | | | | **Activity:**  Sensory texture walk- old school trays. | | | | | | | | | | | **Activity:**  Make and smell flowers- add symbols to identify like/ dislike. | | | | | | | | | | | | | | **Activity:**  Item and sense matching  (smell, touch and taste only) | | | | | | | | | | | | | **Activity:**  Use large dice with senses on it- provide food items of different textures, roll dice and challenge to do as it says. | | | | | | | | | | | | | | | | | | **Activity:**  Make scented and coloured playdough- explore ‘raw’ material. | | | | | | | | | | | | **Activity:**  Tacpac choosing body part and texture used. | | | | | | | | | | | | | | | | **Activity:**  Tacpac colourful semantics.  Tacpac choosing body part and texture used. | | | | | | | | | | **Activity:**  Complete blank faces- pre cut adult to ask find me a…  [T-T-5988-Blank-Face-Templates-with-Face-Features.pdf (twinkl.co.uk)](https://content.twinkl.co.uk/resource/c2/ad/T-T-5988-Blank-Face-Templates-with-Face-Features.pdf?__token__=exp=1712354309~acl=%2Fresource%2Fc2%2Fad%2FT-T-5988-Blank-Face-Templates-with-Face-Features.pdf%2A~hmac=f85d3144d811c0974f9e982d1f4c09b7f007589ecb624a8b4d25ceee2c64d8ab) | | | | | | | | | | | | | | | | | **Activity:**  Match body parts | | | | | | | | | | | | | | | | |
| **Plenary:**  Hand massage- adult none directed speech | | | | | | | | | | | **Plenary**:  [Silly Sock Texture Sensory Story](https://inclusiveteach.com/2020/04/21/life-skills-sensory-stories/?utm_content=cmp-true) | | | | | | | | | | | | | | | | **Plenary:**  Tray photo and symbol matching. | | | | | | | | | | | **Plenary:**  Vote for favourite scent and make scented playdough. | | | | | | | | | | | | | | **Plenary:**  Recap taste and what we ‘should’ taste. | | | | | | | | | | | | | **Plenary:**  Senses matching activity  <https://content.twinkl.co.uk/resource/9a/b7/US-T-2547990-Five-Senses-Matching-Activity-Sheet_ver_2.pdf?__token__=exp=1712353527~acl=%2Fresource%2F9a%2Fb7%2FUS-T-2547990-Five-Senses-Matching-Activity-Sheet_ver_2.pdf%2A~hmac=b2f225ad9ede53fe249c4f989e5cc69ad95a2bd36478d1acf50a8dab37971b9a> | | | | | | | | | | | | | | | | | | **Plenary:**  Dough disco- action and senses. | | | | | | | | | | | | **Plenary:**  Symbol matching on IWB | | | | | | | | | | | | | | | | **Plenary:**  Symbol and body part photo matching. | | | | | | | | | | **Plenary:**  Mirror Intensive interaction- coping facial expressions. | | | | | | | | | | | | | | | | | **Plenary:**  Hokey pokey- identify body parts | | | | | | | | | | | | | | | | |
| **Key Words:**  Hands, bang, listen, look | | | | | | | | | | | **Key Words:**  Touch, feel, hands | | | | | | | | | | | | | | | | **Key Words:**  Walk, look, follow, feet, hands | | | | | | | | | | | **Key Words:**  Smell, nose | | | | | | | | | | | | | | **Key Words:**  Taste, mouth | | | | | | | | | | | | | **Key Words:**  Look, find, smell, touch, taste, listen | | | | | | | | | | | | | | | | | | **Key Words:**  Look, find, smell, touch, taste, listen, mix, roll | | | | | | | | | | | | **Key Words:**  Shoulders, head, stomach, back, knees | | | | | | | | | | | | | | | | **Key Words:** knees, fingers, toes, head, back. | | | | | | | | | | **Key Words:**  Face, hair, ears, mouth, cheeks, eyebrows | | | | | | | | | | | | | | | | | **Key Words:**  Head, arm, leg, hand, foot, finger, toes, shoulder, tummy, back, whole body | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | | | | | | | | | | **Next Steps / Extension** | | | | | | | | |
|  | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Identify key parts to the body | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...**  With support begin to identify key bones we have in our body | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To…**  Begin to explore parts of their body that are associated their senses | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Identify and match parts of their body to the sense | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...**  Use the 5 senses to make observations | | | | | | | | | | | | | | | | | | | | | | | | | | | Accurately point to/ identify the main parts of the human body.  Can name the five senses and point to the appropriate body part.  Name some of the bones in the human body e.g. leg bone, skull.  *Observes the effects of activity on their bodies.*  To know;  That we have bones inside our bodies.  Where their legs, arms, heads, hands, feet and facial features are.  That there are body parts that help us to use our senses | | | | | | | | | | | | | | | | | | | | *Observes the effects of activity on their bodies* | | | | | | | | |
| **Starter:**  Read symbols/words | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  PP- bones | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Symbol matching on IWB | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Recap symbols- body/senses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Recap symbols- body/senses | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity:**  Read symbols or words and match to the parts of the body. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Apply knowledge to make a skeleton- cotton buds | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Use large dice with senses on it- provide food items of different textures, roll dice and challenge to do as it says. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Use senses with guidance to explore food | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Senses walk | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Match the parts from the diagram  To actual body | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Match symbols to the different  bones on the skeleton | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Senses matching activity  <https://content.twinkl.co.uk/resource/9a/b7/US-T-2547990-Five-Senses-Matching-Activity-Sheet_ver_2.pdf?__token__=exp=1712353527~acl=%2Fresource%2F9a%2Fb7%2FUS-T-2547990-Five-Senses-Matching-Activity-Sheet_ver_2.pdf%2A~hmac=b2f225ad9ede53fe249c4f989e5cc69ad95a2bd36478d1acf50a8dab37971b9a> | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Match symbols for parts and senses with support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Share with peers- what did you see, hear etc | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Body parts | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  bones | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Senses | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Senses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** Senses | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Class**: | | | | | | | | | | | | | | | | | **Pathway**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | | | |
| **RE**  ***(1 Lesson per week))*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence –**   * ***Develop independence through collecting required art resources for the lesson. – structures and routines.*** * ***Develop ongoing fine motor control through the use a variety of mark making tools. – continuous provision*** * ***Putting on apron putting away again.*** * ***Tidying and cleaning away resources and tables.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | | | **Pupil Starting Points** | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **End Points**  **↓** | | | | | | | | | | **Next Steps / Extension** | | |
|  | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Listen to spiritual sounds in a quiet environment, showing awareness of sound with facial expression or body language. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Listen to spiritual sounds and look towards its origin. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Look at highly visual religious images, reach out and tap with hand. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Look towards religious image and manipulate with hands to alter. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Reach towards spiritual image or sound with intent**.** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Respond to spiritual image or sound with facial expression or body language, when stimulus is removed begin to ask for more using gesture or eye gaze. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Respond to spiritual images and sounds** | | | | | | | | | |  | | |
| **Activity:** Work 1:1 in quiet calm environment. Explore play tray with sound linked religious objects. Adult to play objects loudly and assess if pupil shows awareness through gestures or facial expression. Repeat sounds pupils shows awareness of. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 1:1 in quiet, calm environment. Explore play tray with sound linked religious objects. Adult to play objects loudly from different directions (behind/in front/to side of pupil). Adult to assess if pupil turns body/head, reduce/ increased distance pupil has to turn as needed. | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Adult to shine light on RE linked images from sensory story. Encourage pupil to follow light to looks at religious image. Guide pupil’s hand to image and initiate tapping. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Adult to direct pupil’s line of sight towards RE linked images from sensory story and guide pupil’s hand to image. Support pupil to move dye sponges/paints over images to make clear colour change. Encourage pupil to look towards image and changes they have made. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 1:1 in calm environment. Adult to deliver sensory story and allow pupil to explore each stimuli for up to 1 minute before moving on to next part of story. At the end of the story allow pupils to explore different stimuli linked to story. Adult to guide pupil’s hand towards stimuli and encourage pupil’s to touch/explore. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 1:1 in calm environment. Adult to deliver sensory story and allow pupil to explore each stimuli for up to 1 minute before moving on to next part of story. At the end of the story offer pupils choice between two different story stimuli. Allow them to choose what they would like to explore (using eye gaze/gesture). Explore for 30 second, adult to then remove and offer choice again to give the pupil the opportunity to ask for more if they wish. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Listen as adult make spiritual sound and show awareness by moving body towards sound. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Make ritual sound by copy adult noise, sounding object or pushing sound button to create noise. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Watch adult make a ritual action and attempt to move body to copy. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy ritual action e.g. hand together, when support HUH**.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy ritual action and sound with some inaccuracy. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Create ritual action and sound with some inaccuracies. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Join in with activities by initiating ritual actions or sounds.** | | | | | | | | | |  | | |
| **Activity:** Explore play tray linked to sensory story with adult support. Adult to make sounds using spiritual objects (bells, gongs) and make note if pupil responds using body language. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Explore play tray linked to sensory story with emphasis on sound. Watch adult make noises using spiritual objects/objects representing part of spiritual story. Encourage pupil to copy actions to create sounds. | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Listen to sensory story linked to RE theme. Adult to show story image and make simple clear actions at specific times of the story. Encourage pupil to move body to copy inaccurately. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Listen to sensory story linked to RE theme. Adult to model actions for specific parts of the story and encourage pupils to copy actions, support with HUH assistance to make actions with some accuracy. . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Listen to sensory story linked to RE theme. Adult to show pupil story image and assess is pupil is beginning to anticipate actions at specific times of the story. Adult to make actions at specific times and verbally prompt pupils to copy. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Co-actively explore stimuli linked to different parts of a sensory story. Adult to engage pupils in intensive interaction whilst exploring stimuli.  If pupils do not recall how to explore media in a way that links to the story adult to remodel then restart intensive interaction. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Explore religious stimuli alongside peers with support. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Listen to verbal prompts to share when exploring religious stimuli. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Take turns in a game when supported by an adult | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy modelled actions to help. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Respond positively when an adult asks for help**.** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Respond to verbal prompts to help and share in different situations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Begin to understand that other people have needs and to respect these.**  Listen to religious sensory stories. | | | | | | | | | |  | | |
| **Activity:** Work 2:2 in play tray with media link to the starter story. Encourage pupils to share space and explore media coactively with high adult support. Enhance actively using non-directive speech (focused on word share, look, kind). | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 2:1 on table in shared area to explore moving and manipulating media link to sensory story. Follow verbal prompts to share media and adult to encourage to hand over media to peer to ‘share’. | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 2:1 in shared area. Pupils to take turn choosing game they would like to play. Adult to model how to carry out actions to game. Then allow pupils to have a go and continue taking turns until he game is complete. Adult to emphasis my turn, [pupil a name]’s turn, [pupil b name]’s turn. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work 1:1 in outdoor area. Pupil to follow modelled actions to copy paint images from story on windows and then to **help** wash the windows. Adult to emphasis key words ‘help’ and ‘kind’ to describe pupil actions.  *(Transfer skills to classroom by encouraging pupil to help tidy up at the end of every lesson).* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work in a small group in wider school environment. Pupils to follow verbal prompt to litter pick when adult asks for **help**.  Adult to emphasis that the pupil is helping and that heling is kind.  Adult to encourage pupil to share bag/bucket to put litter in. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Work in a small groups in area of pupil’s choosing (from pre created list made by adults). Pupils to explore and play in area with adult and peers. Adult to prompt pupil to share resources with peer and use non-directive speech to emphasis positive pupil actions.  Pupil then to **help** adult tidy before leaving the area. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Carry out helpful action and describe why it is helpful and kind.  Begin to form links between synonyms for ‘right’ in conversation. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Look at images of familiar situations, describe with high adult support why something is not helpful/unkind. Begin to form links between synonyms for ‘wrong’ in conversation. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Follow adult model and verbal prompts to describe images of familiar situations as right or wrong. Connect synonyms for ‘right’ and ‘wrong’. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Describe images of familiar situations as ‘right’ or ‘wrong’ (kind/unkind).  Connect synonyms for ‘right’ and ‘wrong’. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Describe what is happening in images based on familiar situations. Answer questions about the actions of people in the images and why they are right or wrong. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Look at images of familiar situations with different endings. Describe which ending is right and wrong. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Demonstrate a basic understanding of what is right and wrong in familiar situations.**  Listen to religious stories or to people talking about religion. | | | | | | | | | |  | | |
| **Activity:** Look for objects linked to sensory story in number order and help collect them. Whilst collecting, adult to read the story section linked to the object. Adult to emphasise that pupil is being helpful & kind when picking up objects and putting it in to the basket. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Look at images based on classroom interactions. Adult to narrate what is happening in images and link in character emotions. Allow pupils to choose between two options to describe actions helpful/not helpful and adult to link these words to wrong and right. | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Look at images based on interactions in a classroom and wider school. Adult narrate what is happening then to ask pupil what is happening and how why the character feel (BLQ2+3). Using visual and verbal prompts ask pupils to categorise them as right or wrong. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Look at images based on familiar situations in school and home. Adult to ask pupils BLQ2+3 to describe action and feelings. Pupils to describe actions using synonyms for right and wrong, before using words right and wrong following adult prompts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Look at images used in previous lessons. Pupils to answer BLQ2+3 to describe what is happening and feelings of characters. Adult to then pose questions about how these actions may make others feel and whether it is right or wrong to make people feel this way. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:** Look at images of scenarios with different endings. Adult to ask BLQ2+3 to help guide pupils to decide which outcomes are right and wrong. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Class:** | | | | | | | | | | | | | | | | | | | **Pathway:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | |
| **MUSIC**  ***(1 Lesson Per Week)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence:**   * ***Communicate preferences in music/songs through their chosen method of communication.*** * ***Choosing and finding their own instrument & putting away again when finished.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | | | **Pupil Starting Points** | | | | | | | | **Step 1** | | | | | | **Step 2** | | | | | | | | | **Step 3** | | | | | | | | | | **Step 4** | | | | | | | | | **Step5** | | | | | | **Step 6** | | | | | | | | | | **Step 7** | | | | | | | **Step 8** | | | | | | | | | | **Step 9** | | | | | | | | | | | **Step 10** | | | | | | | | | | | | **Step 11** | | | | | | **Step 12** | | | | | | | | | | **Step 13** | | | | | | | | | **Step 14** | | | | | | | **Step 15** | | | | | | | | | | **Step 16** | | | | | | | | | **Step 17** | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | **Next Steps / Extension** | | | |
| **Summer 1**  **Summer 2** | | | |  | | | | | | | | **Small Steps**  **We Are Learning To;**  Experience the language ‘look’ and begins to focus on an instrument placed in front of gaze. | | | | | | **Small Steps**  **We Are Learning To;**  Experience the language ‘look’ and focuses on an instrument placed in front of gaze. | | | | | | | | | **Small Steps**  **We Are Learning To;**  Experiences the language ‘look’ and begins to track familiar adults signing look from eye to object. | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Experiences the language ‘look’ and tracks familiar adults signing look from eye to object with some of the time. | | | | | | | | | **Small Steps**  **We Are Learning To;**  Experiences the language ‘look’ and begins to track familiar adults signing look from eye to object most of the time. | | | | | | **Small Steps**  **We Are Learning To;**  Experiences the language ‘look’ and focuses gaze on instrument placed in front of them most of the time. | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Consistently looks at an instrument placed in front of them with verbal and gestural prompts. | | | | | | | **Small Steps**  **We Are Learning To;**  Accepts HuH exploration of a range of instruments, tracking some movements of own hand. | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Accepts HuH exploration of a range of instruments, tracking most movements of own hand. | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Begins to leave hand on a instrument after it has been placed there by an adult HuH. May accidently make sound with instrument. | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Leaves hand on instrument most of the time after it has been placed there HuH by an adult. May mace accidental sound with instrument. | | | | | | **Small Steps**  **We Are Learning To;**  Begins to reach out to touch an instrument placed in front of them with gestural and verbal prompts. | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Reaches out to touch an instrument placed in front of them with gestural and verbal prompts most of the time. (showing some curiosity) | | | | | | | | | **Small Steps**  **We Are Learning To;**  Begins to reach out and maintain contact with an object placed in front of them for extended periods. | | | | | | | **Small Steps**  **We Are Learning To;**  Reaches out and maintains contact with an object placed in front of them for extended periods some time. | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Reaches out and maintains contact with an object placed in front of them for extended periods most of the time. | | | | | | | | | **Small Steps**  **We Are Learning To;**  Reaches out and maintains contact with an object placed in front of them and begins to explore ways of holding and touching it with gestural, verbal and physical support. | | | | | | | | | | | | | | Explore instruments by looking, touching and mouthing | | | | | | | | | | Explore different instruments with adult support | | |
|  | | | | | | | | | | | | **Starter:**  Rosie welcome songs | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs  Recap prior skill. | | | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | |  | | | |
| **Main:**  Explore objects held in front of gaze- adult to play and name them.  Change instrument each session | | | | | | | | | | | | | | | **Main:**  Explore objects held in front of gaze and moving from one side of head to the other- adult to play and name them.  Move instrument on to the table and encourage looking via signing.  Change instrument each session. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Place a two instruments on the table in front of them. Play both and emphasise language ‘look’. | | | | | | | | **Main:**  Using an instrument place on the table/ lap, HuH support to play it. Encourage ‘look’ and watching own hand movements.  Change instrument each session. | | | | | | | | | | | | | | | | | | **Main:**  Using an instrument place on the table/ lap, HuH model playing the instrument then HuH place hand appropriately onto the instrument.  Observe interaction and duration.  Change instrument each session. | | | | | | | | | | | | | | | | | | | | | **Main:**  Using an instrument place on the table/ lap, HuH model playing the instrument then HuH model how to reach forwards and make contact with the instrument. Return pupils hand to lap and reinforce the word ‘touch’. Consistently model playing the instrument and pull in their attention reinforcing ‘(name) do it’ ‘touch it’.  Over the sessions, increase the interaction time with the instrument and begin to focus more on exploring different ways of touching, holding and interacting with the instrument.  Change instrument each session. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  good bye song | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  look | | | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, touch | | | | | | | | **Key Words:**  Look, follow | | | | | | | | | | | | | | | | | | **Key Words:**  Look, touch | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, reach, touch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | Experience the language ‘look’ and begins to focus on visual stimuli placed in front of gaze. | | | | | | Experience the language ‘look’ and focuses on visual stimuli placed in front of gaze. | | | | | | | | Experiences the language ‘look’ and begins to track familiar adults signing look from eye to visual stimuli in front of them | | | | | | | | | | Experiences the language ‘look’ and tracks familiar adults signing look from eye to visual stimuli in front of them some of the time. | | | | | | | | | Experiences the language ‘look’ and tracks familiar adults signing look from eye to visual stimuli in front of them most of the time. | | | | | | | Experiences the language ‘look’ and focuses gaze on visual stimuli placed in front of them most of the time. | | | | | | | | | Experiences the language ‘look’ and begins to track familiar adults signing look from eye to visual stimuli in the environment with verbal and gestural support.  (adult to move gestural prompt to follow movement) | | | | | | | Experiences the language ‘look’ and tracks familiar adults signing look from eye to visual stimuli in the environment with verbal and gestural support with some of the time. (adult to move gestural prompt to follow movement) | | | | | | | | | | Experiences the language ‘look’ and tracks familiar adults signing look from eye to visual stimuli in the environment with verbal and gestural support. most of the time. (adult to move gestural prompt to follow movement) | | | | | | | | | | | | Begins to notice and follow visual stimuli in the environment independently. | | | | | | | | | | | Experienced the language ‘listen’ and begins reacts to sound in close proximity/ in front of gaze.  (may turn head, flinch, smile etc) | | | | | | Experienced the language ‘listen’ and reacts to sound in close proximity/ in front of gaze.  (may turn head, flinch, smile etc) | | | | | | | | | | Experience the language ‘listen’ and focuses on audio stimuli played in front of gaze. | | | | | | | | | Experiences the language ‘listen’ and begins to track audio stimuli from one ear to the other. | | | | | | | Experiences the language ‘listen’ and tracks audio stimuli from one ear to the other. | | | | | | | | | | Experiences the language ‘listen’ and begins to respond to audio stimuli played out of sight (e.g. behind you back/ under the table) | | | | | | | | | Experiences the language ‘look’ and tracks familiar adults signing look from eye to visual stimuli in the environment with verbal and gestural support. most of the time. (adult to move gestural prompt to follow movement) | | | | | | | | | | | | | | Follow moving pictures, sounds, and lights and show preferences | | | | | | | |  | | | |
|  | |  | | | | | | | | | | | | **Step 1** | | | | | | | | **Step 2** | | | | | | | | | | | **Step 3** | | | | | | | | | | | **Step 4** | | | | | | | **Step5** | | | | | | | | | | | | | | **Step 6** | | | | | | | | | **Step 7** | | | | | | | | | | | **Step 8** | | | | | | | | | | | | | | | | **Step 9** | | | | | | | | **Step 10** | | | | | | | | | | | | | **Step 11** | | | | | | | | | **Step 12** | | | | | | | | | | **Step 13** | | | | | | | | | | | **Step 14** | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | **Next Steps / Extension** | | | |
| **Small Steps**  **We Are Learning To;**  Explore different music | | | | | | | | **Small Steps**  **We Are Learning To;**  Choose a favourite song and watch adults clap a beat | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Begin to copy an adult making beat with body | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Attempt to tap/Clap a beat to a chosen song | | | | | | | **Small Steps**  **We Are Learning To;**  Independently copy/tap the beat to a chosen song | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Explore instruments and the sounds they make. | | | | | | | | | **Small Steps**  **We Are Learning To;**  Explore instruments that you can bang | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy an adult banging to a beat | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Beat in time to a chosen song | | | | | | | | **Small Steps**  **We Are Learning To;**  Explore instruments that you can shake | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy an adult shaking to a beat | | | | | | | | | **Small Steps**  **We Are Learning To;**  Shake instruments in time to a chosen song | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Copy an adult moving in time to beat while shaking/banging instrument | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Move in time to beat while shaking/banging instrument | | | | | | | | | | | | | | | | Explore different instruments appropriately and purposefully (e.g. shaking, banging.)  Move my whole body to sounds I enjoy, (e.g. music or a regular beat.) | | | | | | | | Explore and investigate how sounds can be changed (tempo). | | | |
| **Starter:**  Rosie welcome songs | | | | | | | | **Starter:**  Rosie welcome songs  Can you copy me song hands only | | | | | | | | | | | **Starter:**  Rosie welcome songs  Can you copy me song full body | | | | | | | | | | | **Starter:**  Rosie welcome songs  Clapping nursery rhyme | | | | | | | **Starter:**  Rosie welcome songs  Clapping nursery rhyme | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs  Find the hidden instrument from the sound | | | | | | | | | **Starter:**  Rosie welcome songs  Go on a bang sound walk- what ca we find around the room to bang? | | | | | | | | | | | **Starter:**  Rosie welcome songs  Can you copy me song | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs  Hu-adende | | | | | | | | **Starter:**  Rosie welcome songs  Can you copy me song | | | | | | | | | | | | | **Starter:**  Rosie welcome songs | | | | | | | | | **Starter:**  Rosie welcome songs | | | | | | | | | | **Starter:**  Rosie welcome songs  Everybody do this song | | | | | | | | | | | **Starter:**  Rosie welcome songs  Hu-adende | | | | | | | | | | | | | | | |
| **Main:**  Listen to four distinct pieces of music and choose photos to represent each kind. | | | | | | | | | | | | **Main:**  Browse kids tube and each pupils to have a turn to select a son.  Does this math the info from home? | | | | | | | | | | | | | | | | | | | **Main:**  Listen to the music piece and copy adult as they clap/ bang body along to the music. Slowly reduce the modelling. | | | | | | | | | | | | | | | **Main:**  Explore the music table- match symbols to instrument and action symbol to instrument. Explore playing them. | | | | | | | | | | | | | | | | **Main:**  match banging instruments to symbols.  Listen to sound and match to the hidden instrument,  Explore plaything the different instruments. | | | | | | | | | | | | | | | | | | | | | | **Main**:  Listen to the music piece and copy adult as they play the banging instrument along to the music. Slowly reduce the modelling. | | | | | | | | | | | | | | | | **Main:**  match shaking instruments to symbols.  Listen to sound and match to the hidden instrument,  Explore plaything the different instruments. | | | | | | | | | | | | | | | **Main**:  Listen to the music piece and copy adult as they play the shaking instrument along to the music. Slowly reduce the modelling. | | | | | | | | | | | | | | | | | **Main**:  Listen to the music piece and copy adult as they move along to the beat music. Slowly reduce the modelling. | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  good bye song | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | |
| **Key Words:**  Music, listen | | | | | | | | **Key Words:**  Copy, clap, rhythm | | | | | | | | | | | **Key Words:**  Copy, clap, | | | | | | | | | | | **Key Words:**  Copy, clap, rhythm | | | | | | | **Key Words:**  Copy, clap, rhythm | | | | | | | | | | | | | | **Key Words:**  Listen, same, different, instrument names | | | | | | | | | **Key Words:**  Bang, hit, instrument names | | | | | | | | | | | **Key Words:**  Rhythm, beat, play | | | | | | | | | | | | | | | | **Key Words:**  same, listen, rhythm | | | | | | | | **Key Words:**  Shake, listen, copy | | | | | | | | | | | | | **Key Words:**  Shake, listen, copy | | | | | | | | | **Key Words:**  Shake, listen, copy, same, rhythm | | | | | | | | | | **Key Words:**  Rhythm, move, best, listen, copy | | | | | | | | | | | **Key Words:**  Rhythm, move, best, listen, copy | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | **Step5** | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | **Step 7** | | | | | | | | | | | | | | | | | **Step 8** | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | **Next Steps / Extension** | | | |
|  | |  | | | | | | | | | | | | Listen to music with a fast/slow tempo | | | | | | | | | | | | | | | | Make a preference and begin to think about why we have made that choice | | | | | | | | | | | | | | | | | | | Begin to notice the differences between the music pieces with support (faster/slower) | | | | | | | | | | | | | | | | | | | Explore how the music pieces can be change– become faster and slower | | | | | | | | | | | | | | | | | Attempt to clap/tap to a slow tempo music | | | | | | | | | | | | | | | | | | | | | Begin to notice if the music tempo stays the same or changes | | | | | | | | | | | | | | | | | | | | Attempt to clap/tap to music with a change in tempo | | | | | | | | | | | | | | | | | Explore how the music makes me feel and express my emotions through dance | | | | | | | | | | | | | | | | | | | | | | | | | Show an awareness of the difference between loud/quiet sounds.  Explore and investigate how sounds can be changed (tempo).  Create movement in response to music.  To Know:  That the sounds of instruments can be changed.  That we can move in time to music. | | | | | | | | Respond to mood changes when dancing. | | | |
| **Starter:**  Rosie welcome songs | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs  Recap prior skill. | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | **Starter:**  Rosie welcome songs Recap prior skill. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main:**  Listen to four distinct pieces of music and choose photos to represent each kind. | | | | | | | | | | | | | | | | **Main:**  Use images that represent each piece and sort the music choices into groups- like and not like. Using symbols relating to emotions sort favoured pieces according to how they make pupil feel. | | | | | | | | | | | | | | | | | | | **Main:**  Listen to the four music pieces and with support sort the pieces according to which ones are slow and fast. | | | | | | | | | | | | | | | | | | | **Main:**  Listen to the music piece and add an action- walking. Listen and response- Do you need to speed up the walking? | | | | | | | | | | | | | | | | | **Main:**  Listen to the music piece and copy adult as they clap along to the music. Slowly reduce the modelling. | | | | | | | | | | | | | | | | | | | | | **Main:**  Listen to ‘Happy Ending’ by Mika.  Does the music start slowly or quickly?  Does it stay at the same speed all of the way through?  How does the music make you feel? | | | | | | | | | | | | | | | | | | | | **Main:**  Listen to the music piece and copy adult as they clap along to the music. Slowly reduce the modelling. | | | | | | | | | | | | | | | | | **Main:**  Listen to the music and allow children to move to the different pieces and prompt them to think about how they feel. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  good bye song | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | **Plenary:**  good bye song | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  Music, listen | | | | | | | | | | | | | | | | **Key Words:**  Like, not like, listen | | | | | | | | | | | | | | | | | | | **Key Words:**  Fast, slow, listen, music | | | | | | | | | | | | | | | | | | | **Key Words:**  Faster, slower, move, music | | | | | | | | | | | | | | | | | **Key Words:**  Copy, clap, rhythm | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Rhythm, feelings, speed | | | | | | | | | | | | | | | | | | | | **Key Words:**  Copy, clap, rhythm | | | | | | | | | | | | | | | | | **Key Words:**  Move, dance, rhythm, music, listen | | | | | | | | | | | | | | | | | | | | | | | | |
| **Class:** | | | | | | | | | | | | | | | | | | | | | | **Pathway:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | |
| **PE**  ***(1 Lesson Per Week)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence;**   * ***Dressing and undressing*** * ***Personal Care – deodorant, showering, drying themselves*** * ***Finding their own belongings, packing away belongings into their bags, folding.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | **Pupil Starting Points** | | | | | | | | | | | | | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | **Next Steps / Extension** | | | |
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| **Summer 1** | | **June** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can reach out for and unintentionally move a ball in front of me (supported by an adult sat behind me). | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can reach out for a ball on the floor in front of me and pull it back towards me (supported by an adult sat behind me). | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can reach out for and unintentionally move a ball in front of me (supported by an adult sat behind me). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can reach out for and begin to hold a ball in front of me (supported by an adult sat behind me). | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can send a larger ball across the floor (supported by an adult sat behind me). | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  I can begin to receive a large ball- approaching me when rolled across the floor (supported by an adult sat behind me. | | | | | | | | | | | | | | | | | | | | | | | | | | | | Reaches out for touches and begin to hold objects.  Play a simple ball game with support such as pushing a ball to a target.  Turns head in response to objects with light or sound stimulus. | | | | | | Push a ball independently and receive a ball that’s is rolled towards me. | | | |
| **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):**  Teach and model reaching for a ball from sitting opened legged position. | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model reaching for and pulling a ball inwards | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model reaching for and moving a ball with hands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model how to reach for and hold on to a ball | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model- how to push/ roll a ball away from you. | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model how to reach out for and stop/ take hold of a slow moving ball. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Sit, look, reach | | | | | | | | | | | | | | | | | | | **Key words/sign:**  Sit, look, reach | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Sit, look, reach, move | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Sit, look, reach, hold | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Sit, look, roll, push | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Sit, look, hold | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 1 and 2**  **Ball Games**  **Striking and Fielding** | | **June** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):** | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Key words/signs:** | | | | | | | | | | | | | | | | | | | **Key words/sign:** | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Summer 1**  **Invasion games** | | **Nikola Lee**  **Devon** | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | **Key words/sign:**  Roll  Direction | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw, copy | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Underarm  copy | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Over- arm  copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | Propel a ball in three different ways – such as - throw, roll, kick, push.  I am beginning to negotiate space safely.  I am beginning to take turns with others. | | | | | | Attempt to receive ball coming towards them.  Attempt to catch a ball with straight arms. | | | |
| **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):**  Teach and model rolling a ball down a wide cone track- focusing on technique not distance. | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model rolling a ball in a clear direction using a medium cone track | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model rolling a ball in a clear direction using a narrow track or tape. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model how to throw a ball over and down. | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Recap- technique for underarm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Recap- technique for over arm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | **Key words/sign:**  Roll  Direction | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw, copy | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Underarm  copy | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Over- arm  copy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 2**  **Striking and Fielding** | | **Nikola,**  **Lee, Devon** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):** | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:** | | | | | | | | | | | | | | | | | | | **Key words/sign:** | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 1**  **Invasion games** | | **Layton**  **Thomas** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;**  Begin to roll a ball in a clear direction. | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...**  Roll a ball in a clear direction | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to stop a rolling ball | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Stop a rolling ball | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Throw a ball with accuracy, towards a target  (underarm) | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Throw a ball with accuracy, towards a target  (over arm) | | | | | | | | | | | | | | | | | | | | | | | | | | | | I use ball skills (roll, catch, throw, dribble and bounce) with developing competence and accuracy.  I play simple ball games with consideration of the rules. | | | | | | I can play a simple game recognising how to move into space. | | | |
| **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):**  Teach and model rolling a ball down a cone track- focusing on technique not distance. | | | | | | | | | | | | | | | | | | | **Activity (main):**  Teach and model rolling a ball in a clear direction using a narrow track or tape. | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Model and teach and begin to practice how to stop a rolling ball using the sole of your foot.  [**https://youtu.be/780OWB3bjRQ**](https://youtu.be/780OWB3bjRQ) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Practice and become competent at stopping rolling balls. Use balls that are different sized and travelling at a different pace. | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Recap- technique for underarm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | | | **Activity (main):**  Recap- technique for over arm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Roll  Direction | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  stop | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  stop | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  underarm | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Over- arm | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 2**  **Striking and Fielding** | | **Layton**  **Thomas** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):** | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:** | | | | | | | | | | | | | | | | | | | **Key words/sign:** | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 1**  **Rugby** | | **Liam**  **Gabe**  **Layton?** | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Throw a ball with accuracy, towards a target  (underarm) | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Throw a ball with accuracy, towards a target  (over arm) | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...**  Hit a moving ball using hand | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...**  Begin to hit a moving ball with hand bat | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to hit a ball with a hand bat- focusing on accuracy or/and force | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Hit a ball with a hand bat- focusing on accuracy or/and force | | | | | | | | | | | | | | | | | | | | | | | | | | | | I can send and receive a ball with hands.  I can play a simple game recognising how to move into space.  I can play a simple game demonstrating the basic role of an attacker and defender. | | | | | | I can move with a ball towards goal. | | | |
| **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  -check in: how is my body now- calm or busy?  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity:**  Recap- technique for underarm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | **Activity:**  Recap- technique for over arm throw.  Teach and practice throwing towards a target.  Challenge – decrease the size of the target or distance from throw. | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Teach, model and practice contacting a moving, large soft ball. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Teach, model and practice striking a moving large ball with a hand bat (from a short distance)  Increase the distance to challenge pupils. | | | | | | | | | | | | | | | | | | | | | | | | **Activity:**  Teach strategy for striking a ball with power to propel.  Practice striking a moving medium sized ball with a hand bat (focusing on force).  Increase the distance to challenge pupils. | | | | | | | | | | | | | | | | | | | | | **Activity:**  Teach strategy for striking a ball with power to propel.  Practice striking a moving medium sized ball with a hand bat (focusing on force).  Increase the distance to challenge pupils. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down  How has my body changed? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Roll  direction | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Roll  Direction | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  stop | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  stop | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  underarm | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Throw  Over- arm | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Summer 2**  **Striking and Fielding** | | **Liam, Gabe, Layton** | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | **Small Steps**  **We Are Learning To;** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |
| **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up** (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | **Starter:**  **-Warm up**  (Negotiate space) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activity (main):** | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | **Activity (main):** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Cool down | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:** | | | | | | | | | | | | | | | | | | | **Key words/sign:** | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | **Key words/signs:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Class:** | | | | | | | | | | | **Pathway:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **FOREST SCHOOLS**  ***(1 Lesson Per Week)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence;**   * ***Finding own coat and belongings.*** * ***Putting on own coat and wellies – putting away again afterwards*** * ***Handwashing afterwards if necessary.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | **Pupil Starting Points** | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | | | | | | | **Next Steps / Extension** | | |
|  |  | | | | | | **Small Steps We Are Learning To...:**  Accept entering the forest school area with full adult support | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Experience the forest school area with full adult support | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to move around the forest school area with adult support and encouragement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Confidently move around the forest school area with increased independence | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to pay some attention to the adult led activities | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Pay some attention to the adult led activities and join in with some support | | | | | | | | | | | | | | | | | | | | | | | | **Tolerate an outdoor environment and explore the area using my 7 senses** | | | | | | | | | | | | | | | | | **Explore the environment and become inquisitive about the things I find there.** | | |
| **Class based Activity:**  Find my coat ready for forest school with full adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find my coat ready for forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find my coat ready for forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school with full adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school  independently  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | |
| **Main**  Sensory walk – What can you see? I spy – With cardboard tubes  Can they look at something in close proximity to them/ their face? | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Tacpac using natural media collected in forest school. | | | | | | | | | | | | | | | | | | | | | **Main:**  Working 1-1 adult to apply a sticky bracelet. Support to walk safely around the forest school area. Adult to point out ‘beautiful nature’ and encourage looking and touching. Adult to then place it on their bracelet. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Observe independent use of previous skills to explore the forest school area.  Tie rope around the trees- encourage HuH to hold on an walk along it. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  1-1 support to explore the Teddy Bears picnic- model picking up natural objects to find the hidden snacks. Encourage exploration and investigation. | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  1-1 support explore shining torches/ coloured lights on the natural resources. Reinforce ‘look’. | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Feel, look, touch | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, feel, touch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Hold, walk, look | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, touch, hold | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | | | | | | | **Next Steps / Extension** | | |
|  |  | | | | | | **Small Steps We Are Learning To...:**  Accept the forest school area with full adult support | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Accept and experience the forest school area with full adult support to engage in an activity. | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to move around the forest school area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Confidently move around the forest school area | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begin to pay some attention to the adult led activities | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Pay some attention to the adult led activities and join in with some support | | | | | | | | | | | | | | | | | | | | | | | | **Explore the environment and become inquisitive about the things I find there.** | | | | | | | | | | | | | | | | | **Explore a wide range of activities that are inspired by what my teacher shows me but enables me to follow my own direction.** | | |
| **Class based Activity:**  Find my coat ready for forest school with full adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find my coat ready for forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find my coat ready for forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school with full adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school with reduced adult support  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | | **Class based Activity:**  Find and return my coat ready for/and after forest school  independently  Modelling and supporting following instructions – coats on, lining up, walking to forest school etc. then exploring.  **Starter:** Theme – story around the firepit as a group | | | | | | | | | | | | | | | | | | | | | | | |
| **Main:**  Sensory walk – Walk can you see? I spy – With cardboard tubes  Do they show an initial reaction to the new stimulus? | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Sensory walk around the forest school area – What can you hear?  (Link to Engagement model)  Do they show an initial reaction to the new stimulus? | | | | | | | | | | | | | | | | | | | | | **Main:**  Build a nature rainbow using different coloured leaves and petals  Using previous skills to explore the forest school area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Observe independent use of previous skills to explore the forest school area.  Tie rope around the trees- encourage HuH to hold on an walk along it. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Musical Nature: A range of natural materials around your outdoor area such as stones, wood, shells and seeds. Encourage children to collect objects that they think could make interesting sounds. Using a small stick, drag it over the collected objects to see what sound they make. Let children explore what other sounds they can make using natural objects. Use sticks as drumsticks, placing seeds inside another item to make a shaker or tapping stones together. | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  1-1 support explore shining torches/ coloured lights on the natural resources. Reinforce ‘look’. | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Modelling and supporting to follow instructions – coats off, lining up, walking back to class, wiping feet and hanging up coat  When back in class look at pictures and narrate key skills. | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  look | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  listen | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, feel, touch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Hold, walk, look | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Listen, look, find, carry | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Look, point | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | | | | | | | **Next Steps / Extension** | | |
|  |  | | | | | | **Small Steps We Are Learning To...:**  Begin to pay some attention to the adult led activities showing some independent curiosity | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:** | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Stay focused on an adult led activity whilst accessing the outdoor space independently. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Follow an adults direction to search for items around the forest school area with minimal support. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Find items in the forest school area independently. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Explore the natural resources and create something using my own direction | | | | | | | | | | | | | | | | | | | | | | | | **Explore a wide range of activities that are inspired by what my teacher shows me but enables me to follow my own direction.** | | | | | | | | | | | | | | | | | **Pay attention to what an adult or peer is showing me and try to join in with activities with support. Extending these activities to meet my own individual needs where possible.** | | |
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| **Class:** | | | | | | | | | | **Pathway:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | | | | |
| **RSE (PSHE)**  ***(1 Lesson Per Week)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence;**   * ***Self-regulation strategies*** * ***Forming positive relationships*** * ***Finding a trusted adult when they need support*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | | **Pupil Starting Points** | | | | | **Step 1** | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | **Step 7** | | | | | | | | | | | | | | | **Step 8** | | | | | | | | | | | | **Step 9** | | | | | | | | | | | | | | | | | **Step 10** | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | **Next Steps / Extension** | |
|  | | |  | | | | | **Small Steps**  **We Are Learning To;**  I can begin to tolerate exploration of sensory items e.g. shaving foam. | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate the exploration of sensory items e.g. shaving foam. | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to tolerate sensory input e.g. foot spa | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate sensory input e.g. foot spa. | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to tolerate passive touch from a trusted adult. | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate passive touch from a trusted adult. | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to tolerate active touch from a trusted adult. | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate active touch from a trusted adult. | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to tolerate care routines from a trusted adult. E.g. hand massage**.** | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate care routines from a trusted adult. E.g. hand massage**.** | | | | | | | | | | | | | | | | | | | | **Tolerate care routines (e.g. hand massage.)** | | | | | | | | | Tolerate and take part in care routines (e.g. hand massage.) | |
| **Starter:**  Hand massage | | | | | | | | | | | | | | | | **Starter:**  Tacpac | | | | | | | | | | | | | | | | | | | **Starter:**  Story massage | | | | | | | | | | | | | **Starter:**  Tacpac | | | | | | | | | | | | | | | | | **Starter:**  Sensory Choose | | | | | | | | | | | | | | | **Starter:**  Sensory choose | | | | | | | | | | | | | | | | | **Starter:**  Tacpac | | | | | | | | | | | | | | | **Starter:**  Story Massage: | | | | | | | | | | | | **Starter:**  Hand Massage | | | | | | | | | | | | | | | | | **Starter Starter:**  Hand Massage | | | | | | | | | | | | | | | | | | | |
| **Main:**  Sensory choose from a choice of two real life objects. | | | | | | | | | | | | | | | | **Main:**  1-1 support to explore the indoor and outdoor sensory trays | | | | | | | | | | | | | | | | | | | **Main:**  1-1 support to access the foot spa and the upper sensory room. | | | | | | | | | | | | | **Main:**  1-1 support to access the sensory walk (textured sensory trays) and then wash feet in the foot spa. | | | | | | | | | | | | | | | | | **Main:**  1-1 support to explore and follow a sensory circuit. | | | | | | | | | | | | | | | **Main:**  Vestibular and proprioception therapy in teh sensory room. | | | | | | | | | | | | | | | | | **Main:**  Story massage: | | | | | | | | | | | | | | | **Main:**  Tacpac | | | | | | | | | | | | **Main:**  Showering?  Tethbrushing? Face washing? | | | | | | | | | | | | | | | | | **Main:**  Showering?  Tethbrushing? Face washing? | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Intensive Interaction | | | | | | | | | | | | | | | | **Plenary:**  Story massage | | | | | | | | | | | | | | | | | | | **Plenary:**  Tacpac | | | | | | | | | | | | | **Plenary:**  Story massage | | | | | | | | | | | | | | | | | **Plenary:**  Vestibular and proprioception therapy in teh sensory room. | | | | | | | | | | | | | | | **Plenary:**  1-1 support to explore and follow a sensory circuit. | | | | | | | | | | | | | | | | | **Plenary:**  Hand Massage | | | | | | | | | | | | | | | **Plenary:**  Hand Massage | | | | | | | | | | | | **Plenary:**  Toileting practice and handwashing | | | | | | | | | | | | | | | | | **Plenary:**  Toileting practice and handwashing | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  Touch, more, finished | | | | | | | | | | | | | | | | **Key Words:**  Touch, more, finished | | | | | | | | | | | | | | | | | | | **Key Words:**  Touch, more, finished | | | | | | | | | | | | | **Key Word Key Words:**  Touch, more, finished | | | | | | | | | | | | | | | | | **Key Words:**  Touch, more, finished | | | | | | | | | | | | | | | **Key Words:**  Touch, more, finished | | | | | | | | | | | | | | | | | **Key Words:**  More, finished | | | | | | | | | | | | | | | **Key Words:**  Touch, look | | | | | | | | | | | | **Key Words:**  Wash, help, more, stop | | | | | | | | | | | | | | | | | **Key Words:**  Wash, help, more, stop | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | **Next Steps / Extension** | | | | | | |
|  | | | | |  | | | | **Small Steps We Are Learning To...:**  I can tolerate an adult carrying out an activity next to me. | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can accept an adult carrying out an activity next to me, showing interest in what they’re doing. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to explore cream/lotion/ soap with adult support. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can consistently explore creams and lotions/ soaps with adult support. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to tolerate a touch or massage from familiar adult, using creams and lotions. When I pull away, an adult supports me to indicate “stop” using symbol. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can tolerate touch or massage from familiar adult and when I am finished I can indicate stop. | | | | | | | | | | | | | | | | | | | | | | | | | | Tolerate and take part in care routines (e.g. hand massage.)  Begin to responds to the word/ symbol Stop | | | | | | | | | Indicate yes/no to requests to carry out care routines (e.g. hand massage.) | | | | | | |
| **Starter:**  Sensory choose | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Model purposeful play in the sensory tray- pouring filling and empting, narrate own play. | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Glitter Hands: Students can dash some glitter on their hands and use the handwashing steps to really clean their hands well. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Hand massage | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  tacpac | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Hand massage using communication board | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main:**  Explore making slime/playdough together.. complete the activity next to the pupils and be enigmatic to draw in attention.  Get messy and wash hands | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Using dry pasta, model making a garland. Pain the garland.  Be enigmatic to draw in attention and encourage involvement. | | | | | | | | | | | | | | | | | | | | | | | **Main:**  1-1 support to access the sensory walk (textured sensory trays inc creams and soaps) and then wash feet in the foot spa. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Explore making cloud sand/ dough first exploring the ‘raw’ ingredients. Use ingredient and action symbols. Support to wash hands and model encouraging pupils to copy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Vestibular/ proprioception in the upper sensory room | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Story massage | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Sensory Choose- adult to choose something the pupils does not normally like. | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Story Massage | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  tacpac | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Hand Massage | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Story Massage | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Foot Spa | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | **Step 1** | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓eption** | | | | | | | | | | **Next Steps / Extension** | | | | | | | |
|  | | | | | |  | | | | | | | **Small Steps We Are Learning To...:**  I can accept and coactively explore a care routine | | | | | | | | **Small Steps We Are Learning To...:**  I can use yes or no (when modelled/huh guided) to carry out a care routine/ therapy. | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to use yes or no (when modelled) when asked a familiar question | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can consistently use yes or no when asked for hand massage. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can begin to use yes or no when asked for a different adult led but coactive interaction (massage, therapy ball, favoured activity etc) when modelled. An adult can support me when finished by saying “stop”. | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  I can consistently use yes or no when asked for various adult led interactions.  I can recognise the language “stop” when the interaction has finished and tidy any items away. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Indicate yes/no to requests to carry out care routines (e.g. hand massage.)  Cooperate and respond positively to an adult when I am out in the community.  Respond to the word Stop | | | | | | | | | | Respond to the word Stop consistently | | | | | | | |
| **Starter:**  Sensory choose- adult model yes/ no language | | | | | | | | **Starter:**  Using yes/ no symbols, pupils to answer the do you like question cards- adult to model and scaffold. | | | | | | | | | | | | | | | | | | | | | **Starter:**  Working as a small group, share out the yes/ no question- support and scaffold as need and ask pupils to answer them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Yes/ no practice. Using very familiar animals, ask is this a (dog) yes or no. pupils to select correct symbols. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Class game of musical statues. | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Recap the stop sign and symbol. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main:**  Explore making slime/ playdough together- get messy and wash hands | | | | | | | | **Main:**  Using a communication chart (sensory room, sensory garden, toilet left column) pupils to glue/ Velcro yes/no in the right column depending on if they want that therapy/ snack item. | | | | | | | | | | | | | | | | | | | | | **Main:**  Using a communication chart (activity left column) pupils to glue/ Velcro yes/no in the right column depending on if they want that therapy/ snack item. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Using a communication board- yes, no, hand, arm, cream, oil  Pupils to practice answering if they/ how they want a massage. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Using a communication board, pupils to choose therapies and activities. Adults to consistently provide opportunities for pupils to say top/ no/ finished. | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Role play (for eg, kitchen area/ emergency services scenario ) . Pupils take on roles and use the stop sign symbol in context of dangers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Toileting practice and brush teeth. | | | | | | | | **Plenary:**  Sensory choose- do you want… yes/ no | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Tacpac- ask if they want that item. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  1-1 supported hand washing, tolerating touch and support. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Begin to introduce traffic light system of stop and go  [Nothing Beats a Jet2holiday | Pay Monthly | S24 OC (youtube.com)](https://www.youtube.com/watch?v=Ow1i916uYYU) | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Look at photographs taken and narrate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:** | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | **Key Words:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Yes, no | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Stop, go, start | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Stop, start, go | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | |  | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | | | | |
| **Small Steps We Are Learning To** I can begin to recognise pictures of the police and police cars. | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To** I can begin to recognise pictures of the ambulance workers/paramedics and ambulances. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To**  I can begin to recognise pictures of firefighters and fire engines. | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To**  I can role play what a member of the emergency services might do. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To**  I can begin to respond to the word stop. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To**  I can respond to the word stop more consistently. | | | | | | | | | | | | | | | | | | | | | | | | Show that I know how to behave safely  Recognise pictures of police, paramedics, fire service  Respond to the word Stop consistently | | | | | | | | | | | Begin to talk about police, paramedics, fire service and what they help us with | | | | | |
| **Starter:**  The police and what they do ppt. | | | | | | | | | | | | | | | | | | **Starter:**  The ambulance and what they do ppt | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  The fire service and what they do ppt | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Recap prior learning- match emergency services with their vehicles. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Class game of musical statues. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter:**  Recap the stop sign and symbol. | | | | | | | | | | | | | | | | | | | | | | | |
| **Main:**  Finding pictures of police and their vehicles. Build a card based police car. Make a police hat headband and role play. | | | | | | | | | | | | | | | | | | **Main:**  . Finding pictures of paramedics and their vehicles. Make a paramedic hat headband and role play. Build a card ambulance. | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  . Finding pictures of firefighters and their vehicles. Make a firefighting hat headband and role play. Build a card fire engine. | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Choice of playing with the police or the fire engine small world and engaging in scenario from this. Use the hat headband and vehicle from previous sessions. Match the equipment they would use and cut out. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Recap the stop sign and symbol and play a game of start/stop. | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main:**  Role play (for eg, kitchen area/ emergency services scenario ) . Pupils take on roles and use the stop sign symbol in context of dangers. | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary:**  Using sound buttons match the siren sounds. | | | | | | | | | | | | | | | | | | **Plenary:**  Ambulance- help make the babies better- adding plasters. | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Fire fighters- put of the window fighters using water sprayers- painted windows. | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  <https://content.twinkl.co.uk/resource/41/f3/t-t-29304-who-can-help-me-cut-and-stick-activity-sheet_ver_4.pdf?__token__=exp=1712786311~acl=%2Fresource%2F41%2Ff3%2Ft-t-29304-who-can-help-me-cut-and-stick-activity-sheet_ver_4.pdf%2A~hmac=0e148a4474359f4de2c94a19a175d2d794269192861a49cb2ae11a6b4503b53c> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Begin to introduce traffic light system of stop and go  [Nothing Beats a Jet2holiday | Pay Monthly | S24 OC (youtube.com)](https://www.youtube.com/watch?v=Ow1i916uYYU) | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary:**  Look at photographs taken and narrate. | | | | | | | | | | | | | | | | | | | | | | | |
| **Key Words:**  Police, police car, help, safe | | | | | | | | | | | | | | | | | | **Key Words:**  ambulance, paramedic, help, safe | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Fireman/ firewoman, fire engine, help, safe | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Emergency services, fireman, police, paramedic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Stop, go, start | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key Words:**  Stop, start, go | | | | | | | | | | | | | | | | | | | | | | | |
| **Class: J5** | | | | | | | | | | | | | | | | **Pathway: Semi-Formal** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Term: Summer 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Book:** | | | | | | | | | | | | | | | | | | | | | |
| **DT – MY COOKING**  ***(2 lessons per week- Double session)***  *Following instructions during cooking activities page 8. Preparing oneself for a cooking activity page 8. Kitchen equipment page 34. Dealing with accidents in the kitchen page 22. Chopping, cutting and dicing with a small sharp kitchen knife. Page 43 Using the oven page 47. Kapow – Making a tasty wrap. Use this as a guide to support making pizza – focus on the skills & knowledge* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Independence:**   * ***Independent handwashing- finding sink/soap/towel*** * ***Finding equipment and resources from a list.*** * ***Cleaning and tidying afterwards.*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | | | **Pupil Starting Points** | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1 and 2** | | | **June-** Enjoys eating foods and exploring them in sensory play activities. | | | | | **Small Steps We Are Learning To...:**  Begins to accepts HuH support to explores ‘raw’ ingredients through sensory play. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Accept HuH support to explore ‘raw’ ingredients through sensory play | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to unintentionally explore ‘raw ingredients’ independently through sensory play. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore ‘raw’ ingredients with some intent, independently through sensory play. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore different ways of experimenting with holding, mashing and chewing a range of food textures. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Explores different ways of experimenting with holding, mashing and chewing a range of food textures. | | | | | | | | | | | | | | | | | | | | | | | | | | Shows an awareness of food texture.  Try a range of food indicating preference. | | | | | | | | | | | Accept a variety of textures.  Explore different foods independently paying attention to what happens next. | | |
| **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Fuzzy buzzy hello sing | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main Activity (Try):**  Fuzzy buzzys Programme | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):** | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):** | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):** | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary (Understand):**  Accept touch tacpac through dough disco | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Hand massage- adult key word for non directed speech- spread. | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Water/ sand play- non directed speech- pour | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Explore sensory slime bag- non directed speech- mash/ splat/ bag | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Snack choose- different textured items- preference? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Explore breaking, and melting ice. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Touch, look, walk, feel | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1 and 2** | | |  | | | | | **Small Steps We Are Learning To...:**  Accept help to explore manipulating ‘raw’ ingredients. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore manipulating ‘raw’ ingredients independently. (may be unintentional at times) | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Explores manipulating ‘raw’ ingredients independently. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore changing states with full adult support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to copy an adult in changing states with support | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore ways of changing states independently.  (may be unintentional at times) | | | | | | | | | | | | | | | | | | | | | | | | | | Accept a variety of textures.  Explore different foods independently paying attention to what happens next. | | | | | | | | | | | Show willingness to try new food textures and tastes.  Remember that some actions are important or exciting (e.g. pouring juice.) Demonstrate use and function of familiar foods. | | |
| **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice touch skill- isolating pointy finger.  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice touch skill-pouring/ filling, spreading  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice touch skills- pouring, rolling, mixing  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill-mixing, adding liquid, spreading, rolling  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill-, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- sifting, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main Activity (Try):**  Exploring dry wrap ingredients- placing these in order on top of each other- tolerating touch. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore dry and wet wrap ingredients- spreading a sauce on a wrap. | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore dry and wet wrap ingredients- spreading a sauce on a wrap and pouring on a topping. | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap mashing a cooked egg, rolling shut. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap cooking and mashing egg, rolling shut. | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap- cooking and mashing egg/ making tuna mayo etc, rolling shut. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary (Understand):**  Touch actions- dough disco | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Spread- | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Pour/ spread-  What consistency do they make when water is added? | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Mash- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Changing ingredients-  Whisking milk. etc | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Changing ingredients- melt ice | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Touch, look | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, touch , spread | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, pour | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Mash, roll, spread | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Mash, roll, spread | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Mash, roll, spread | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1 and 2** | | | **Nikola -** Enjoys food prep and eating. Can handle some tools correctly  **Lee –** Confidently uses tools  **Thomas-** confidently uses tools  **Devon -** Enjoys food prep and eating. Can handle some tools correctly | | | | | **Small Steps We Are Learning To...:**  Begins to explore changing states of ‘raw’ materials using familiar tools with support. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to explore changing states of ‘raw’ materials using familiar tools independently. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to recognise how to change the state of some familiar ingredients. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Purposefully change the state of familiar ‘raw’ ingredients when following a familiar recipe with support, using ingredients and tools purposefully.. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow a familiar recipe with less support, using ingredients and tools purposefully.. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow a familiar recipe independently, using ingredients and tools purposefully. | | | | | | | | | | | | | | | | | | | | | | | | | | Show willingness to try new food textures and tastes.  Remember that some actions are important or exciting (e.g. pouring juice.)  Demonstrate use and function of familiar foods. | | | | | | | | | | | Begin to be interested in and describe the textures and tastes of foods. (Senses/science My Body) Handles equipment and ingredients safely and with increasing control. Use one handed cooking tools with control. | | |
| **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill-mixing, adding liquid, spreading, rolling  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill-, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- sifting, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap mashing a cooked egg, rolling shut.  support | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap cooking and mashing egg, rolling shut.  Reduced support | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap- cooking and mashing egg/ making tuna mayo etc, rolling shut.  independently | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredient, match to symbols, follow CIP wrap recipe. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredients, and tools needed, match to symbols, follow CIP wrap recipe.  Less support | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredient, and tools needed, match to symbols, follow CIP wrap recipe.  independently | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary (Understand):**  Mash- | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Changing ingredients-  Whisking milk. etc | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Changing ingredients- melt ice | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (follow along together) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (read and recall) | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- recall and writing recipe | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy, remember | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1 and 2** | | | **Liam –** Enjoys food prep and eating. Can handle most tools correctly and can follow basic instructions  **Gabe –** Enjoys food prep and eating. Can handle most tools correctly and can follow basic instructions  **Layton –** Can handle some tools correctly and can follow basic instructions | | | | | **Small Steps We Are Learning To...:**  Purposefully change the state of familiar ‘raw’ ingredients when following a familiar recipe with support, using familiar ingredients and tools purposefully.. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow a familiar recipe with less support, using familiar ingredients and tools purposefully.. | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow a familiar recipe independently, using familiar ingredients and tools purposefully. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow unfamiliar recipes using a range of two handed and one handed cooking tools purposefully and safely.  With support and modelling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow unfamiliar recipes using a range of two handed and one handed cooking tools purposefully and safely.  With reduced support | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Independently follows an unfamiliar recipe, recalling how to use a range of tools and ingredients with control and purpose. | | | | | | | | | | | | | | | | | | | | | | | | | | Begin to be interested in and describe the textures and tastes of foods. (Senses/science My Body)  Handles equipment and ingredients safely and with increasing control.  Use one handed cooking tools with control. | | | | | | | | | | | Select and use basic equipment safely.  Identify cooking equipment that can be unsafe.  Upper Heat food and recognise change. | | |
| **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- sifting, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main Activity (Try):**  Explore wrap ingredients- spreading a sauce on a wrap- cooking and mashing egg/ making tuna mayo etc, rolling shut.  With support | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredient, match to symbols, follow CIP wrap recipe.  With support | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredients, and tools needed, match to symbols, follow CIP wrap recipe.  With some support | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredient, and tools needed, match to symbols, follow CIP wrap recipe.  independently | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Write own wrap recipe- (cip symbols) and follow it. Collect equipment and ingredients with minimal support. | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  follow own wrap recipe from previous step- (cip symbols) and follow it. Collect equipment and ingredients independently | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary (Understand):**  Changing ingredients- melt ice | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (follow along together) | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (read and recall) | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- recall and writing recipe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following an unfamiliar recipe-  Recalling previous knowledge, making best judgement. | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following an unfamiliar recipe-  Recalling previous knowledge, making best judgement. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy, remember | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | **Step 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 2** | | | | | | | | | | | | | | | | | | | | | | | **Step 3** | | | | | | | | | | | | | | | | | | | | | | | | **Step 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Step 5** | | | | | | | | | | | | | | | | | | | | | | | | **Step 6** | | | | | | | | | | | | | | | | | | | | | | | | | | **\*Termly End Points**  **↓** | | | | | | | | | | | **Next Steps / Extension** | | |
| **Summer 1 and 2** | | |  | | | | | **Small Steps We Are Learning To...:**  Begins to follow a familiar recipe independently using familiar ingredients and tools purposefully. | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow unfamiliar recipes using a range of two handed and one handed cooking tools purposefully and safely.  With support and modelling | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Begins to follow unfamiliar recipes using a range of two handed and one handed cooking tools purposefully and safely.  With reduced support | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Independently follows an unfamiliar recipe, recalling how to use a range of tools and ingredients with control and purpose. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Independently sequence a familiar recipe and follow it independently. | | | | | | | | | | | | | | | | | | | | | | | | **Small Steps We Are Learning To...:**  Independently sequence an unfamiliar recipe using prior knowledge and follow it independently. | | | | | | | | | | | | | | | | | | | | | | | | | | Read simple instruction text with pictures/ symbols.  Use my own knowledge to suggest how a problem is solved.  Listen to instructions with more than 1 point.  Knows how to start up or shut down electronic device. Measure time in minutes. | | | | | | | | | | | Follow instructions in an unfamiliar situation. | | |
| **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- sifting, mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping  IN CLASS | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | **Starter (Learn)**  Clean table and hands, find ingredients and equipment (symbols/ pictures)  Practice explore skill- mixing, adding liquid, spreading, rolling, chopping | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Main Activity (Try):**  Identify wrap ingredients, and tools needed, match to symbols, follow CIP wrap recipe.  With some support | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Identify wrap ingredient, and tools needed, match to symbols, follow CIP wrap recipe.  independently | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Write own wrap recipe- (cip symbols) and follow it. Collect equipment and ingredients with minimal support. | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Follow own wrap recipe from previous step- (cip symbols) and follow it. Collect equipment and ingredients independently | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Sequence a familiar recipe and follow it independently. | | | | | | | | | | | | | | | | | | | | | | | | **Main Activity (Try):**  Sequence an unfamiliar recipe using prior knowledge and follow it independently | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Plenary (Understand):**  Changing ingredients- melt ice | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (follow along together) | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- (read and recall) | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following a recipe- recall and writing recipe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following an unfamiliar recipe-  Recalling previous knowledge, making best judgement. | | | | | | | | | | | | | | | | | | | | | | | | **Plenary (Understand):**  Following an unfamiliar recipe-  Recalling previous knowledge, making best judgement. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Spread, mash, roll | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy | | | | | | | | | | | | | | | | | | | | | | | | **Key words/signs:**  Look, same, copy, remember | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **ART & Independence**  ***(2 Lessons per week – double lesson)*** | | | | | | | | | | | | | | | | |
| **Independence –**   * ***Develop independence through collecting required art resources for the lesson. – structures and routines.*** * ***Develop ongoing fine motor control through the use a variety of mark making tools. – continuous provision*** * ***Putting on apron putting away again.*** * ***Tidying and cleaning away resources and tables.*** | | | | | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | **Pupil Starting Points** | **Step 2** | **Step 3** | | **Step 4** | | **Step 5** | | **Step 6** | | **Step 7** | | **Step 8** | **End Points**  **↓** | | **Next Steps / Extension** | |
|  |  | **Small Steps We Are Learning To...**  Begins to notice sensory media in front of them when guided to activity by adult and begins to reach out to it. | **Small Steps We Are Learning To...**  Notices sensory media in front of them when guided to activity by an adult and reaches out to touch it. | | **Small Steps We Are Learning To...**  Begin to unintentionally manipulate malleable materials through sensory play. | | **Small Steps We Are Learning To...**  Unintentionally manipulate malleable materials through sensory play most of the time. | | **Small Steps We Are Learning To...**  Accept HuH and guiding to hold and use modelling tools. | | **Small Steps We Are Learning To...**  Begin to hold and unintentionally use modelling tools with support. | | **Small Steps We Are Learning To...**  Begin to hold and unintentionally use modelling tools with reduced support. | Manipulate objects in different ways.  Hold malleable/ modelling material, manipulate with tools and press objects into it.  Show an awareness of the purpose of some objects and tools.  To Know; That there are different textures. Some familiar objects | | Manipulate malleable media using simple methods. | |
| **Starter:**  Intensive Interaction | **Starter:**  Sensory room intensive interaction | | **Starter:**  Hand massage | | **Starter:**  Dough disco | | **Starter:**  Sensory room- looking at an holding glow in the dark items | | **Starter:**  Tacpac | | **Starter:**  Sensory room- looking at an holding glow in the dark items |
| **Activity:**  Sensory Choose and  Obeleck | **Activity:**  Shaving foam/ foam soap | | **Activity:**  Clay in sensory tray with dry pasta. | | **Activity:**  Sensory choose using manipuable materials | | **Activity:**  Mark make in cloud dough | | **Activity:**  Mark make on clay | | **Activity:**  HuH make junk modelling structure and mark make on it with some independence. |
| **Plenary:**  Glow in the dark sensory items in the sensory room | **Plenary:**  Water play | | **Plenary:**  Hand masage | | **Plenary:**  Tacpac | | **Plenary:**  Hand massage | | **Plenary:**  Glow in the dark sensory items in the sensory room | | **Plenary:**  Tacpac |
| **Key Words**  reach | **Key Words**  reach | | **Key Words**  touch | | **Key Words**  Look, touch | | **Key Words**  Look, touch | | **Key Words:**  Look, touch, reach | | **Key Words**  Look, touch, reach |
|  | | **Step 2** | **Step 3** | | **Step 4** | | **Step 5** | | **Step 6** | | **Step 7** | | **Step 8** | **End Points**  **↓** | | **Next Steps / Extension** | |
|  |  | **Small Steps We Are Learning To...**  Explore creating different media - clay | **Small Steps We Are Learning To...**  Cut different shapes in clay with cutters | | **Small Steps We Are Learning To...**  Use different tools to create marks in clay | | **Small Steps We Are Learning To...**  Begin to explore making a structure of a person with support | | **Small Steps We Are Learning To...**  Make a simple structure with minimal support | | **Small Steps We Are Learning To...**  Add details to the structure made with different tools | | **Small Steps We Are Learning To...**  Make simple structures with adult support. | Make simple structures with adult support.  Remember and carry out an action for an effect (e.g. squeeze wet paper.)  Use ‘junk’ to build a model.  To Know; That malleable materials can be rolled, squeezed, cut, twisted etc. That objects can be joined / added to other objects. | | Use simple tools and techniques appropriately. | |
| **Starter:**  Dough disco with clay | **Starter:**  Practice key skill- push – push hands on handprints around the room. | | **Starter:**  Recap using cutters. Roll out a square- cut out 4 large squares. | | **Starter:**  Look at pictures from pupils making a bowl- recap key skills. | | **Starter:**  Look at Olympic rings photos- what can we see? What different ways can we make a circle? | | **Starter:**  Look at Olympic ring model- what shapes are they? What is missing from the photos? | | **Starter:**  Look at photos of clay ornaments and baubles  What can we see? Recap all prior skills. |
| **Activity:**  Pupils to make a bowl using clay- explore using only hands with clay | **Activity:**  Pupils to practice using a roller and cookie cutters to make shapes out of clay. | | **Activity:**  Using their large squares (like a patchwork quilt) pupils to use tools to make marks/ patterns on each square. | | **Activity:**  1-1 model step by step how to roll out and shape the different parts of a person. | | **Activity:**  With reduced support pupils to experiment with making the Olympic rings. | | **Activity:**  Pupils begin to add colour and texture to their rings. | | **Activity:**  Pupils choose a design to copy- add materials, colours and textures  (end of year present to parents) |
| **Plenary:**  Recap key skills and independent tidy up | **Plenary:**  Recap key skills and independent tidy up | | **Plenary:**  Recap key skills- group to make marks on joint model and independent tidy up | | **Plenary:**  Recap key skills and independent tidy up | | **Plenary:**  Recap key skills and independent tidy up | | **Plenary:**  Recap key skill- remember our paper Mache balloons- add texture and colour to them. | | **Plenary:**  Share model made and talk about |
| **Key Words**  Roll, pinch | **Key Words**  Push, cut, roll | | **Key Words**  Square, pattern, texture | | **Key Words**  Roll, pinch, copy | | **Key Words**  Circle, roll, join | | **Key Words**  Decorate, join, texture | | **Key Words**  Copy, shape, roll, press, texture |
|  | | **Step 1** | **Step 2** | | **Step 3** | | **Step 4** | | **Step 5** | | **Step 6** | | **Step 7** | **End Points**  **↓** | | **Next Steps / Extension** | |
|  |  | **Small Steps We Are Learning To...:**  manipulative materials to change the shape. | **Small Steps We Are Learning To...:**  Explore clay tools and how they can be used to change the shape of clay | | **Small Steps We Are Learning To...:**  Observe and copy how to make a clay model (with support) | | **Small Steps We Are Learning To...:**  Observe and copy how to make a clay model (with minimal support) | | **Small Steps We Are Learning To...:**  Use tools and materials to change the look of their model | | **Small Steps We Are Learning To...:**  Make material choices to make a body model (link to science) | | **Small Steps We Are Learning To...:**  Label parts of the body on their model (link to science) | Construct with a purpose and with resources in mind.  Use simple tools to effect change on materials.  Use simple tools and techniques appropriately.  To Know; That objects/tools can be used to make marks in malleable materials. That malleable materials can be used to make objects/people/animals etc | | Make a copy of a simple model as accurately as possible. | |
| **Starter:** Introduce clay sports person project | **Starter:** Model changing clay using tools | | **Starter-**Model making a clay person | | **Starter-**Dough disco with clay and clay tools. | | **Starter:** Share the finished piece – discuss changes | | **Starter:** Recap- process for making a model and mark making on model. | | **Starter:** Recap- process for making a model |
| **Activity:**  Explore clay and follow visuals and VP’s to manipulate clay- press, squeeze, twist and pull. | **Activity:**  Pupils to follow the modelled example to change the shape of clay using tools. | | **Activity:**  Junk Modellin  Support pupils to use observational skills to copy the model. | | **Activity:**  Using CIP instructions (images also), pupils top copy making a model using clay. | | **Activity:**  Junk Modelling from step 3  Explore different types of media and equipment to mark make. | | **Activity:**  Using photo references, pupils to build their own 3d model of a body. Minimal support adults to remind and pull prior learning. | | **Activity:**  Recap names of body parts- add written labels to show the different body parts on the model. |
| **Plenary:** Pupils to identify if it looks the same /different | **Plenary:**  Pupils identify if it looks same/ different -how? | | **Plenary:** Evaluate –same/differed? | | **Plenary:**  Recap key skills- narrate photographs**.** | | **Plenary:** Pupils to decorate their models with chosen media | | **Plenary:**  With support pupils to compare to the examples- same/ different? | | **Plenary:**  With support decide what athlete your model is |
| **Key words/signs:**  Change | **Key words/signs:**  Change/tools | | **Key words/signs:** same | | **Key words/signs:** same | | **Key words/signs:** decorate | | **Key words/signs:**  Body parts/ same/different | | **Key words/signs:**  Body parts |
|  | | **Step 1** | | **Step 2** | | **Step 3** | | **Step 4** | | **Step 5** | | **Step 6** | | **End Points**  **↓** | **Next Steps / Extension** | |
|  |  | **Small Steps We Are Learning To...**  Explore what is sculpture is | | **Small Steps We Are Learning To...**  Roll paper to make a 3d structure | | **Small Steps We Are Learning To...**  Evaluate my work with support | | **Small Steps We Are Learning To...:**  Explore what a 3d drawing is | | **Small Steps We Are Learning To...**  Make a 3D drawing | | **Small Steps We Are Learning To...:**  Evaluate others work with support | | Use a variety of materials to sculpt.  Make a copy of a simple model as accurately as possible.  Safely use and explore a variety of materials, tools and techniques.  To Know;  That paper can change from 2D to 3D by folding, rolling and scrunching it.  That three-dimensional art is called sculpture.  That paper can be shaped by cutting and folding it. | Identify some techniques for using common art tools and materials. | |
| **Starter:**  Recap- primary/secondary colours/differences between 2d and 3d shapes. | | **Starter:**  can the children share any top tips for rolling paper successfully? | | **Starter:**  Recap – what we did last lesson- show and tell | | **Starter:** Share the samples of 3d drawings- prompt pupils to describe and make preferences- why? | | **Starter:**  Share the video- 3d drawings | | **Starter:**  Go to each sculpture and have a look. Place markers on each table to express preferences | |
| **Activity:**  Share the sculpture on the link: ['other' by Samantha Stephenson 2014](https://artsandculture.google.com/asset/other-samantha-stephenson/TQHfWuYI4c39rQ) and ask the children:  What can you see?  What could it be made of?  Where is it?  How is this artwork different to a painting or drawing? | | **Activity:**  Share the video tube towers.  The children then explore rolling paper tubes to make a sculpture.  **Consider:** The length of each tube. The colours they use and which colours will go next to each other. How they arrange the tubes on the base. How they will attach tubes to the flat base. **:** | | **Activity:**  Look at their structures and with support; How easy was it to…Starting to roll the paper. Keeping the roll tight enough. Gluing the tube closed. Making the tubes look different. Choosing how to arrange the tubes. Joining the tubes to the base.**:** | | **Activity:**  Ask the children to have a go at copying the paper shape on their table using a paper strip. They might have to fold, cut or roll the paper. They can then make a second, different paper shape using their own ideas  **:** | | **Activity:**  Pupils to watch the video for inspirations and then using different coloured strips of paper create their own 3d drawings**:** | | **Activity:**  Look at their peers’ structures and with support;  Evaluate –  What they like best?  What they like least?  How could their partner make it better?**:** | |
| **Plenary:**  Challenge the children to make their paper look like the sculpture on the screen. | | **Plenary:**  Share work with peers – show and tell | | **Plenary:**  What would they do next time? | | **Plenary:**  Identify if their work is same/different | | **Plenary:**  Show and tell- what they like best about their own work | | **Plenary:**  Display work at the gallery. | |
| **Key words/signs:**  Sculpture | | **Key words/signs:**  Sculpture | | **Key words/signs:**  Evaluate | | **Key words/signs:**  3D drawing | | **Key words/signs:**  3D Drawing | | **Key words/signs:**  Evaluate | |

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| **Class:** | | | **Pathway:** | | **Term:** | | | **Book:** | | | | |
| **HCS - Coping**  ***(1 lessons per week)*** | | | | | | | | | | | | |
| **Independence:**   * ***Emotional regulation and awareness*** | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | **Pupil Starting Points** | **Step 1** | | **Step 2** | | **Step 3** | **Step 4** | | **Step 5** | **Step 6** | **\*Termly End Points**  **↓** | **Next Steps / Extension** |
| **Starter** |  | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. | | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. | | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. | | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. | **Sensory Story:** pupils to sit around U table. Adult to deliver sensory story and allow pupils to explore each stimuli for 30 second max. Tas to assess pink and red pupil against individual engagement profiles during story. |  |  |
| **Plenary** |  | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. | | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. | | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. | | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. | **Shared Story:** Pupils to sit around the U table. Adult to red extract from HCS story and ask yellow and blue pupils BLQ2+3. TAs to assess answers against individual reading targets. |  |  |
|  |  | **Small Steps We Are Learning To...: I** can consistently tolerate playing/working with a favoured item alongside a trusted adult.  I can consistently look towards a person making a loud noise in a quiet low stimuli environment. | | **Small Steps We Are Learning To...:** I can begin to tolerate a trusted adult interacting with the same resource as me.  I can begin to look towards a person making a loud noise in my environment. | | **Small Steps We Are Learning To...:** I can tolerate a trusted adult interacting with the same resource as me.  I can consistently look towards a person making a loud noise in my environment. | **Small Steps We Are Learning To...:** I can begin to tolerate coactive involvement  With a trusted adult during an activity.  I can begin to look towards a person moving visual stimuli in front of me. | | **Small Steps We Are Learning To...:** I can tolerate coactive involvement  With a trusted adult during an activity.  I can consistently look towards a person moving visual stimuli. | **Small Steps We Are Learning To...: I** can tolerate coactive involvement  With a trusted adult during a range of different activities.  I can begin to lean forwards/reach out towards a person making auditory or visual stimuli. | **Tolerate coactive involvement with an activity.**  **Attend to another person.** | **Accept interaction with another person.** |
| **Activity:**  Shabang: Adult to support pupil throughout Shabang session 1:1 in a quiet, calm environment with no external auditory distractions. Adult to make loud body percussion and instrumental sounds, stopping and starting repeatedly, to encourage pupil to look towards sound direction. | | **Activity:**  Shabang: Adult to support pupil throughout Shabang session 1:1. Adult to make loud body percussion and instrumental sounds, stopping and starting repeatedly, to encourage pupil to look towards sound direction. | | **Activity:**  Shabang: Adult to support pupil throughout Shabang session 1:1. Adults to move around the environment and make loud body percussion and instrumental sounds to encourage pupil to look towards sounds from different directions. | **Activity:** Shabang: Adult to support pupil throughout Shabang session 1:1. Adult to move visual stimuli in clear line of sight to gain pupil attention. | | **Activity:**  Shabang: Adult to support pupil throughout Shabang session 1:1. Adult to move visual stimuli in clear line of sight to gain pupil attention then move away from direct line of sight to encourage pupil to move eye gaze and follow. | **Activity:** Carousel around different activities being led by different familiar adults.  Adult to model exploration then engage pupils in intensive interaction by mimicking and enhancing their action.  Activities: |
|  |  | **Small Steps We Are Learning To...:** I can tolerate coactive involvement in an activity with a familiar adult. | | **Small Steps We Are Learning To...:** I can begin to tolerate adult initiated/led interaction with a familiar adult, intermittently. | | **Small Steps We Are Learning To...:** I can confidently tolerate adult initiated/led interaction with a familiar adult, consistently. | **Small Steps We Are Learning To...:** I can begin to initiate interaction with familiar adults using my body (reach out, approach, eye contact). | | **Small Steps We Are Learning To...:** I can consistently initiate interaction with familiar adults using my body (reaching out, approach, eye contact). | **Small Steps We Are Learning To...:** I can begin to make requests for help/support from a familiar adult using my body (reaching out, approach, eye contact). | **Interact and make requests with gestures.**  **Accept interaction with another person.** | **Seek out adult for help and show awareness of others reactions and feelings.** |
| **Activity:** Shabang: Pupil to join in with small group Shabang session whilst supported 1:1 from a familiar adult. Adult to allow pupil to explore stimuli linked to each song independently and adult to explore alongside. | | **Activity:**  Shabang: Pupil to join in with small group Shabang session whilst supported 1:1 from a familiar adult. Adult to allow pupil to explore stimuli linked to each song independently and begin to move stimuli with pupils (HUH). | | **Activity:**  Shabang: Pupil to join in with small group Shabang session whilst supported 1:1 from a familiar adult. Adult to allow pupil to explore stimuli linked to each song independently and move each stimuli with pupils (HUH). | **Activity:**  Shabang: Pupil to join in with whole class Shabang session. Adult to introduce new stimuli and encourage pupil to lean forward to take it, adult to then encourage pupil to begin to move stimuli to music as modelled by adult. | | **Activity:**  Shabang: Pupil to join in with whole class Shabang session. Adult to place stimuli in outstretched arm and encourage pupil to take it, adult to then encourage pupil to move stimuli to music as modelled by adult. | **Activity:**  Shabang: Pupil to join in with whole class Shabang. Adult to model how to move stimuli to each song and encourage pupil to copy. Adult to show pupil ‘help’ symbol during more complex songs and encourage pupil to use to ask or help with action. |
|  |  | **Small Steps We Are Learning To...:** I can make requests for help, using my body or symbols, from a familiar adult. | | **Small Steps We Are Learning To...:** I can begin to show awareness for others and their feelings, such as turning to them and watching when they are upset. | | **Small Steps We Are Learning To...:** I can consistently show awareness for others and their feelings, such as turning to them and watching when they are upset. | **Small Steps We Are Learning To...:** I can begin to describe what someone else (highly emotive character) is feeling, with adult support. | | **Small Steps We Are Learning To...:** I can begin to describe what I or someone else is feeling, with adult support. | **Small Steps We Are Learning To...:** I can consistently describe what I or someone else is feeling, with adult support. | **Seek out adult for help and show awareness of others reactions and feelings.**  **Initiate interaction with others.** | **Ask for help and show care and concern for others** |
| **Activity:**  Babysitting: Adult to model dressing baby and changing nappy. Ask pupil to help dress their baby and model using help symbol. | | **Activity:**  Babysitting: During baby role play adult to make very animated crying and cooing noises to represent baby. Adult to model feeding the baby, and rocking to make the baby happy. Encourage the pupil to copy action to help baby when sad. | | **Activity:**  Babysitting: During babysitting role play adult to model using sound button to make happy and sad baby sounds. When sad noise sounds adult to model caring action to help make baby happy. Adult to use non-directive speech to emphasis happy and sad emotion names. | **Activity:**  Emotion Jars: Look at different images for sad and happy. Group with adult support and use to decorate emotion jars from the colour monster story.  Adult to model making happy and sad face in mirror and encourage pupil to copy. Begin to use communication board to describe how a character is feeling. | | **Activity:**  Emotion Jars: Look at different images for angry and calm. Group with adult support and use to decorate emotion jars from the colour monster story.  Adult to model making happy and sad face in mirror and encourage pupil to copy.  Begin to use communication board to describe how I am feeling. | **Activity:**  Emotion Jars: Look at different images for love and scared. Group with adult support and use to decorate emotion jars from the colour monster story.  Adult to model making happy and sad face in mirror and encourage pupil to copy.  Use communication board to describe how I am feeling. |
|  |  | **Small Steps We Are Learning To...:** I can recognise and name different feelings I / others may have. | | **Small Steps We Are Learning To...:** I can begin to ask for help with my feelings. | | **Small Steps We Are Learning To...:** I can name people in my immediate environment who are there to help and support me. | **Small Steps We Are Learning To...:** I can find things around me to help me with my feelings. I can begin to use these for by myself. | | **Small Steps We Are Learning To...:** I can describe the emotions of others and suggest what may make them happier. | **Small Steps We Are Learning To...:** I can begin to show care and concern towards others in everyday situations. | **Ask for help and show care and concern for others**  **Know who can support them** |  |
| **Activity:**  Babysitting: Look at different photos of babies displaying different emotions. Ask pupil to name emotions and use communication board to suggest activity that will help become or stay happy. | | **Activity:**  Babysitting: Adult to model asking for help for the baby when it is feeling sad/angry, emphasis asking for help. Whilst helping baby to become calm/happy discuss who pupil can ask for help when they need it. | | **Activity:**  Babysitting: Make a help/safe circle for the baby to describe who has been helping it when it is sad/angry. Use this as a prompt to create pupil’s own help/safe circle, create a circle diagram with photos and names in of people who can help. | **Activity:**  Emotion Jars: Look at different images for sad and happy. Group images with verbal prompts and use to decorate emotion jars from the colour monster story.  Adult discuss with pupil their emotion and what makes them happy and sad. Look for happy objects around the classroom together. | | **Activity:**  Emotion Jars: Look at different images for angry and calm. Group with verbal prompt and use to decorate emotion jars from the colour monster story.  Adult to discuss with pupil how the angry colour monster could be made happy/calm. | **Activity:**  Emotion Jars: Look at different images for love and scared. Group with verbal prompts and use to decorate emotion jars from the colour monster story.  Look at all different emotions the colour monster feels and how to help him when he is feeling sad/angry /scared. |
|  | |  | |  |  | |  |  |
| **Class:** | | | **Pathway:** | | **Term:** | | | **Book:** | | | | |
| **My World – Feeling Good**  ***(1 lessons per week)*** | | | | | | | | | | | | |
| **Independence:**   * ***Communication*** * ***Healthy lifestyle*** | | | | | | | | | | | | |
| **Colour Provision Bands ↓** | **Pupil Starting Points** | **Step 1** | | **Step 2** | | **Step 3** | **Step 4** | | **Step 5** | **Step 6** | **\*Termly End Points**  **↓** | **Next Steps / Extension** |
| **Starter** |  | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). | | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). | | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). | | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). | **Teeth cleaning**  Watch ‘blippi teeth’ video and pupils to practise making brushing motions over laminated teeth (with marks drawn on them). |  |  |
| **Plenary** |  | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). | | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). | | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). | | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). | **Hand massage**  Look at key cleaning skills from lessons.  Give each pupil a small piece of moisturiser and encourage them to rub into full hand (to work on muscle memory needed for hand washing). |  |  |
| **ECP** |  | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. | | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. | | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. | | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. | **Hair brushing:** use a selection of wigs, combs and brushes, allow pupils to practise how to brush hair. Offer pupils a head massage to desenitise their head then brush their hair if they will allow. Offer my turn, your turn with brush to build hair brushing skills.  **Nail care:** offer pupils foot spas or water play (with warm water and bubbles). Once nails have softened adults to work 1:1 wit pupil to cut nails. Allow pupils to explore nail clippers safely to reduce any anxiety. |  |  |
|  |  | **Personal Hygiene Routine**  **Small Steps We Are Learning To...:** Allow adult to move tooth brush across lips and submerge hands in water. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to move tooth brush across lips and submerge hands in water. Begin to signal when I want an adult to stop using gesture or face expression. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to move tooth brush across teeth on the front of mouth and allow adults to wash hands.  Signal when I want an adult to stop using gesture or face expression. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to move tooth brush across teeth on the front of mouth and allow adults to wash hands.  Consistently signal when I want an adult to stop using gesture or face expression. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to move tooth brush across teeth on the side of mouth and allow adults to wash and dry hands.  Consistently signal when I want an adult to stop but begin to tolerate self-care activity restarting after pause. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to move tooth brush across teeth on the side of mouth and allow adults to wash and dry hands.  Consistently signal when I want an adult to stop but tolerate self-care activity restarting after pause. | **Make my feelings and basic needs known using my face, voice or body.** | **Tolerate and take part in hygiene routines with support** |
| **Activity:**  Brush teeth (move brush across lips) in toilet on a 1:1 for 1 minute.  Work with adult in sink area and allow adult to submerge hands in warm water to wash, tolerate water being poured and moved around hands. | | **Activity:**  Brush teeth (move brush across lips) in toilet on a 1:1 for 1 minute.  Work with adult in sink area and submerge hands in warm water to wash, tolerate water being poured and moved around hands.  Adult to emphasis word ‘stop’ when pupil is signally they would like activity to pause. | | **Activity:**  Brush teeth (move brush across front teeth) in toilet on a 1:1 for 1 minute.  Work with adult in sink area, submerge hands in warm water and allow adult to rub soap into hands to wash, tolerate water being poured and moved around hands.  Adult to emphasis word ‘stop’ when pupil is signally they would like activity to pause. | **Activity:**  Brush teeth (move brush across front teeth) in toilet on a 1:1 for 1 minute.  Work with adult in sink area, submerge hands in warm water and look towards adult as they rub soap into hands to wash, tolerate water being poured and moved around hands.  Adult to emphasis word ‘stop’ when pupil is signally they would like activity to pause. | | **Activity:**  Brush teeth (move brush across side teeth) in toilet on a 1:1 for 1 minute.  Work with adult in sink area and allow adult to rub soap into water, rinse then dry.  Adult to emphasis word ‘stop’ when pupil is signally they would like activity to pause and ‘go’ when restarting. | **Activity:**  Brush teeth (move brush across side teeth) in toilet on a 1:1 for 1 minute.  Work with adult in sink area and allow adult to rub soap into water, rinse then dry.  Adult to emphasis word ‘stop’ when pupil is signally they would like activity to pause and ‘go’ when restarting. |
|  |  | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Allow adult to aid in handwashing tolerating having soap on hands, allow adult to put plain toothbrush into mouth and make brushing motions. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow modelled example to wet hands under tap with additional support for rubbing soap across full hand & rinsing and follow modelled example to wet tooth brush and bring to mouth, adult to make brush motions. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts with adult support to wash hands with additional help to ensure soap is rubbed over full hand and follow modelled example to wet brush and HUH move forwards and backwards on front teeth. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts with adult support to wash hands and verbal prompts to rub soap over full hands and with HUH support move brush forward and backwards over the front of all teeth. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts to wash hands with adult support and HUH brush on top/bottom of teeth. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts to wash hands and follow HUH to brush on top/bottom of teeth to begin and continue with verbal prompts only. | **Tolerate and take part in hygiene routines with support.**  Eat a range of different familiar foods. | **Wash my hands and face with adult support.** |
| **Activity:**  Brush teeth in sink by allowing adult action to move plain tooth brush around mouth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*    Allow adult to thoroughly wash hands, adult to show pupil pictorial prompt cards at each stage of handwashing and emphasis key words. | | **Activity:**  Brush teeth in sink by following prompts to wet toothbrush and allow adult to make brushing motions.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  Copy adult actions to wet hands, adult to give HUH support to rub soap over full hand and ensure they are fully rinsed. Adult to show pupil pictorial prompt cards at each stage of handwashing and emphasis key words. | | **Activity:**  Brush teeth in sink by following prompts to wet toothbrush and with HUH support hold tooth brush in palmar grasp and make forward and backward motions over front teeth. Begin to taste toothpaste.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  Follow pictorial prompts to wet hands, adult to give HUH support to rub soap over full hand and pictorial prompts to ensure they are fully rinsed. | **Activity:**  Brush teeth in sink by grasping brush in palmar grasp with HUH support make forward and backward motions over the front of all teeth. Begin to taste toothpaste.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  Follow pictorial prompts to wet hands, adult to give additional verbal prompts support to rub soap over full hand and ensure they are fully rinsed. | | **Activity:**  Brush teeth in sink by with HUH support make forward and backward motions over all teeth. Tolerate some toothpaste brush.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  Follow pictorial prompts to wash hands with minimal verbal prompts. | **Activity:**  Brush teeth in sink by with HUH support to begin only make forward and backward motions over all teeth. Tolerate some toothpaste brush. Allow pupil to continue brush own teeth for short time (use visual timer if needed).  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  Follow pictorial prompts to wash hands. |
|  |  | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Begin to put toothbrush into mouth and make brushing motions.  Follow pictorial prompts shown by adult with adult support to wash hands and verbal prompts to rub soap over full hands. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow modelled example to brush front teeth.  Follow pictorial prompts pointed to by adult to wash hands with adult support. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow modelled example to brush front of all teeth in mouth.  Follow pictorial prompts on wall to wash hands and begin to use prompt to correctly select next action with verbal prompt. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow verbal prompts to brush front of all teeth.  Follow pictorial prompts on wall to wash hands and begin to use prompt to correctly select next action with no verbal prompt. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow modelled example to brush on top/bottom of teeth.  Follow pictorial prompts on wall to wash hands in correct order most of the time. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow verbal prompts to brush on top/bottom of teeth.  Follow pictorial prompts on wall to wash hands in correct order most of the time. | **Indicate yes/no to requests to carry out care routines (e.g. personal care.)**  **Wash my hands and face with adult support.**  Show that I am willing to try new foods.  Attempt to brush my own hair and teeth. | **Independently wash my own hands and face.** |
| **Activity:**  Brush teeth in sink by copying adult action to move tooth brush around mouth without accuracy.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to point to pictorial prompts on wall to wet hands, adult to give additional verbal prompts support to rub soap over full hand and ensure they are fully rinsed. | | **Activity:**  Brush teeth in sink by copying adult action to move tooth brush backwards and forwards across front teeth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to point to pictorial prompts on wall to wash hands with minimal verbal prompts. | | **Activity:**  Brush teeth in sink by copying adult actions to move tooth brush backwards and forwards across the front of all teeth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to point to pictorial prompts on wall to wash hands, pupil to point to what comes next and begin to choose correct action when prompted by adult. | **Activity:**  Brush teeth in sink by following verbal prompts to move tooth brush backwards and forwards across the front of all teeth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to point to pictorial prompts on wall to wash hands, pupil to point to what comes next and begin to choose correct action. | | **Activity:**  Brush teeth in sink by copying adult actions to move tooth brush backwards and forwards across the front, top and bottom of all teeth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to pupil line of sight to hand wash sequencing photos and allow pupil to wash hands. Adult to correct any mistakes by drawing pupil’s attention back to poster. | **Activity:**  Brush teeth in sink by following verbal prompts to move tooth brush backwards and forwards across the front, top and bottom of all teeth.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to pupil line of sight to hand wash sequencing photos and allow pupil to wash hands. |
|  |  | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts and verbal prompts to wash hand in correct order some times.  Follow modelled action to wet cloth and wipe across face. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts and verbal prompts to wash hand in correct order most of the time.  Follow verbal prompts to wet cloth and wipe across face. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts and verbal prompts to wash hand in correct order.  Follow verbal prompts to wet cloth, wipe across face and modelled actions to apply pressure when needed. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Follow pictorial prompts to wash hand in correct order.  Follow verbal prompts to wet cloth, wipe across face and apply pressure when needed. | | **Personal Hygiene Routine Small Steps We Are Learning To...:**  With support remember to wash hands at set times with verbal prompts e.g. before snack/dinner, after toilet.  Wash face with wet cloth and check for any marks using a mirror with adult support. | **Personal Hygiene Routine Small Steps We Are Learning To...:**  Remember to wash hands at set times with verbal prompts e.g. before snack/dinner, after toilet.  Wash face with wet cloth and check for any marks using a mirror. | **Independently wash my own hands and face.**  Show some understanding that good exercise, sleeping and hygiene contribute to good health.  Independently brush my own hair and teeth |  |
| **Activity:**  Work 1:1 in bathroom, adult to guide pupil step by step to turn on tap, wet cloth, lean over sink, wipe face, rinse cloth. Adult to model action on themselves or doll and help pupils HUH if needed.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to direct pupil’s attention to hand wash sequencing photos and allow pupil to wash hands. Redirect attention back to sequencing photos if needed, adult to ask ‘what next?’ and encourage pupil to answer using key word or pointing toward next image. | | **Activity:**  Work 1:1 in bathroom, adult to guide pupil step by step to turn on tap, wet cloth, lean over sink, wipe face, rinse cloth. Adult to verbally prompt pupils at each stage and show modelled actions on doll if needed.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to direct pupil’s attention to hand wash sequencing photos and allow pupil to wash hands. Redirect attention back to sequencing photos if needed adult to ask ‘what next?’ and encourage pupil to answer using key word or pointing toward next image. | | **Activity:**  Work 1:1 in bathroom, adult to guide pupil step by step to turn on tap, wet cloth, lean over sink, wipe face, rinse cloth.  Adult to add small mark (paint, food) to dolls face (or pupil’s if they will tolerate/have no allergies) and show pupils how to apply pressure to get mark off using prompt ‘press hard’.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to direct pupil’s attention to hand wash sequencing photos and allow pupil to wash hands. Redirect attention back to sequencing photos if needed adult to ask ‘what next?’ and encourage pupil to answer using key word or pointing toward next image. | **Activity:**  Work 1:1 in bathroom, adult to guide pupil step by step to turn on tap, wet cloth, lean over sink, wipe face, rinse cloth.  Adult to add small mark (paint, food) to dolls face (or pupil’s if they will tolerate/have no allergies) and prompt pupils to apply pressure to get mark off using prompt ‘press hard’.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity in bathroom sink adult to direct pupil’s attention to hand wash sequencing photos and allow pupil to wash hands. | | **Activity:**  Work 1:1 in bathroom sink. Pupil’s to go through each step to wash face, adult to model how to use mirror to check if their face is clean. Ask pupils if their face is clean. Add in safe sabotage by adding mark (to pupil’s or doll’s face) and ask pupils to recheck and wash face.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity adult to look at messy hands and ask pupil what do I need to do? Adult to give choices using choose board or verbal choices that include ‘wash hands’.  Work 2:1 with adult. Pupil to look at images of activities (one at a time) and add in hand wash symbol before or after activity for when hand washing needs to happen. Adult to model adding in hand wash symbol. | **Activity:**  Work 1:1 in bathroom sink. Pupil’s to go through each step to wash face, and check if their face is fully clean using a mirror.  Use communication book to choose a messy activity in an area of classroom/school of pupil’s choosing, (working on individual communication targets).  *Slime, finger painting, dough disco, mud pie making, volcano experiment, cloud dough making.*  After activity adult to look at messy hands and ask pupil what do I need to do? Adult to give choices using choose board or verbal choices that include ‘wash hands’.  Work 2:1 with adult. Pupil to find images of activities in shared area and take it turns to say whether they need to wash hands before or after the activity. Adult to correct any misconception immediately. |