

Year 1		Autumn 1 Theme My school	Autumn 2 Theme Myself	Spring 1 Theme Clothes	Spring 2 Theme Animals	Summer 1 Theme Food and drink	Summer 2 Theme Transport
Preparing for Adulthood thematic overview		Relationships and People	Relationships and People	Understanding the world for independent living	Recognising and caring for living things	Being Healthy	Getting out and about in the community
Communication, Language and Literacy Speaking and Listening		Receptive – Listening Routine language Following instructions (key words) Vocabulary and concepts Blank's Levels of Questioning (verbal reasoning skills)			Expressive – Speaking Functions: requesting, commenting, narrative Alternative and Augmentative Communication (Makaton signing, Picture Exchange Communication System, communication boards/books, Voice Output Communication Aids)		
Early Reading & Phonics		Little Wandle Letters and Sounds systematic synthetic phonics at appropriate phase(s) Collins Big Cat phonic readers at appropriate levels (Home-School reading) Reading Eggs online reading program (<i>Home-school learning</i>) <i>Working on PIP targets</i>					
Reading for enjoyment		Bag Books and other high quality texts (fiction, non-fiction, poetry - KS1 book list) Multi-sensory books Symbol books created using Communicate: In Print program Photo Books Creative teaching approaches including games Weekly school library sessions (<i>Home-school reading</i>)					
Writing		Varied opportunities for pupils to write throughout the day Close links between reading and writing Writing about personal experiences and events Writing for different purposes <i>Working on PIP targets</i>					
Handwriting		Multi-sensory handwriting programme ABC Boom! at appropriate stage(s) Agreed letter/number formation					
Maths	Number	Number and counting	Number and Counting	Number and Counting	Number and Quantity	Number and Quantity	Early data handling
	G+M	Visual Perception	Visual Perception	Shape	Shape	Money	Measure
Financial Education		<i>How to manage money – know the value of coins/ notes put in order of value/ Keeping track of my money. What did I spend/buy? Becoming a critical consumer- Making choices about saving/ spending/ know that other peoples wants may be different</i>					
PSHE		Sharing	Knowing Myself	Ourselves	Caring for living things	Making Personal Choices	Making Personal Choices
RSE		Caring friendships	Families and people who care for me	Being safe	Physical health and fitness	Healthy eating	Being safe
Physical Development	PE	<i>Gymnastics</i> Using equipment safely	<i>Dance</i> Responding to music	<i>Games</i> Ball skills	<i>Gymnastics</i> Using equipment safely	<i>Dance</i> Moving in different ways	<i>Games</i> Early races and competitions
	Swimming	Swimming					
Computing <i>Computer Science</i> <i>Digital Literacy</i> <i>Information Technology</i>		<i>Digital Literacy: Switching on Devices</i> <i>Computer Science: Explore touch screen devices/ choose the desired app</i> <i>Computer Science: Explore Switches</i> <i>Information Technology: Explore mark making on a touch screen device</i> <i>Digital Literacy: Reaching for the preferred device</i> <i>Computer science: Operating a preferred device e.g. bubble machine</i>					
Knowledge and Understanding of the World (Working towards Science)		Scientific Enquiry –exploratory play	Life Processes and Living Things	Materials and Their Properties	Life Processes and Living Things	Materials Their properties	Physical Processes
Knowledge and Understanding of the World (Working towards History Geography and RE)		<i>My history</i>	<i>My history</i>	<i>My history</i>	<i>Changes over time</i>	<i>My history –</i>	<i>Thinking about the past- looking at old photographs</i>
		My day and routines	My day and routines	My day and routines	(growing)	Yesterday/ the past	
		Geographical skills and getting around (within school)	Geographical skills and getting around	Physical geography and weather	Where? Do you come from (animals)	Human Geography and people	Where? Local Area
		Daily Reflection Time Shared Assemblies Celebrations and Festivals throughout the year. Discrete theme links to special clothing (Spring 1) and special foods (Summer 2) for celebrations.					
Expressive Art and Design		Painting	Painting	Drawing	Drawing	Painting	Printing
		Tactile exploration- textures	Colour Mixing – various mediums	Focus on an Artist	Chalk & Pastels – rubbings	Spray painting	Tie dye/ printing/ batik
		Singing	Singing	Beat and Rhythm	Beat and Rhythm	Instruments	Instruments
		Experiencing, listening to and joining in with songs.	Experiencing, listening to and joining in with songs.	Imitating actions with my body and objects.	Imitating actions with my body and objects.	Experiencing, listening to and experimenting with instruments	Experiencing, listening to and experimenting with instruments
		Playgrounds – forces- making thinks swing/ slide.	Homes – using different materials to design and make houses.	Designing and making a scarf	Design and make a mask	Exploring packaging – picnics. Design and lunch bag	Construction moving vehicles

**SMSC
Cultural Capital
and Diversity**

Spiritual: Celebrate special events that reflect the diverse faith backgrounds of our pupils, families and staff.
Moral: Participate in a caring and fair environment.
Social: Use a range of social skills; participate in the local community and experience diverse viewpoints.
Cultural: Appreciate cultural influences and celebrate diversity.