Claystone School Long Term Learning Cycle C

Sapling - Early learners
Our Saplings learners at Claystone School access their learning through the 'Exposure' approach. Participation in a variety of highly motivating activities fosters the development of meaningful relationships with others. These activities encompass making choices, intentional communication, and accepting support. Through 'Exposure', Saplings learners are offered rich experiences that prioritise building trusting relationships and shared moments. These experiences include: • Developing and maintaining joint attention – creating opportunities for shared focus and mutual interest. • Turn-taking activities – fostering reciprocity and understanding in interactions. • Engaging with stories and shared narratives – using storytelling to connect and communicate meaning. • Using keywords and objects of reference – supporting communication and shared understanding. • Developing non-verbal communication skills – encouraging gestures, facial expressions, and other relational cues. The emphasis is on creating a safe, responsive environment where learners feel valued and understood, enabling relationships to flourish as the foundation for all learning.

	Autumn	Spring	Summer
Theme	**Me and My Community** Who is in my immediate community (family, school, friends) Community helpers (emergency services, doctors, nurses, shop workers	**Let's Explore** Exploring environments: space, underwater, beach, forest Machines used for exploration Materials and their purpose	**Ready, Steady, Grow** Growing and healthy living Life cycles Field to plate
Literacy books used	**Fiction** *Peppa Pig: Nurse / Dentist* *Spot at Home* — Eric Hill *You Can't Call an Elephant in an Emergency* — Patricia Cleveland-Peck **Non-fiction** *People Who Help Us* (Baby/Board Book versions – DK, Ladybird) *My First Book of Homes* — DK *Where Do People Live?* — Katie Daynes	**Fiction** *A House for Hermit Crab* — Eric Carle *Peace at Last* — Jill Murphy *A Squash and a Squeeze* — Julia Donaldson **Non-fiction** *Homes Around the World* — DK *People Who Help Us* (KS1 versions – firefighters, doctors etc.) *Building a House* — Byron Barton	**Fiction** *The Three Little Pigs* (various retellings) *If I Built a House* — Chris Van Dusen **Non-fiction** *How a House Is Built* — Gail Gibbons *Inside Homes* — Katie Woolley *Homes Around the World* — DK
Literacy	**Sensory Stories**: Explore stories through textures, lights, sound effects, and movement **Comprehension:** Respond to changes in sensory cues such as a sound, movement, or light **Sentence Building:** Imitate adult modelled single words or simple phrases. **Pre-Reading**: Engage with rhymes and songs, **Pre-Writing**: Make marks in materials **Movement & Music**: Copy movements linked to story characters or actions **Sensory Rhyme:** Explore rhymes using props	**Sensory Stories**: Participate in sensory storytelling by touching, pressing, or shaking objects when cued **Comprehension**: Look towards or reach for a key object when it appears in a story **Sentence Building:** Use objects of reference to "comment" on actions **Pre-Reading:** Explore books physically **Pre-Writing**: Use whole hand- tools **Movement & Music:** Move fast/slow or big/small in response to story rhythm or music cues **Sensory Rhyme Time:** Join in by adding a sound	**Sensory Stories**: Anticipate familiar sensory moments (e.g., a light turning on, a drum sound) **Comprehension:** Indicate recognition when a repeated element occurs. **Sentence Building**: Make a choice between two symbols/objects **Pre-Reading**: Track movement in stories (**Pre-Writing:** Imitate up/down, mark-making **Movement & Music:** Participate in freeze/go games **Sensory Rhyme Time:** Anticipate rhyme actions by showing readiness
My Thinking: Numeracy	**Number Comparison & Place Value:** Explore big and small objects; matching objects/items **Patterns:** Copy simple patterns using community items (blocks, colours, toys). **Money:** Explore coins through posting and sorting games. **Shape & Space: Handle** simple shapes through building houses and exploring signs.	**Number & Arithmetic – Place Value:** Count steps, objects; notice numbers in the environment. **Position & Direction:** Explore *in, out, under, over, behind* through movement play. **Data:** Sort natural objects (stones, leaves, shells) into simple groups. **Pattern:** Create simple patterns using seeds or leaves.	**Number & Arithmetic – Fractions:** Explore whole and half using objects and food. **Shapes:** Find and name shapes in nature (round stones, long leaves). **Measurement:** Compare heights of plants and sizes of natural objects. **Time: Experience** simple routines like *now we plant*, *next we water*.
My Thinking: Science	**Me and My Community (Materials & My Body)** Explore materials used in the community My Body – body parts, names and jobs	**Let's Explore (Environments & Materials)** Exploring different environments Simple materials exploration	**Ready, Steady, Grow (Plants, Food & Life Cycles)** Plants & Growth Food & Life Cycles
My World and 'Me'	Explore familiar objects from home Match pictures of different homes Listen to sensory stories about daily routines	Sensory exploration of natural environments Match minibeast pictures to objects or models Explore environments through movement	Explore toy vehicles through sensory play Sort vehicles by type Explore where food comes from
PHRSE	Recognising familiar people and trusted adults Developing awareness of family, friends and belonging Making choices and communicating preferences Exploring feelings through sensory experiences	Exploring new environments safely Developing confidence to try new experiences Beginning to understand safe technology use Recognising when to seek support	Developing healthy routines Exploring hygiene and self-care Understanding growth and change through life cycles Making healthy choices
My Creativity	**Community role-play collage** Create pictures of community settings using fabrics, photos and textures. **Explore textures linked to community jobs** Handle items like sponges (cleaner), bandages (nurse), brushes (builder), and fabric swatches (uniforms). **Music: Community sound exploration** Shake, tap or rub objects that make everyday sounds **Dance: "People who help us" movements** Copy simple movements inspired by jobs **Seasonal: Create community celebration decorations** Use lights, ribbons and photos to decorate a "community celebration" area. Christmas corner	**Environment-themed sensory art** Use sand, leaves, stones and water to print, stamp or make marks reflecting forests, beaches etc. **Create simple "explorer tools"** Decorate cardboard binoculars, rockets or "maps" using stickers and textures. **Music: Sounds of different environments** Explore fast/slow, loud/quiet using rainmakers, rustling leaves, "wind" scarves or tapping stones. **Dance: Move like explorers in different spaces** Crawl like animals in the forest, waddle like penguins, float like astronauts. **Seasonal: Create Spring landscapes** Using recycled materials to create scenes linked to new life	**Nature collage** Create pictures using seeds, petals, leaves and natural materials collected outdoors. **Simple modelling linked to food and growth** Roll or press playdough or clay to make fruit shapes, vegetables, or simple garden tools. **Music: Growing sounds** Use instruments or body percussion to copy "growing patterns" — slow to fast, quiet to loud. **Dance: Move through the growth cycle** Act out movements like seed → sprout → tall plant → blowing in the wind. **Summer: Water, plants and outdoor creativity** Explore floating flowers, coloured water play, or painting with water outdoors.
Physical Wellbeing	**Autumn 1: Fundamental Movement:** Developing body awareness, balance and movement exploration. **Autumn 2: Dance:** Responding to music, rhythm and movement through sensory experiences.	**Spring 1: Tracking and Sending:** Developing visual tracking, object control and early sending skills. **Spring 2: Invasion Games:** Exploring space, turn-taking and cooperative play.	**Summer1: Athletics:** Developing running, jumping and coordination through movement challenges. **Summer 2: Independence, Choice Making and Leadership:** Building participation, confidence and choice making through physical activity.
SMSC	**Key Dates:** Diwali – 8th Nov , Halloween, Remembrance Day, Christmas Black History month Anti Bullying Week Bonfire Night	**Key Dates:** Chinese New year, Holi Festival, Ramadan ,Eid al-Fitr, Easter Safer Internet Day Children's Mental Health week World Book Day Neurodiversity Week	**Key Dates:** Sports Day (June/July), Summer Celebration (July) Eid Pride Autism Awareness Week World Ocean and Environmental days

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My Jobs	**September – Shop Assistant** **October – Postal Worker** **November – Lollipop Person** **December – Baker**	**January – Geographer** **February – Astronaut** **March – Forest Ranger**	**May – Fruit Picker.** **June – Lifeguard** **July – Farmer**

Claystone School Long Term Learning Cycle C

Tree - Exploratory learners			
Our Tree learners at Claystone School access their learning through the 'Exploration' approach, which is designed to develop curiosity, understanding, discovery and communication. This approach supports learners in building key skills such as attention and listening, play with adults and peers, understanding of key concepts, and developing their own use of language. Through 'Exploration', Tree learners engage in experiences that help them comprehend and retain what they have learned, while using communication to share ideas and build connections. Through the year we progress from building foundations, developing understanding and to applying skills. These experiences include: Developing attention and listening skills – supporting focus and engagement in shared activities. • Play with adults and peers – encouraging social interaction and cooperative learning. • Understanding key concepts – building foundational knowledge through practical and meaningful experiences. • Using communication to comment and describe – developing expressive language and confidence in sharing ideas. • Sequencing events and ideas – supporting logical thinking and understanding of order. • Expanding vocabulary and language use – enabling learners to communicate more effectively and with greater detail. The emphasis is on creating a supportive, interactive environment where learners can explore, connect, and grow in confidence, laying strong foundations for future learning.			
	Autumn	**Spring**	**Summer**
Theme	**Me and my community** Where I live – my house, who lives with me Types of places in my community People who help us Daily routines and journeys Staying safe in my community	**Let's Explore** Different environments Animals and living things in different environments How environments are different Tools and transport for exploring Materials and their uses in different environments	**Ready Steady Grow** Growing and change Life cycles Healthy living Where food comes from Caring for the environment
Literacy books used	**Fiction** • *People Who Help Us* — Campbell Books • *Maisy Goes to the Hospital* — Lucy Cousins • *Emergency!* — Margaret Mayo • *The Jolly Postman* — Janet & Allan Ahlberg **Non-Fiction** • *People Who Help Us* — DK • *My First Book of the Body* — DK • *All About Me* — Usborne • *A Day in the Life of a Doctor / Firefighter*	**Fiction** • *The Way Back Home* — Oliver Jeffers • *The Snail and the Whale* — Julia Donaldson • *Rumble in the Jungle* — Giles Andreae • *Whatever Next!* — Jill Murphy **Non-Fiction** • *Look Inside Space* — Usborne • *Under the Sea* — DK • *Animals in the Jungle / Ocean* — DK • *What's It Like?* (Usborne)	**Fiction** • *Jasper's Beanstalk* — Nick Butterworth • *The Very Hungry Caterpillar* — Eric Carle • *Oliver's Vegetables* — Vivian French • *The Tiny Seed* — Eric Carle **Non-Fiction** • *How Do Plants Grow?* — Usborne • *From Farm to Table* — DK • *First Book of Food* — DK • *Growing Plants* — Oxford Reading Tree
Literacy	**Sensory Stories:** Listen to short stories with props and begin to anticipate **Comprehension:** Match pictures to key story events and answer simple "what" questions **Sentence Building**: Use single words or short phrases to label characters, objects, or actions **Reading**: Explore books independently; recognise own name and some familiar words or symbols **Writing**: Free mark-making with increasing control; begin to copy letters or initial sounds **Story Exploration:** Act out parts of a story with adult support using props and simple role-play	**Sensory Stories:** Recall key parts of a story and show growing familiarity with characters and events **Comprehension:** Sequence two events and answer "what" and "where" questions with increasing independence **Sentence Building:** Combine 2–3 keywords (verb + noun / adjective + noun) using speech, symbols, or visuals **Reading:** Recognise familiar words and some high-frequency words; begin to join in with repeated phrases **Writing:** Trace letters and write simple words (e.g. name, key vocabulary) with support **Story Exploration:** Retell parts of a story using props, pictures, or simple sequencing	**Sensory Stories:** Retell a familiar story in simple sequence, using words, visuals, or actions **Comprehension:** Sequence three or more events and identify characters and settings **Sentence Building:** Use short sentences verbally (or through symbols), beginning to add simple describing words **Reading:** Recognise letters and sounds, and begin to read simple words or captions **Writing:** Form letters independently; write own name and simple words or captions **Story Exploration:** Act out stories with peers and begin to adapt stories or add own ideas during play
My Thinking: Numeracy	**Number & Place Value:** Recognise and match numbers to 10; count objects in real-life contexts (e.g. people, items in a shop, classroom objects) **Patterns:** Identify and create patterns using everyday objects (uniforms, signs, routines, daily timetable patterns) **Measurement:** Compare and order objects by size, length, or weight using real-world items (bags, shoes, classroom equipment) **Shape & Space:** Recognise 2D shapes in the environment and describe where they are using positional language (e.g. sign above door, square window)	**Number & Calculation:** Count, compare and begin to combine groups (simple addition/subtraction) using practical exploration contexts (e.g. animals, objects found in environments) **Patterns:** Explore patterns in nature and environments (e.g. animal markings, shells, leaves) and begin to recreate them **Position & Direction:** Use positional and directional language (forwards, backwards, around, next to) during movement and exploration activities **Data Handling:** Sort and classify objects (e.g. animals, materials, environments) and present findings using simple charts, pictures or groupings	**Number & Fractions:** Explore sharing and grouping using real-life contexts (e.g. food, planting), developing understanding of equal groups and simple fractions (half/quarter) **Shape:** Explore 2D and 3D shapes through building, modelling and nature, identifying shapes in real-life contexts **Money:** Use money in meaningful contexts (e.g. buying food, role-play shops), beginning to select appropriate coins for simple exchanges **Time:** Understand sequences linked to growth and routines (e.g. planting → growing → harvesting), and use language such as first, next, then, later
My Thinking: Science	**Materials in everyday life:** Explore and identify materials used in familiar objects (e.g. clothes, buildings, tools) and talk about their purpose **Properties of materials:** Sort and compare materials by properties (e.g. hard/soft, rough/smooth, waterproof/not waterproof) in real-life contexts **Testing materials:** Investigate which materials are best suited for a purpose (e.g. keeping dry, carrying items) through simple testing **The human body:** Name basic body parts and explore their functions (e.g. hands for holding, legs for moving) **Health and self-care:** Understand simple ways to keep the body healthy (e.g. hygiene, food, exercise).	**Habitats and environments:** Explore different environments (e.g. ocean, woodland) and identify what lives there **Living vs non-living:** Sort and group items as living or non-living within different environments **Animals and adaptation:** Identify simple features of animals and how they help them live in their environment **Exploration and materials:** Investigate materials used for different environments (e.g. waterproof for water, strong for building shelters) **Simple fieldwork and observation:** Observe and record what is found in the school environment (e.g. plants, insects, natural materials)	**Plants and growth:** Identify parts of a plant and observe how plants grow and change over time **Life cycles:** Explore life cycles of plants and animals, including sequencing stages (e.g. seed → plant, egg → animal) **Growing and food:** Investigate where food comes from and how it is grown (e.g. fruit, vegetables, farm produce) **Conditions for growth**: Explore what living things need to grow (e.g. water, light, warmth) through simple investigation **Change over time:** Observe and talk about changes (e.g. growing, seasons, food preparation)
My World and 'Me'	**Understanding my community:** Talk about familiar people in my life (family, school staff, community members) and describe their roles using simple language **Places in my community:** Identify and describe different places (e.g. school, shops, parks, health centres) and their purpose **Daily life and routines:** Explain simple daily routines (e.g. morning, school, home) and begin to sequence events **Belonging and relationships:** Recognise familiar people and describe how we interact with others (e.g. sharing, helping, taking turns)	**Exploring environments:** Describe different environments (e.g. forest, beach, space) and what might be found there **Comparing environments:** Identify similarities and differences between environments (e.g. hot/cold, dry/wet, natural/man-made) **Living in different places:** Talk about animals and people living in different environments and how they live **Experiences beyond the familiar:** Explore new places through stories, images, and role play, developing curiosity about the wider world	**Growth and change:** Talk about how people, plants, and animals grow and change over time **Healthy living:** Describe simple ways to stay healthy (e.g. food, exercise, hygiene) and make basic choices **Food and where it comes from:** Identify where food comes from (e.g. plants, farms, shops) and describe simple processes **Caring for the world:** Understand how to care for plants, animals, and the environment (e.g. watering plants, not littering)

PHRSE	Understanding family, friendships and community Recognising safe adults and sources of support Developing respect, belonging and cooperation Understanding roles within the community	Developing resilience and confidence when trying new experiences Understanding online safety and responsible technology use Exploring different people, places and cultures Recognising safe and unsafe situations	Understanding healthy lifestyles Developing independence in hygiene and self-care Understanding growth and change in living things Making healthy and responsible choices
My Creativity	**Collage:** Create pictures of familiar people and places (e.g. home, school, community settings) using a range of materials **Modelling:** Build simple models of community places (e.g. shops, school, park) using blocks or construction materials **ICT:** Use simple apps to design or draw familiar environments (e.g. rooms, school spaces) **Music:** Explore and identify tempo (fast/slow) and link to everyday sounds and routines **Dance:** Create and perform simple movement sequences based on daily routines or community roles **Seasonal (Christmas):** Make cards and decorations; take part in collaborative creative activities linked to celebration and community	**Collage:** Create pictures of familiar people and places (e.g. home, school, community settings) using a range of materials **Modelling:** Build simple models of community places (e.g. shops, school, park) using blocks or construction materials **ICT:** Use simple apps to design or draw familiar environments (e.g. rooms, school spaces) **Music:** Explore and identify tempo (fast/slow) and link to everyday sounds and routines **Dance:** Create and perform simple movement sequences based on daily routines or community roles **Seasonal (Christmas):** Make cards and decorations; take part in collaborative creative activities linked to celebration and community	**Collage:** Create artwork using natural materials (e.g. leaves, flowers, seeds) to represent growth and change **Modelling:** Build models linked to plants, food, and growing (e.g. gardens, fruit, vegetables) **ICT:** Use digital tools to design simple garden layouts, growing sequences, or food-related images **Music:** Explore changes in tempo and dynamics (e.g. slow → fast, quiet → loud) to represent growth and change **Dance:** Create and perform movement sequences representing growth cycles (e.g. seed → plant → full growth) **Seasonal (Summer):** Engage in outdoor creative activities (e.g. water play, large-scale art, collaborative builds and games)
Physical Wellbeing	**Autumn 1: Fundamental Movement:** Developing balance, coordination, agility and body control. **Autumn 2: Dance:** Developing rhythm, sequencing, creativity and performance skills.	**Spring 1: Tracking and Sending:** Developing accuracy, control and object manipulation skills. **Spring 2: Invasion Games:** Developing teamwork, movement into space and simple tactical play.	**Summer1: Athletics:** Developing running, jumping, throwing and personal performance. **Summer 2: Leadership and Personal Development:** Developing teamwork, decision making, evaluation and leadership skills.
SMSC	**Key Dates:** Diwali – 13th Oct, Halloween, Remembrance Day, Christmas, Black History month, Anti Bullying week Bonfire Night – Fireworks	**Key Dates:** Chinese New Year, Holi Festival, Ramadan, Eid al-Fitr, Easter, Safer internet day, Children's Mental Health week, World Book Day, Neurodiversity week	**Key Dates:** Sports Day (June/July), Summer Celebration (July), Eid, Pride, Autism awareness week, World Ocean and environmental days
My Jobs	**September: Shop Assistant** Explore shops and buying items; sort and count objects, role-play simple transactions **October: Postal Worker** Understand sending and receiving messages; sequence simple journeys (letter → delivery) and explore mapping routes **November: Lollipop Person** Learn about road safety and safe crossing; practise sequencing actions (stop → look → cross) **December: Baker** Follow simple recipes; explore measuring and mixing; understand preparing food for others	**January: Geographer** Explore maps and places; talk about different environments and how we find out about them **February: Astronaut** Learn about space exploration; explore movement, direction, and environments beyond Earth **March: Forest Ranger** Explore woodland environments; identify plants and animals; understand caring for nature	**May: Fruit Picker / Grower** Understand how food is grown and harvested; explore plants and seasons **June: Lifeguard** Learn about water safety; understand how to keep ourselves and others safe **July: Farmer** Understand where food comes from; explore caring for animals and growing crops

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Forest Enquiring learners
Our Forest learners at Claystone School access their learning through the 'Enquire' approach, which is designed to foster independence, confidence, and self-directed learning. Active involvement in learning across various subjects helps students apply their skills and knowledge to problem-solving. They develop an understanding of different relationships and self-awareness while being given opportunities to engage in and plan community-based activities. Emphasis is placed on fostering spontaneous and creative communication for diverse purposes. Through 'Enquire', Forest learners are supported to develop and refine skills that prepare them for life beyond the classroom. These experiences include: • Social thinking and problem-solving – encouraging learners to navigate social situations and find solutions independently. • Self-regulation – building strategies to manage emotions and behaviours effectively. • Independent living skills – developing practical abilities for everyday life. • Community awareness and presence – fostering understanding of roles, responsibilities, and participation in the wider community. • Expanding social and leisure interests – supporting learners to discover and enjoy activities that promote well-being and connection. • Self-directed learning and organisational skills – enabling learners to take ownership of their learning and manage tasks confidently The emphasis is on creating opportunities for independence and meaningful engagement, equipping learners with the skills and confidence to thrive in school and beyond.

Term	Autumn	Spring	Summer
Theme	**Me and my community** Where I live – my home, community, and local area Different communities and how they function Jobs and roles in society and how they help others Daily life, routines, and responsibilities Staying safe and making choices in the community	**Let's Explore** Different environments (local and global) and their features Exploration of land, sea, and space How people and animals live in different environments Tools, technology, and transport used for exploration Comparing environments and understanding differences	**Ready Steady Grow** Growth and change in living things (plants, animals, humans) Healthy living and lifestyle choices Food production – farm to plate Life cycles and change over time Sustainability and caring for the environment
Literacy books used	**Fiction** • *Last Stop on Market Street* — Matt de la Peña • *The Jolly Postman* — Janet & Allan Ahlberg • *Coming to England* — Floella Benjamin • *The Lighthouse Keeper's Lunch* — Armitage **Non-Fiction** • *Homes Around the World* — DK • *How a House Is Built* — Gail Gibbons • *Children Like Us* — DK • *All About Me* — Usborne	**Fiction** • *The Explorer* — Katherine Rundell • *Journey* — Aaron Becker • *The Way Back Home* — Oliver Jeffers • *The Snail and the Whale* — Julia Donaldson **Non-Fiction** • *DK Find Out! Animals* — DK • *Planet Earth* — DK • *National Geographic Kids: Habitats* • Usborne Beginners: Volcanoes	**Fiction** • *The Tin Forest* — Helen Ward • *The Extraordinary Gardener* — Sam Boughton • *George's Marvellous Medicine* — Roald Dahl • *The Boy Who Grew Dragons* — Andy Shepherd (**Non-Fiction** • *The Story of Food* — DK • *From Farm to Fork* — DK • *How Do Plants Grow?* — Usborne Beginners • *Grow Your Own Food* — DK
Literacy	**Sensory Stories**: Listen to longer stories and identify key events and characters, beginning to recognise how stories are structured **Comprehension**: Identify main characters, settings, and key events; begin to explain what happened and why with support **Sentence Building**: Write short sentences using key vocabulary, beginning to use simple conjunctions (and, because) **Reading:** Read simple sentences and short texts independently; begin to use phonics and context to decode unfamiliar words **Writing**: Copy and write simple sentences accurately using basic punctuation (capital letters and full stops) **Story Exploration**: Act out stories with peers; begin to discuss characters' actions and simple reasons for behaviour	**Sensory Stories:** Retell stories in sequence using own words, including key details and events **Comprehension:** Identify beginning, middle, and end; answer "who," "where," and "why" questions about a text **Sentence Building**: Write short sentences independently, beginning to use adjectives and simple conjunctions (and, but) **Reading**: Read short texts with increasing fluency; use phonics and meaning to check and correct reading **Writing:** Write simple sentences with punctuation; begin to use describing words to add detail **Story Exploration:** Suggest alternative endings or changes to stories; create and act out simple role-play scenes independently	**Sensory Stories:** Summarise stories in own words and respond to "why" and "how" questions, showing understanding **Comprehension**: Make predictions about what might happen next and begin to give reasons using evidence from the text **Sentence Building:** Write extended sentences using conjunctions (and, because, so) and simple descriptive vocabulary **Reading:** Read short paragraphs fluently and demonstrate understanding through discussion and answering questions **Writing:** Write short narratives with a clear beginning, middle, and end; use punctuation, describing words, and simple structure **Story Exploration**: Create own stories based on familiar structures; begin to adapt characters, settings, or plots with increasing independence
Numeracy	**Number & Place Value:** Read, write, compare and order numbers to 100; understand hundreds, tens and ones; partition numbers **Patterns:** Identify and continue patterns; recognise patterns in multiples (2s, 5s, 10s) **Measurement:** Measure and compare length and mass (cm, m, g, kg); estimate and check **Shape & Space:** Identify 2D and 3D shapes; describe properties and sort by features	**Number & Arithmetic:** Add and subtract 2- and 3-digit numbers using written/structured methods **Patterns (Number Sequences):** Count in multiples (e.g. 4s, 8s, 50s); identify and continue sequences **Position & Direction:** Use directional language; follow and give routes; use simple grid maps **Data:** Collect and present data using pictograms, bar charts, and tables; answer questions	**Number & Fractions:** Recognise and find ½, ¼, ⅓; use in simple problems **Shape:** Identify lines of symmetry; sort and classify shapes **Money:** Add and subtract amounts; find totals and simple change **Time:** Tell time to quarter past/to; measure duration and sequence events
Science	**Materials:** Investigate properties (waterproof, strong, flexible); compare and group materials **Testing & Investigation:** Carry out simple tests and record results using tables **Uses of Materials:** Explain why different materials are used for specific purposes (e.g. buildings, clothing) **Human Body & Health:** Identify basic body parts and functions; understand how to stay healthy	**Habitats & Environments:** Identify and compare different habitats and the living things within them **Adaptation**: Describe how animals are suited to their environment **Classification:** Group living things based on simple features **Working Scientifically:** Research and record findings using diagrams, labels, and charts	**Plants:** Identify parts of plants and their functions **Growth & Conditions:** Investigate what plants need to grow (light, water, nutrients) **Life Cycles:** Describe life cycles of plants and animals **Food & Ecosystems:** Understand simple food chains and where food comes from
My world and 'Me'	**Investigate:** Materials used in homes and their purpose **Discuss:** How communities function and why different roles are important **Compare:** Homes in different countries and climates **Explore:** How homes and communities have changed over time	**Investigate:** Habitats and the living things within them **Discuss:** The role of plants and animals in simple ecosystems **Compare:** Different habitats and how they meet the needs of living things **Explore:** Human impact on environments (e.g. deforestation)	**Investigate:** How transport has changed over time **Discuss:** How transport choices affect the environment **Compare:** Transport systems in different countries **Explore:** How people can make more sustainable choices
PHRSE	Understanding relationships, belonging and diversity Exploring rights, responsibilities and community participation Developing respect for others and different communities Considering future aspirations and jobs within the community	Developing digital citizenship and online safety Evaluating information and understanding misinformation Understanding personal information, privacy and online behaviour Developing resilience, confidence and independence	Understanding healthy lifestyles and wellbeing Exploring growth, change and self-care Understanding environmental responsibility and sustainability Preparing for increased independence and future transitions
My Creativity	**Collage:** Create detailed artwork of familiar places (e.g. home, school, community settings) **Modelling:** Build models of community spaces using a range of materials; label key features **ICT:** Use digital tools to design rooms or simple building layouts **Music:** Explore tempo and dynamics; link music to everyday routines and environments **Dance:** Create and perform movement sequences based on daily routines or community roles **Seasonal (Christmas):** Design and create decorations; plan and contribute to simple celebrations	**Collage:** Create artwork representing different environments (e.g. forest, ocean, space) using varied materials **Modelling:** Design and build models linked to habitats or exploration (e.g. shelters, environments) **ICT:** Use digital tools to create images or simple presentations about environments **Music:** Create rhythmic patterns inspired by natural sounds and environments **Dance:** Develop movement sequences to represent animals, weather, or exploration **Seasonal (Spring/Easter):** Create themed artwork and take part in structured creative activities linked to seasonal change	**Collage:** Create artwork using natural materials to represent growth and change **Modelling:** Design and build models linked to plants, food, or gardens **ICT:** Use digital tools to design simple plans (e.g. gardens, growing sequences) **Music:** Explore tempo and rhythm to represent change (e.g. slow to fast, quiet to loud) **Dance:** Create and perform sequences showing growth cycles or change over time **Seasonal (Summer):** Plan and contribute to outdoor creative projects (e.g. group art, events, performances)

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Physical Wellbeing	**Autumn 1: Fundamental Movement:** Refining movement patterns, agility, balance and performance. **Autumn 2: Dance:** Developing choreography, creativity, performance and evaluation.	**Spring 1: Tracking and Sending:** Applying control, tactics and game-based skills. **Spring 2: Invasion Games:** Applying tactical thinking, teamwork and strategic play.	**Summer 1: Athletics:** Refining technique, analysing performance and competing confidently. **Summer 2: Leadership and Personal Development:** Developing leadership, organisation, evaluation and independence.
SMSC	**Key Dates:** Diwali – 13th Oct , Halloween, Remembrance Day, Christmas Black History month, Anti Bullying week Bonfire Night – Fireworks	**Key Dates:** Chinese New Year, Holi Festival, Ramadan, Eid al-Fitr, Easter, Safer Internet Day Children's Mental Health week, World Book Day Neurodiversity week	**Key Dates:** Sports Day (June/July), Summer Celebration (July), Eid Pride, Autism awareness week World Ocean and environmental days
My Jobs	**September:** Shop Worker / Shop Manager Use money to buy and sell items; calculate totals and simple change; organise and manage a shop role-play **October:** Postal Worker Understand how mail is sent and delivered; plan and sequence delivery routes; use simple maps **November:** Road Safety Officer Explain road safety rules; plan safe routes and demonstrate safe crossing independently **December:** Baker / Chef Follow simple recipes; measure accurately; understand hygiene and preparing food for others	**January:** Geographer Use maps and atlases to locate places; describe environments and features **February:** Astronaut Understand basic space exploration; describe environments beyond Earth and how humans explore them **March:** Environmental Ranger Explore local environments; identify plants and animals; explain how to care for and protect nature	**May:** Grower / Farmer Explain how food is grown and produced; understand seasons and food production **June:** Lifeguard Explain water safety rules; understand roles and responsibilities in keeping people safe **July:** Farmer / Food Producer Describe where food comes from (farm to plate); understand caring for animals and crops