



Kenwyn Class (ARB) Long Term Plan – Summer Term - 2024-2025

| | Summer 1 | Summer2 |
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| Topic | All Creatures Great & Small | |
| High Quality Texts | Noisy Farm – Rod Campbell Someone Swallowed Stanley – Sarah Roberts Big Days Out – The Zoo My First Animals | |
| Enrichment moments | Falmouth Art Gallery Workshops Visit to Falmouth Art Galley Trevithick Sports Day Shortlanesend Park Trip Beach school | |
| British Values | <p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>School rules, values, social games and playtimes</p> | <p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p> |
| Assessment opportunities | Cherry Garden – Branch Levels Pre-key stage standards (PKS) Early Learning Goals (ELG) National Curriculum – Year 1 Continuous observations Independent work | Cherry Garden – Branch Levels Pre-key stage standards (PKS) Early Learning Goals (ELG) National Curriculum – Year 1 End of term assessment Continuous observations Independent work |
| Parental involvement | IPM target meetings EHCP annual reviews Home to School Communication Book Tapestry | End of year review EHCP annual reviews Home to School Communication Book Tapestry |
| Communication and Language | <p>A total communication approach is used throughout the provision of the ARB to support communication and language. Approaches used:</p> <p>Makaton Widget symbols Object of reference Sound buttons Intensive interaction All the above is used alongside spoken language</p> <p>Daily Attention Autism (Bucket Time): Stage 1 - The aims are for the child to:</p> | |

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| | <ul style="list-style-type: none"> Focus their attention on the adult led activity Engage their attention with enthusiasm <ul style="list-style-type: none"> Relax and enjoy these times To anticipate shared good times Focus on a select few vocabulary <p>Stage 2 – Sustain:</p> <ul style="list-style-type: none"> Offer an activity that has a sequence building to a final fantastic experience. This can get long or short as you like depending on attention levels. Additional vocabulary can be added at a later stage. <p>Morning and afternoon circle time is used to embed: routines, register, days of the week song, weather song and celebration songs. Listening and responding to stories, rhymes and songs. Learn friends and teachers names and vocabulary for routines and resources in the provision.</p> | |
| Reading and Writing | <p>Sensory Story week 1 – 3: Noisy Farm by Rod Campbell (fictional) Sensory Story week 4 – 6: Big Days Out – The Zoo by Little Havens (fictional)</p> <p>Key resources: Sensory story props/materials Sound buttons Makaton signs Widgit symbols for key vocabulary Video version Colourful semantics</p> | <p>Sensory Story week 2 – 4: Someone Swallowed Stanley by Sarah Roberts (fictional) Sensory Story week 5 – 7: My First Animals (non-fiction)</p> <p>Key resources: Sensory story props/materials Sound buttons Makaton signs Widgit symbols for key vocabulary Video version Colourful semantics</p> |
| <p>Core Word AAC speech & literacy programme for gestalt language processors</p> <p>Each week there is new core word introduced through daily sessions: Find it on your AAC board Listen to it in song Read it Use it Write it</p> | <p>Week 1: all Week 2: put Week 3: this Week 4: that Week 5: don't</p> | <p>Week 1: go Week 2: stop Week 3: finished Week 4: when Week 5: can Week 6: here Week 7: open</p> |
| Handwriting | <p>Sensory pre-writing activities: (hand over hand) Squiggle Whilst you Wiggle Early writing programme Mark making opportunities inside and outside Core Word writing task</p> <p>Pre-writing activities: Pen disco Daily fine and gross motor activities Dough disco Mark making opportunities inside and outside Core Word writing task</p> | |

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| | Writers: Independent writing opportunities across the curriculum Pen disco Daily fine and gross motor activities Finger Fit activities Writing opportunities inside and outside Core Word writing task | | |
| Literacy Assessment | <p align="center">Comprehension</p> <p>Branch levels 2-6</p> <ul style="list-style-type: none"> • Enjoys looking at books or other printed material with familiar people • Starts to show interest in photographs or pictures • Listens with interest to an adult reading stories • Handles books and printed material with interest • Interested in books and rhymes and may have favourites • Follow what is being read by focussing on text, sounds, pictures (1:1 or small group) • Handles books appropriately • Identifies actions/words/characters by pointing to the picture • Repeats words or phrases from familiar rhymes/stories • Can match identical photos, symbols and pictures <p>ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>PKS 2</p> <ul style="list-style-type: none"> • demonstrate understanding – for example, by answering questions such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains <p>PKS 3</p> <ul style="list-style-type: none"> • respond to questions that require simple recall | <p align="center">Word Reading</p> <p>Branch levels 6 – 9</p> <ul style="list-style-type: none"> • Can copy simple phonic sounds • Can match letters • Knows the sound of some letters - Knows some words starting with that sound • Knows the sounds of ten different letters and can find words starting with that letter • Can read CVC words and familiar words with no support from pictures or symbols • Links sounds to letters - can say all sounds for single letters • Can match CVC words <p>ELG</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>PKS 3</p> <ul style="list-style-type: none"> • say a single sound for at least 20 graphemes • read accurately by blending the sounds in words with 2 and 3 known graphemes <p>PKS 4</p> <ul style="list-style-type: none"> • say sounds for at least 40 graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to 5 known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence <p>Year 1</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words | <p align="center">Writing</p> <p>Branch levels 4-8</p> <ul style="list-style-type: none"> • Engages with the sensory experience of marking marks • Holds writing tool using a whole hand grasp and makes random marks with different strokes • Traces horizontal, vertical and circular lines with accuracy • Beginning to use a tripod grip to hold writing tools • Copies vertical, horizontal and circular lines • Can use a tablet/computer keyboard to match letters and input them into the device • Can copy line patterns - Horizontal, vertical, zig zag, wavy, circular • Makes marks with the intention of conveying a meaning - a person with simple features • Can colour a simple picture in the lines ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>PKS 1</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses – for example: 'We're going to the... zoo/park/shop/beach' • draw lines or shapes on a small or a large scale – for example: on paper, in the air, or in sand <p>PKS 2</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud – for example: 'When we went to the beach today... we ate ice cream / I played in the sand / it was hot' • correctly form most of the 10, or more, lower-case letters in Standard 2 of English language comprehension and reading |

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| | <ul style="list-style-type: none"> recount a short sequence of events – for example, by sequencing images or manipulating objects <p>PKS 4</p> <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences retell some of the story <p>Year 1</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, <ul style="list-style-type: none"> retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading <ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. | <ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) <ul style="list-style-type: none"> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> identify or write these 10, or more, graphemes on hearing corresponding phonemes <p>PKS 3</p> <ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know correctly form most of the 20, or more, lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20, or more, graphemes on hearing the corresponding phonemes • spell words with known graphemes by identifying the phonemes and representing the phonemes with graphemes – for example: in, cat, pot. <p>PKS 4</p> <ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed form most lower-case letters correctly identify or write the 40, or more, graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs – for example: frog, hand, see, chop, storm, splash spell a few common exception words – for example: I, the, he, said, of <p>Year 1</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives discuss what they have written with the teacher or other pupils • re-reading what they have written to check that it makes sense read aloud their writing clearly enough to be heard by their peers and the teacher. Leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop |
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| | | | <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Capital letters for names and for the personal pronoun • How words can combine to make sentences Joining words and joining clauses using and • Question marks and exclamation marks to demarcate sentences Consolidation of skills taught throughout the year. |
| Mathematics White Rose Year 1 Scheme of Learning | Week 1: Place value within 50 Week 2: Length and height Week 3: Mass and volume Week 4: Multiplication and division Week 5: Multiplication and division | | Week 1: Fractions Week 2: Fractions Week 3: Position and direction Week 4: Place value within 100 Week 5: Place value within 100 Week 6: Place value within 100 Week 7: Money Week 8: Time |
| Sensory Maths | Number songs: Counting Songs - BBC Bitesize Week 1 – 3: Recognise the colour blue Week 4 – 5: Recognise the colour blue Length of repetition to depend on pupils understanding and engagement. | | Number songs: Counting Songs - BBC Bitesize Week 1 – 2: Recognise the colour yellow Week 3 – 4: Recognise the colour green Week 5 – 6: Recognise colours Week 7 – 8: Recognise matching objects Length of repetition to depend on pupils understanding and engagement. |
| Mathematical Assessment | Number and Numerical Branch levels 4-8 <ul style="list-style-type: none"> • Shows interest in number rhymes and songs assessment • Understands the concept of one • Recites number names in sequence • Selects from a group when asked - Please give me... • Knows that numbers identify how many are in a set • Shows an understanding of one to one correspondence by distributing items to 6 accurately • Uses number names/language in context • Recites numbers in order to 10 • Realises that anything can be counted • Recognises some numerals of personal significance • Counts five objects, saying one number for each object • Understands the context of more - You need more cups for the children • Finds the total number of two groups by counting them all • Matches numerals and quantities up to 5 • Begins to represent numbers on finger, marks, or pictures | | Shape, Space and Measure Branch levels 3 – 6 <ul style="list-style-type: none"> • Passes objects from one hand to another • Explores filling and emptying containers with a variety of contents • Matches identical objects • Makes lines and towers with blocks in play • Combines two construction items • Attempts to fit shapes into spaces • Begins to understand now and next • Matches objects to a 2 dimensional representation • Selects tools for purpose in play situations - mark making, functional tools • Sorts objects by colour • follows a visual timetable and anticipates familiar activity • Begins to show an understanding on big and small • Uses construction materials to create their own arrangements ELG – no shape space and measure specific targets |

- Knows that two groups of objects of 3 or less are the same or different
- Recognises numerals 1-5 in different contexts

ELG

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

PKS 1

- demonstrate an understanding of the concept of transaction – for example, by exchanging a coin for an item, or one item for another, during a role-play activity
- distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
- demonstrate an understanding of the concept of 1:1 correspondence – for example, giving one cup to each pupil

PKS 2

- identify the big or small object from a selection of 2
- sort objects according to a stated characteristic – for example, group all the small balls together, sort the shapes into triangles and circles
- say the number names to 5 in the correct order – for example, in a song or by joining in with the teacher
- demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked

PKS 3 • identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10

- demonstrate an understanding that the last number counted represents the total number of the count
- use real-life materials, such as apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present

PKS 4

- read and write numbers in numerals from 0 to 9
- demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- solve number problems involving the addition and subtraction of single-digit numbers up to 10

PKS 2

- identify the big or small object from a selection of 2
- sort objects according to a stated characteristic – for example, group all the small balls together, sort the shapes into triangles and circles
- copy and continue simple patterns using real-life materials – for example: apple, orange, apple, orange (and so on)

PKS 3

- Copy and continue more advanced patterns using real-life materials – for example: apple, apple, orange, apple, apple, orange (and so on)

PKS 4

- recognise some common 2D shapes

Year 1

- compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and threequarter turn.

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| | <ul style="list-style-type: none"> • demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 – for example, $2 + 2 = 4$ and $3 + 1 = 4$ • demonstrate an understanding of the commutative law – for example, $3 + 2 = 5$, therefore $2 + 3 = 5$ • demonstrate an understanding of inverse relationships involving addition and subtraction – for example, if $3 + 2 = 5$, then $5 - 2 = 3$ • demonstrate an understanding that the total number of objects changes when objects are added or taken away • demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away • count to 20, demonstrating that the next number in the count is one more and the previous number is one less <p>Year 1</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), • most, least • read and write numbers from 1 to 20 in numerals and words. • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$ • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | |
| Physical Development | <p>Daily - Fine motor skills activities</p> <p>Indoor PE: Gymnastics</p> <p>Week 1 – 2: To move in a range of ways from one space to another</p> <p>Week 3 – 4 : To jump in a range of ways from one space to another</p> <p>Week 5: To control my body when jumping and balancing</p> <p>Outdoor PE: Athletics</p> <p>Week 1 – 2: To develop the ability to throw an object (bean bag throw)</p> | <p>Daily - Fine motor skills activities</p> <p>Indoor PE: Gymnastics</p> <p>Week 1 – 3: To create a sequence using a jump and a balance</p> <p>Week 4 - 5: To roll in a range of ways</p> <p>Week 6 – 7: To perform a sequence which will involve a jump, roll and balance</p> <p>Outdoor PE: Athletics</p> |

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| | <p>Week 3 – 4: To develop the ability to move at speed (running races)</p> <p>Week 5: To develop the ability to run and balance something at the same time.</p> | <p>Week 1 – 3: To adapt the body when moving at speed (obstacle race)</p> <p>Week 4 - 5: To use all our previous learnt skills in a sports day competition</p> |
| <p>Physical Development Assessment</p> | <p>Branch levels 3 – 5</p> <ul style="list-style-type: none"> • Can stand independently for several seconds • Takes a few steps independently • Sits from standing independently • Picks up an object on the floor with support from adult or furniture • Pulls along toys/items using rope • Uses single finger to touch or point • Picks up small objects with pincer grip • Uses hands to twist or turn object • Can scoop with a spoon at meal time or with a spade when playing • Moves toys in water • Gets face wet • Safely enters and exits the water with support • Changes direction whilst walking • Walks backwards for a few steps when pulling an item or toy using a rope • Lifts leg whilst supported when dressing • Gets onto a chair independently • Uses a pouring action when playing with water or sand • Presses small switches or buttons with index finger • Squeezes objects that produce a sound - one and two hands • Splashes in the water • Jumps into the water with support • Uses arms to push and pull water • Kicks legs in the water with prompt from an adult • can be lowered with support from floating aids and released by an adult, moving or floating independently • Voluntarily places face in the water • Runs freely, not always avoiding obstacles • Squats down to pick up objects - occasionally falling • Carries large objects whilst walking • Moves a tricycle or bike by pushing feet on the floor • Bounces on a trampoline with adult support • Walks upstairs holding an adults hand • Returns to standing after squatting down to pick up an object • Turns a variety of knobs • Holds and drinks from a cup with two hands • Threads large beads • Builds small towers using blocks • Can lift legs off the bottom of the pool with a float • Pushes of the wall with adult support - using feet • Can hold onto a rail imitating kicking movements • Can jump into the pool independently <p>ELG</p> | |



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| | <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>KS1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. |
| Expressive Art and Design | <p>During this term, the pupils in the class will be working with Falmouth Art Gallery to create a piece of art that will eventually be displayed in the gallery itself. This art created by the children is carefully planned by the artist and class teacher to capture the children's unique motivation and sensory needs to encourage active participation within the lessons and also encourage ongoing engagement with their completed art.</p> |
| Expressive Art and Design Assessment | <p>Branche levels 4 – 6</p> <ul style="list-style-type: none"> • Explores and experiments with a range of materials through sensory exploration • Makes choices from a range of materials and shows preference • Explores and experiments with a range of materials through sensory exploration • Makes choices from a range of materials and shows preference • Shows and awareness of the purpose of familiar objects • Looks at images with interest and shows a preference • Makes choices when dressing up and notices a change in their appearance • Shows an awareness of the purpose of familiar tools • Names a single property of an object or image - colour, shape, size • Pretends that one object represents another • Can make believe by pretending with an adult's support • Experiments with shape, colour and marks • Explores a range of construction materials <p>ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>KS1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Music | <p>Weekly musical therapy sessions planned, delivered and assessed by Cornwall Music Service Trust</p> <p>Daily circle time songs and nursery rhymes The use of songs, nursery rhymes and music opportunities are planned across the curriculum to support our pupils communication and language and encourage participation and engagement.</p> |

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| Music Assessment | <p>Branch levels 4 – 6</p> <ul style="list-style-type: none"> • Moves whole body to sounds they enjoy • Shows preference for certain body movements • Shows interest in the way musical instruments sound • Imitates and improvises action they have observed • Moves to music, attends to rhythm in songs, sometimes joins in - individually/in a group • Understands how to create different sounds by banging, shaking, tapping or blowing • Joins in the performance of a favourite song • Adapts their movements to different props - ribbons, boxes, Lycra <p>ELG</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>KS1</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music | |
| PSED | <p style="text-align: center;">Zones of Regulation</p> <p>I am beginning to understand and use strategies to help support my regulation for each zone.</p> <p>Sensory learners: I am beginning to match facial expressions to the green and red zones.</p> <p style="text-align: center;">Social Games -Bingo -Shared play opportunities -Board games -Daily structured and unstructured choosing opportunities</p> | <p style="text-align: center;">My Healthy Body</p> <p>I can start to understand how to look after my body (and in summer):</p> <ul style="list-style-type: none"> -wash my hands -clean my teeth -wash my face -brush my hair -healthy eating -summer safety <p style="text-align: center;">Social Games -Bingo -Shared play opportunities -Board games -Daily structured and unstructured choosing opportunities</p> |
| PSED Assessment | <p>Branch levels 1 – 6</p> <ul style="list-style-type: none"> • Can be comforted by close contact with familiar adult • Turns attention towards familiar adult - listens to voice, gazes • Shows enjoyment with physical play with adults - rocking, tickles, bouncing • Responds (in a variety of ways) to being talked to • Recognises main care givers • Shows pleasure at physical contact like tickles • Shows an awareness of their own reflection in the mirror • Shows a range of emotions such as pleasure, fear and excitement • Responds emotionally to other people's emotions • Engages with social games and songs • Tries to find a familiar adult when distressed/frightened • Initiates social interaction through their own means - eye gaze, touch, sound, facial expression • Repeats an action which is positively received by others • Engages with social games and songs | |

- Treis to find a familiar adult when distressed/frightened
- Initiates social interaction through their own means - eye gaze, touch, sound, facial expression
- Repeats an action which is positively received by others
- Uses self-calming techniques - chewing, sucking, sensory activities
- Repeats actions they anticipate will result in a response from another
- Is able to give an object to an adult when an activity has finished
- Shares attention
- Interacts with new people appropriately when supported by an adult
- Begins to engage in pretend play
- Builds relationships with special peers
- Interacts with new people appropriately when supported by an adult
- Copies a range of actions displayed by adults - in routines, play, activities
- Acts out simple routines in pretend play e.g. doll play
- Happily shares a new experience with a number of adults
- Engages another person to help achieve a goal e.g. to get an object they cannot reach
- Shows interest in the activities of others
- Can be encouraged to try new activities - using a now and next if needed
- Can be distracted by a new activity when distressed
- Uses avoidance to communicate activities they do not like
- Plays cooperatively with a familiar adult
- Interacts with new people appropriately with some prompting from an adult
- Demonstrates sense of self as an individual - wants to do things independently
- Briefly takes part in turn taking activities with another child with adult support
- Can show a caring nature towards other children
- Cooperates with carrying out small jobs
- Imitates the actions of other children in play
- Can wait for short periods in order to have needs met
- Begins to understand some boundaries in familiar routines
- Begins to learn that some things are theirs
- Is compliant in requests when taking part in motivating activities

ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Year 1

- to recognise what makes them special to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike about growing and changing from young to old about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

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| | <ul style="list-style-type: none"> • What keeping healthy is and how to stay healthy. • Foods that support good health. • Who helps us to stay healthy. • Visiting the dentist. Why keeping our mouths clean is important. • Simple hygiene routines which stop germs from spreading. • That medicines can help us to stay healthy. • about the people whose job it is to help keep us safe • that household products (including medicines) can be harmful if not used correctly • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • How to get help in an emergency. • How to stay safe in the sun. • what money is • forms that money comes in • that money comes from different sources • that money needs to be looked after and the different ways of doing this • that jobs help people to earn money to pay for things • about what rules are, why they are needed, and why different rules are needed for different situations • how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment | |
| Understanding the World Science Geography History RE Computing DT PSED | The World Around Us in Summer Week 1: When does summer happen and what signs do we see in our world? Week 2: Create a picture celebrating your favourite summer activity using a computer programme Week 3: VE Day Week 4: Explore the different colours of summer Week 5: Explore summer sounds around us Science: Animals and their Habitats | The World Around Us in Summer Week 1: To explore summer foods Week 2: Father's Day / Celebrate a Special Person Day Week 3: Summer clothes Week 4: Summer safety Week 5: Beach safety Week 6: Summer holidays (role play - travelling abroad on a plane/train) Week 7: Summer celebration Science: Animals and their Habitats |
| Understanding the World Assessment | Branch levels 5 – 8 <ul style="list-style-type: none"> • Is curious about people and shows an interest in stories about themselves and families • Matches the parts of two related objects - the lid and a tea pot • Knows that things are used in different ways • Collects and interacts with natural objects • Names a single property of an object • Starts to carry out simple tests on materials - deconstructing, mixing, heating, cooling, combining, separating • Explores simple forces - float/sink, push/pull, magnetism • Has a concept of significant relationships • In pretend play, imitates everyday actions and events from own family - making and drinking tea • Can travel short distances to transition between activities • Plays purposefully with small world models • Starts to carry out simple tests on objects and can comment on the difference - loud/quiet, fast/slow, big/small, light/heavy • Choses to use a physical process for a specific result - push/pull, wet/dry, heat/cool • Explores and comments on plants and animals using a range of senses • Comments on pictures or stories relating to themselves | |

- Describes some things that make them unique
- Can move around and find areas in a familiar environment with minimal support
- Notices signs/symbols for familiar places
- Notice the difference between plants and animals
- Identifies sounds in the environment
- Requests tools for a specific purpose - cooking, cutting, heating, cooling
- Shows an awareness of physical changes - melting, freezing, heating, cooling, cutting
- Uses simple equipment - magnets, magnifying glass, stop watch
- Repeats an action in order to test results
- Talks about events in their own experiences
- Recognises and describes special times or events
- Show interest in occupations and ways of life
- Comments on aspects of their familiar world - where they live, their school, their park
- Sorts plants, animals and objects by criteria
- Can name different rooms in their environment
- Shows care and concern for living things and their environment
- Investigates with simple electrical components - wires, bulbs, batteries
- Makes comments on the results of their actions
- Compares and contrasts results - more/less, faster/slower, wet/dry
- Can sort objects based of scientific attributes - floating/sinking, magnetic/non-magnetic
- Comments on light and shadow in an investigation

ELG

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter