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| **Year Two Themes** | | | **Superhero’s/All about me** | **Tales as old as time (Fairy tales)** | **Somewhere over the rainbow** | | **Magnificent Minibeasts** | **On the Move**  **(Transport)** | **All aboard the mighty pirates!** |
| BRITISH VALUES | **Drivers** (*Linked to individual learning programs)* | **Communication and language** | **Baseline assessments and expression**  Identifying individual communication needs to inform IEP targets and sessions, expressing and identifying own emotions | **Attention**  Paying attention to a stimulus, concentrating on activities, focusing attention | **Understanding**  Understanding daily routine and transitioning using OoR, musical cues, symbolic cues, or verbal instructions. Responding to instructions at appropriate key word level. | | **Speaking**  Interacting with and to others, making requests, and commenting. | **Listening**  Listening and responding to others, songs and stories, demonstrating listening by joining in with signs, vocalisations, or symbols. | **Speaking**  Building confidence to communicate to a variety of people both familiar and unfamiliar in a range of situations using individual communication systems. |
| **Individual education plan targets – Preparing for Employment;** Communication & Interaction **(**supported by Speech and Language Therapy) | | | | | | |
| **Theme specific language** | Kind, brave, you, me, mighty, strong, smart, happy, sad, excited, angry. | **Three little pigs:** pig, wolf, house, straw, brick, wood, blow, eat  **Goldilocks:** girl, daddy bear, mummy bear, baby bear, porridge, chair, bed, big, medium, small  **Little Red Riding Hood:** girl, wolf, Grandma, woods, flowers, basket, woodchopper, bed, eyes, ears, teeth. | Colours, red, yellow, blue, green, orange, purple, pink, black, white, rainbow | | Minibeasts, caterpillar, butterfly, ladybird, worm, ant, spider, insects, bee, snail, beetle | Travel, bus, car, truck, boat, aeroplane, helicopter, bike, motorbike, wheels, traffic lights, wait, slow, fast | Pirate, treasure, telescope, hunt, map, sword, ship, parrot, compass |
| **Core language** | Core language is individual to each child depending on their communication level, their individual communication targets/systems and the reading approaches they use. Please refer to their individual reading pathways. | | | | | | |
| **Physical Development** | **Baseline assessments and active movement**  Accessing equipment, moving their bodies, working with physio’s, identifying sensory diet needs. | **Movements**  Controlling our movements, handling different equipment using our bodies and hands | **Balance**  Body awareness, using and controlling balancing equipment both gross and fine motor. | | **Coordination**  Moving our bodies in different ways, using bodies to access equipment such as bikes and adapted equipment. | **Hand-eye coordination**  Reaching, holding, releasing objects, fine motor activities, ball skills, showing control manipulating objects. | **Control**  Controlling both our body and hand movements, using different equipment and tools with independence. |
| **Individual education plan targets – Preparing for Good Health;** Sensory and Physical, Health needs, diet, Mental health and wellbeing **(**supported by Occupational Therapy and Physiotherapy) | | | | | | |
| **Personal care routines**  Creating individual care plans/feeding programs, developing an understanding of own belongings. | **Hand hygiene**  How to wash our hands correctly, how to dry our hands correct, importance of keeping ourselves clean. | **Oral health**  Shared stories on tooth brushing and going to the dentist, looking at how to brush our teeth. | | **Dressing**  Developing dressing skills on individual basis, across the school day. Including clothes, zips, buttons etc. | **Keeping ourselves safe**  Keeping ourselves safe during bathroom and dressing routines. | **Healthy eating**  Tolerating and accepting looking/smelling/touching/tasting a variety of different foods, sorting healthy vs unhealthy. |
| **Individual education plan targets – Preparing for Independence;** Self-Care, Travel, Budgeting/Shopping | | | | | | |
| **PSED** | **Baseline assessments and feelings/emotions**  Exploring emotions, identifying emotions, likes and dislikes  \*Use motivator sheets\*  Key workers introduced to families. | **Making relationships**  Enjoying company of others and responding, engaging with others.  Refer to ‘play levels’ | **Help and assistance**  How to ask for help and continuing to develop positive relationships. Learning how to ask for ‘more’ during motivating activity. | | **Sense of self**  Developing an understanding of appropriate touch to others and themselves. Developing appropriate independence skills linked to individual need | **Caring friendships**  Developing confidence interacting with others, developing positive interactions and positive appropriate behaviour. | **Turn taking and sharing**  Opportunities for group work and games, ‘your turn, my turn’ activities, communicating others during play and solving problems with others. |
| **Individual education plan targets – Preparing for Community Participation;** Social & Emotional, Staying Safe, Friendships | | | | | | |
| **Characteristics of Effective Learning** | **Playing and Exploring Engagement**  Exploring indoor and outdoor environments, showing curiosity, and accessing play equipment | **Active Learning**  **Motivation**  Involvement and wellbeing levels during play and work sessions, levels of fascination | **Creating and thinking critically**  **Thinking and making links** Identifying objects and understanding what they do, making links from home and school, testing ideas | | **Playing and Exploring Engagement**  Having a ‘go’, taking safe risks, initiating own activities, and building confidence. | **Active Learning**  **Goals and accomplishments**  Being proud of themselves, enjoy meeting challenges. | **Creating and thinking critically**  **Having my own ideas** Communicate own likes/dislikes, solving problems, finding ways to do things. |
| **Individual education plan targets – Preparing for Employment;** Cognition& Learning | | | | | | |
| **Vehicles** | **Literacy** | **Focus texts to choose from:**  Wellbeing superhero’s:  Be kind  Be brave  Be yourself  Be mighty  Be strong  Be smart | **Focus texts to choose from:**  Three Little Pigs  Goldilocks and the Three Bears  Little Red Riding Hood | **Focus texts to choose from:**  Brown Bear, Brown Bear what do you see?  I can sing a rainbow song  A colour of his own | | **Focus texts to choose from:**  The Hungry Caterpillar  The bad-tempered Ladybird  Super Worm | **Focus texts to choose from:**  The Wheels on the bus  Toot Toot Beep Beep  Duck in the Truck  Row Row Row your Boat  Non-Fiction texts - transport | **Focus texts to choose from:**  Pirates Love Underpants  Ten Little pirates  Portside Pirates- Barefoot books |
| Pre-reading, See and learn language and reading, and phonics mapping including individual pathways in addition to Literacy provision. | | | | | | |
| **Baseline assessments**  **Reading – Attention**  Handling a range of books and texts, showing interest in a stimulus, books, pictures, symbols, rhymes.  **Writing – Exploration**  *Sensory exploration using different tools and equipment to create marks.* | **Reading – Engagement**  Developing a preference in rhymes and stories, attempting to join in. Showing interest in reading areas within classrooms.  **Writing – Connections to mark making**  Focusing on our movements through cause and effect physically and digitally. | **Reading – Joining in**  Using individual communication systems to join in with stories and rhymes but commenting, requesting, using actions and vocalisations.  **Writing – Mark making**  Gross motor mark making and activities to develop co-ordination and control. | | **Reading** – **Book skills**  Developing favourites, focusing attention on print in the environment, specific book skills e.g. turning pages, front cover etc.  **Writing** – Mark making  Fine motor mark making and activities to develop co-ordination and control. | **Reading – Rhyme, rhythm, and stories**  Creating movement in response to rhythm in songs and stories, joining in with familiar words and phrases, looking at structure of stories and characters.  **Writing – Grasp and formation**  See ‘writing progression’ | **Reading – Functional reading pathways**  Working through appropriate reading pathway e.g. Intensive interaction, See and Learn etc.  **Writing – Mark making for a purpose**  Observing adults creating marks for a purpose, providing children with a reason to write. |
| **Maths** | **Baseline assessments and spatial awareness**  Explores spaces by moving, rolling and stretching, awareness of body parts, positional language, shape sorters. | **Matching and sorting**  Looking at and matching the same vs different, sorting by colour, size, shape into groups, making a pattern with objects. | **Counting**  Counting by rote, counting out loud, counting in sequence, requesting, and selecting favourite number rhymes, different representations of number. | | **Comparing size, mass and capacity**  Big/little, large/small, short/tall, tallest/shortest, heavy/light, full/empty. | **Introducing numbers and linked shapes**  Introducing, representing and comparing numbers. Introduce linked shapes e.g. triangle when looking at number 3. Number blocks. One more/one less. | **Time**  Learning and following our daily routine with some independence, night vs day, days of the week, measuring time in simple ways. |
| **Expressive Arts** | **Baseline assessments and exploring media and materials**  **Sculpture**  Stacking, building with blocks, manipulating playdough, building models. | **Being imaginative**  **Role play**  Playing with familiar resources and small worlds, role play focus tale story with relevant props and joining in with common phrases. | **Exploring media and materials**  **Painting**  Painting and naming colours, using different equipment to paint with, requesting and selecting tools, painting patterns. | | **Being imaginative**  **Singing and dancing**  Moves to music, copies a basic action, beginning to match pace and learns short routines, joins in with familiar songs and rhymes, including requesting for favourites. | **Exploring media and materials**  **Drawing**  Sensory mark making, drawing shapes and giving meaning, draws people focusing on control and precision. | **Exploring media and materials**  **Collage**  Learning how to use glue with stick/spatula and the purpose of glue, using a range of textures and materials to glue, adding materials to create a model. |
|  | **Baseline assessments and music**  **Musical cues** to transition within routines.  A mixture of music specialist led sessions and teacher led sessions in collaboration – Loud vs quiet. | **Music**  **Joining in**  A mixture of music specialist led sessions and teacher led sessions in collaboration – Fast vs slow. | **Music**  **Musical instruments** A mixture of music specialist led sessions and teacher led sessions in collaboration – exploring different instruments and their different sounds. | | **Music**  **Rhythms**  A mixture of music specialist led sessions and teacher led sessions in collaboration – moving our bodies to music, joining in with action and rhyming songs, copying a rhythm. | **Music**  **Environmental sounds**  A mixture of music specialist led sessions and teacher led sessions in collaboration – tuning into indoor and outdoor sounds. | **Music**  **Body percussions**  A mixture of music specialist led sessions and teacher led sessions in collaboration – how to make different sounds using our bodies and how to change them or mirror sounds |
| **Knowledge and Understanding the World** | **Baseline assessments and people**  **Me and my family**  Communicating my likes/dislikes and choices. Discuss who is important to me and who do I live with? | **People**  **Showing interest**  Showing interest in others- familiar and unfamiliar people. Developing friendships. | **The World**  **Environments**  Showing an interest and engaging within different environments. Noticing features of environment and talking about them. | | **The World**  **Living things**  Showing pleasure and interest in living things. Observe what animals do and talk about them. Develop understandings of growth, decay, and changes over time**. (Order caterpillars)** | **People**  **Transport**  How do we get to school?Look at pictures of their bus/car and share how adults get to school.Share transport stories. Set up a class bus. | **The World**  **Our physical world**  Hot vs cold. Floating vs sinking. How our behaviour effects the environment – recycling. |
| **Technology**  **Cause and effect**  Requesting and commenting on motivating cause and effect toys. Exploring different equipment. | **Technology**  **Making a choice**  Touch screen/switch skills choosing activities linked to interests and topic – fairy tales. | **Technology**  **Information technology**  Understanding that when we do something, it makes something else happens. What different things do we us technology for? | | **Technology**  **Computers vs iPad**  What is a computer? What is an iPad? What can we do one each of them? Turn taking games. | **Technology**  **Operating equipment**  Making transport toys work. Commenting and requesting transport toys and learning how to make them work. | **Technology**  **Everyday technology**  Using technology skills we have developed across the year to access a variety of motivating equipment for a purpose. |
| **Religious Education** | **Teachings, Practices, Values, Themes & Concepts** | **Christianity - Belonging/ special people**  Our family and what make a family. Share story – what’s In the egg, little pip?  Harvest festival – change in weather, being thankful, making veg soup. Share story ‘Little red hen’. | **Diwali/ Christianity – Why is Christmas celebrated by Christians?**  Other people do different things and traditions.  Share nativity story. Visiting churches. Being thankful – giving and receiving. | **Christianity - How the world was made. New life.**  Baptisms – shared story ‘the ugly duckling.  How to look after our world – growing plants and watering.  Shrove Tuesday.  Valentines day. | | **Humanism/Christianity – What is respect?**  Handling artefacts with respect. Forgiveness and solving conflicts.  Church visit.  ‘God gives us the light of love’ | **Islam/Christianity**  How and why are Allah and Muhammad (PBUH) important to Muslims?  Look at special books – bible and Quran and share moral story ‘the lost sheep’. | **Islam/Christianity - Special places**  What is a Mosque and how do Muslims express new beginnings?  Look at local places of worship and what happens inside. What are your favourite places? Share photos of favourite places. Visit a special place on the school grounds. |
| **Enrichment Opportunities/Ideas** | | | Superhero dress up day | Tatton Park – Fairy tales themed days.  Visits from the Wolf/Goldilocks – staff dress up.  CAFT/FOW Christmas party | Colour dress up day – each class takes a colour | Buy caterpillars set  Pathway Ugly Bug Ball | | Catch a bus  Tractor visit  Police car/fire engine visit | Pirate dress up day  Pathway treasure hunt |
| **Key EYFS dates and themed days linked to British culture**  *Come and learn dates in bold* | | | Bonfire/spooky themed week (last week)  **Come and Learn session – linked to school routines and individual communication systems** | Diwali themed day  Christmas themed weeks (last two weeks of half term)  **EYFS Christmas play – linked to this half terms ‘come and learn’ session with a PSED, CL, EAD focus.** | Children’s mental health awareness day  Random acts of kindness day  Chinese New Year themed week (last week)  **The Great Foundation Stage bake off themed week – linked to this half terms ‘come and learn’ session with a maths focus.** | Red nose day themed day  **Mother’s Day (parents’ day) themed day – Linked to this half term ‘come and learn’ session with a UW focus**  Easter themed week (last week) | | Deaf awareness day  Sun awareness day  National smile month  **Come and learn sessions – with a Literacy focus.** | Children’s Art week  Healthy eating themed day  Queen’s birthday themed day  Father’s Day themed day  **Sports day – linked to this half terms ‘come and learn’ session with a PD focus.**  EYFS residential |
| **Whole school themes and key dates** | | |  | Remembrance themed day and assembly (11th November) | Safer internet themed day | World Book day | |  | Graduation – whole of Primary  Transitions  End of year celebrations |