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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 kindBe braveBe yourselfBe mightyBe strongBe smart | **Focus texts to choose from:**Three Little PigsGoldilocks and the Three BearsLittle Red Riding Hood | **Focus texts to choose from:**Brown Bear, Brown Bear what do you see?I can sing a rainbow songA colour of his own | **Focus texts to choose from:**The Hungry CaterpillarThe bad-tempered LadybirdSuper Worm | **Focus texts to choose from:**The Wheels on the busToot Toot Beep BeepDuck in the TruckRow Row Row your BoatNon-Fiction texts - transport | **Focus texts to choose from:**Pirates Love UnderpantsTen Little piratesPortside 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 makingFine 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 busTractor visitPolice car/fire engine visit | Pirate dress up dayPathway 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 dayChristmas 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 dayRandom acts of kindness dayChinese 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 daySun awareness dayNational smile month**Come and learn sessions – with a Literacy focus.**  | Children’s Art weekHealthy eating themed dayQueen’s birthday themed dayFather’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 PrimaryTransitionsEnd of year celebrations |