

Green- Links to Recovery Curriculum

Red- Blended/Remote Learning

Highlighted in Yellow- Opportunities to teach children to keep themselves safe

Theme: Literature

Chosen Reference Text: Marvel Comics

Group 1 – Low Semi-Formal	Group 2– High Semi-Formal	Group 3 – High Semi-Formal/Formal	Group 4- Formal
<b>Life Long Learning</b>			
<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can name different emotions and feelings</li> <li>- I can identify different feelings and when I experience them</li> <li>- I can practise different strategies to manage feelings, and choose ones that help me self-regulate independently</li> <li>- I can identify a trusted adult or friend to share my feelings with</li> </ul> <p><b>Objective:</b> EY:I will have confidence to share my feelings and have strategies to manage them</p> <p><b>Challenge:</b> I can use strategies to regulate my emotions independently. I can share a preferred strategy with a</p>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can name different emotions and feelings</li> <li>- I can identify different feelings and when I experience them</li> <li>- I can practise different strategies to manage feelings, and choose ones that help me self-regulate independently</li> <li>- I can identify a trusted adult or friend to share my feelings with</li> </ul> <p><b>Objective:</b> EY:I will have confidence to share my feelings and have strategies to manage them</p> <p><b>Challenge:</b> I can use strategies to regulate my emotions independently. I can share a preferred strategy with a friend when they are upset</p>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can name different emotions and feelings and the differences between them</li> <li>- I can identify where in my body I feel different emotions</li> <li>- I can identify the implications for feeling sad, angry or frustrated</li> <li>- I can identify personal 'triggers' for things that make me feel sad, angry and frustrated</li> <li>- I can practise different strategies to manage feelings, and choose ones that help me self-</li> </ul>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I understand different money amounts, currency, notes and coins</li> <li>- I understand that money is utilised to pay for goods and earned through work</li> <li>- I can identify the differences between wants and needs</li> <li>- I can identify the costs associated with paying for needs</li> <li>- I can identify what the term 'budgeting' means and examples of when it may be used</li> </ul> <p><b>Objective:</b> KS1/2: I will develop an understanding of money: budgeting and how to money manage.</p> <p><b>Challenge:</b> I can create a personal budget</p>

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<p>friend when they are upset</p> <p>I can use strategies to help calm myself when I am in a new environment or setting.</p>	<p>I can use strategies to help calm myself when I am in a new environment or setting.</p>	<p>regulate independently</p> <p><b>Objective:</b> KS1/2: I will learn about what I can do when I feel sad or angry or frustrated.</p> <p>I will develop strategies to help with these emotions or situations that worry me.</p> <p><b>Challenge:</b></p> <p>I can utilise a strategy independently to help me manage my emotions</p> <p>I can research a new strategy that might help me manage my emotions</p> <p>I can share a strategy with a friend</p>	<p>for a particular activity</p> <p>Eg. A shopping trip or school trip</p>
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<p><b>Week 2</b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know what parts of my body are considered private</li> <li>- I know that my body belongs to me and I have control over it</li> <li>- I know how to communicate 'yes' and 'no'</li> <li>- I can identify a trusted adult to talk to</li> </ul> <p><b>Objective:</b> 4. EY: I will revisit the underpants rule and where applicable the NSPCC Speak Out Stay Safe Programme.</p> <p><b>Challenge:</b> I can share the underpants rule with someone else.  I can design a poster for 'the underpants rule'</p>	<p><b>Week 2</b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know what parts of my body are considered private</li> <li>- I know that my body belongs to me and I have control over it</li> <li>- I know how to communicate 'yes' and 'no'</li> <li>- I can identify a trusted adult to talk to</li> </ul> <p><b>Objective:</b> EY: I will revisit the underpants rule and where applicable the NSPCC Speak Out Stay Safe Programme.</p> <p><b>Challenge:</b> I can share the underpants rule with someone else.  I can design a poster for 'the underpants rule'</p>	<p><b>Week 2</b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know what the term 'yes' and 'no' mean</li> <li>- I know how to say 'yes' or 'no' or say it using my preferred mode of communication</li> <li>- I can identify situations that make me feel uncomfortable</li> <li>- I know how to communicate that I want to say 'no.'</li> </ul> <p><b>Objective:</b> 3.KS1/2: To say no or yes. Identify situations that we need to say no</p> <p><b>Challenge:</b> I can identify different ways to react when I am in a situation that makes me feel uncomfortable and I have</p>	<p><b>Week 2</b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can manage my personal money by keeping it in a safe space.</li> <li>- I can identify items that I like to spend money on</li> <li>- I can identify the prices of various items I am interested in</li> <li>- I can ensure I have enough money to purchase items of my choosing</li> <li>- I can calculate change from my expenditures.</li> </ul> <p><b>Objective:</b> 4.KS1/2: I will experience using money purposefully in a safe contexts (tuck shop) using real coins.</p> <p><b>Challenge:</b> I can use my knowledge of money to consider ways for fundraising or making a profit.</p>

Week commencing – Autumn 2- 2 Weeks planning – Room 1 Teacher: Chloe Argent



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said 'no.'

**LLL Recovery Curriculum Links:** Managing our feelings talks, Recognising emotions of others, describing good things that happened in our evenings and time spent with family. Social stories, Nature walks, nature talks. Recognising good/bad as related to reference text. Answering, “Who is a superhero in my life?” “What superpowers do I have?” “What skills and gifts can I share with others?” “How can we help others in the community?” Community projects, Letter writing to other schools and meaningful individuals. Using nature to manage emotions, thinking about ‘before’ and ‘after’ after spending time in nature.

**LL Blended Learning:** Encouraging time in nature to manage emotions, outdoor mark making, picture taking and sensory focused projects. Examining animals and birds and their ‘superpowers.’ How do animals meet their needs? How do they help one another?

**Communication and Language**

<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<b>Steps to objective:</b> - I listen to a variety of songs in	<b>Steps to objective:</b> - I can identify when my name is being called	<b>Steps to objective:</b> - I am familiar with everyday/key words that are meaningful to me. (iPad, walk, lunch)	<b>Steps to objective:</b> - I know how many CVC words at said - I know how many CVC	<b>Steps to objective:</b> - I am familiar with daily routines, work spaces and work materials that I utilise regularly.

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<p>different contexts</p> <ul style="list-style-type: none"> <li>- I watch the reactions of others who enjoy different sounds and songs</li> <li>- I react to sounds I like and dislike</li> </ul> <p><b>Objective:</b> SF2: Shows interest in play with sounds, songs and rhymes.</p> <p><b>Challenge:</b> I can choose a <b>favourite</b> sound, song or rhyme to play along with</p>	<ul style="list-style-type: none"> <li>- I react when my name is being called</li> <li>- I react appropriately to changes through out the day at familiar points (home time, lunch, snack etc)</li> </ul> <p><b>Objective:</b> SF2: Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</p> <p><b>Challenge:</b> xxx</p>	<ul style="list-style-type: none"> <li>- I react appropriately when key words are used by others in context (Put you coat away’ ‘Get ready for lunch’</li> <li>- I can say</li> <li>- I can use key words in a familiar and reoccurring context.</li> </ul> <p><b>Objective:</b> SF3: Uses two key words regularly to communicate</p> <p><b>Challenge:</b> I can use two key words in a new context Eg, ‘On our school trip I will eat a <b>packed lunch.</b>’</p>	<p>are spelled.</p> <ul style="list-style-type: none"> <li>- I ask questions when a word does not make sense</li> <li>- I know when a familiar word is used in a new context</li> </ul> <p><b>Objective:</b> F2: I can talk about words that look or sound the same. I can talk about words that have the same meaning.</p> <p><b>Challenge:</b> I can understand a simple pun using multiple word meanings.</p> <p>I can write a pun or rhyme using my knowledge of multiple word meanings.</p>	<ul style="list-style-type: none"> <li>- I can retrieve work materials from a familiar place they are stored</li> <li>- I can complete my work in a familiar place (table spot or independent working desk)</li> <li>- I can respond to questions when I am asked what materials I am using and why</li> </ul> <p><b>Objective:</b> F1: I can talk about the things I need to do so that I can complete a task. (JS &amp; LW)</p> <p><b>Challenge:</b> I can talk about the things I may need to complete a new task</p>
<p><u>Week 2</u> <b>Steps to objective:</b></p>	<p><u>Week 2</u> <b>Steps to objective:</b></p>	<p><u>Week 2</u> <b>Steps to objective:</b></p>	<p><u>Week 2</u> <b>Steps to objective:</b></p>	<p><u>Week 2</u> <b>Steps to objective:</b></p>

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<ul style="list-style-type: none"> <li>- I can respond accurately when asked to choose from a group of 'people, places and things'</li> <li>- I can respond accurately when asked to describe an action</li> <li>- I can respond 'yes' or 'no' accurately to questions about nouns, verbs and adjectives</li> </ul> <p><b>Objective:</b> SF2: Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep,</p>	<ul style="list-style-type: none"> <li>- I know what familiar words mean to me 'Mum, Dad, lunch etc'</li> <li>- I respond to yes or no questions including familiar words</li> </ul> <p><b>Objective:</b> Understanding of single words in context is developing, e.g. 'cup', 'milk', 'dad'.</p> <p><b>Challenge:</b> I can apply my knowledge of familiar words to a new context</p>	<ul style="list-style-type: none"> <li>- I can say single words with prompts in response to questions and events</li> <li>- I say words independently in response to the actions of others</li> <li>- I use words in play settings</li> <li>- I use key words to share my feelings and thoughts</li> </ul> <p><b>Objective:</b> SF4: Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p><b>Challenge:</b> I can describe the feelings of others using key words related to feelings, experiences and thoughts</p>	<ul style="list-style-type: none"> <li>- I know that sharing means to convey information to others</li> <li>- I respond when others ask me questions</li> <li>- I know why we use the terms 'because' and 'when'</li> <li>- I can use the terms 'because' and 'when' after they are modeled by an adult.</li> </ul> <p><b>Objective:</b> F2: I can explain things using a sentence with 'because' or 'when'.</p> <p><b>Challenge:</b> I can clarify a misunderstanding using 'because' and 'when'</p> <p>I can write a sentence using 'because' and 'when.'</p>	<ul style="list-style-type: none"> <li>- I can think of questions I want to find the answers to</li> <li>- I can utilise information I am given to find answers</li> <li>- I can make choices about the best resources I may use to answer questions</li> <li>- I can use various resources and technology to find information</li> </ul> <p><b>Objective:</b> F1: I can find things out by asking how and why questions.</p> <p><b>Challenge:</b> I can pose an effective question that asks 'how' and 'why' about a topic that interests me</p> <p>I can show someone else how to use a resource effectively</p>
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<p>hot).</p> <p><b>Challenge:</b> I can describe a new experience using nouns, verbs and adjectives.</p>				
<p><b>C &amp; L Recovery Curriculum Links:</b> Spending time with friends who are the same and different, group work such as describing a superhero together, continued role play opportunities, answering questions such as “Who has super qualities in this class?” “What makes each of us a superhero in our own way?” Opportunities for outdoor learning and outdoor team building exercises (finding superheroes in the woods, utilising individual skills to complete a task such as balancing a rope or ball</p> <p><b>C &amp; L Blended Curriculum Links:</b> Naming familiar people and places within my community, describing how others help us or help us to achieve a task (NHS focus (keyworkers as ‘superheroes.’ Relating our superhero theme to people who are currently going above and beyond to help us through the pandemic, creating a thank you card for key workers, Interviewing a key worker over the phone or on MS teams and asking relevant questions.</p>				
<p><b>Reading</b></p>				
<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can maintain attention on one object</li> <li>- I can track an object in a multitude of directions</li> <li>- I can track an object up and down with the aid of sound</li> <li>- I can track an object left, right, up and</li> </ul>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know the way that a book is held to get ready to read</li> <li>- I know where to find the front and back cover of a book</li> <li>- I know the direction to turn pages when reading</li> </ul>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know all of my Phase 1 Sounds</li> <li>- I recognise CVC words</li> <li>- I can apply phase 1 sounds to create familiar words (such as</li> </ul>	<p><b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can look up new words using a printed or online dictionary</li> <li>- I can look up various meanings for new words</li> <li>- I can use new words in a sentence</li> <li>- I can answer questions about new</li> </ul>	

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<p>down with the aid of light and sound</p> <p><b>Objective:</b> SF1: Track objects from left to right and up and down</p> <p><b>Challenge:</b> I can watch words in a book being read from left to right</p>	<ul style="list-style-type: none"> <li>- I know where words are located on the page</li> <li>- I track words left to right as they are read to me</li> </ul> <p><b>Objective:</b> SF4: They understand the conventions of reading, [for example, following text left to right, top to bottom and page following page].</p> <p><b>Challenge:</b> I look at a book independently (pictures and/or words) moving from left to right. I can answer questions about the book when I am finished reading.</p>	<p>my own name)</p> <p><b>Objective:</b> F1: To accurately apply phonic knowledge and skills to taught graphemes and whole words with QWZsuffixes - s,-es,-ing,-ed,-est</p> <p><b>Challenge:</b> I can spell new words using my knowledge of familiar graphemes</p>	<p>words</p> <p><b>Objective:</b> F1: Discuss and clarify the meaning of new and known vocabulary</p> <p><b>Challenge:</b> I can discuss and clarify the meaning of words that sound the same but have different meanings and spellings.</p>
<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can maintain attention on one familiar object</li> <li>- I can name a familiar object in a multitude of random directions</li> <li>- I can name a familiar object when it travels up and down with the aid of</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I am familiar with a number of stories</li> <li>- I can identify the sequence of events in a story</li> <li>- I listen to sounds that are very similar and have similar melodies</li> <li>- I listen to words that are very similar</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can apply phonics knowledge to sound out known words</li> <li>- I can apply phonics knowledge to read new words, with</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can make predictions about a story by looking at visual cues</li> <li>- I can find the blurb on a book and make predictions about a text</li> <li>- I can read speech within a text and understand the context in which</li> </ul>



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<p>sound</p> <ul style="list-style-type: none"> <li>- I can name a familiar object left, right, up and down with the aid of light and sound</li> </ul> <p><b>Objective:</b> SF1: Name objects in a line – left to right</p> <p><b>Challenge:</b> I can follow a group of letters in a line, or letters in my name</p>	<p>and end in a similar way</p> <ul style="list-style-type: none"> <li>- I can choose words that sound the same when given various options</li> <li>- I can choose familiar key words from a story</li> </ul> <p><b>Objective:</b> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</p> <p><b>Challenge:</b> I can say the missing word aloud in a known rhyme, story or game</p>	<p>teacher support</p> <ul style="list-style-type: none"> <li>- I can apply phonics words read new words independently</li> <li>-</li> </ul> <p><b>Objective:</b> F1: To identify and read some 'exception words' where spelling and sound correspondence is unusual</p> <p><b>Challenge:</b> I can write and say some exception words</p>	<p>things are being said</p> <ul style="list-style-type: none"> <li>- I can use reading comprehension skills to denote meaning</li> </ul> <p><b>Objective:</b> F1: Make inference based on what is being said or done</p> <p><b>Challenge:</b> I can identify how punctuation within a text denotes meaning</p>
<p><b>Reading Recovery Curriculum Links:</b> Reading a variety of superhero texts in various formats, tracking objects from left to right in nature (birds in the sky, leaves moving on a branch) Team activities moving left to right, looking up words that describe superheroes and relating them to ourselves or others. Reading memoirs of people who have contributed to society, reading charity webpages and sharing a cause with the class</p> <p><b>Reading Blended Learning Links:</b> Sharing a superhero book with an adult at home, doing a 'letter hunt' in the home or outside in the garden, reading subtitles on a popular program, creating a comic strip for someone else to read and add to, rhyming songs, using a favourite object at home and placing from left to right, online research work, finding punctuation in news articles, books and magazines</p>			

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Writing			
<p><b><u>Week 1</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that marks convey meaning</li> <li>- I know that meaning is conveyed through symbols, and symbols denote meaning</li> <li>- I create random marks and show them to an adult</li> <li>- I can find symbols and marks and respond to them appropriately</li> </ul> <p><b>Objective:</b> SF1: I sometimes gives meaning to marks as I draw and paint</p> <p><b>Challenge:</b> I can make a comment about different mark making</p> <p>I can make marks in response to a question posed by my teacher</p>	<p><b><u>Week 1</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that different words convey different meaning</li> <li>- I know that words can be used to describe different actions and items</li> <li>- I can use my phonics knowledge to sound out new words</li> <li>- I remember key words that are used when investigating a topic. I can say them out loud and then find them in text</li> </ul> <p><b>Objective:</b> SF5: Say key topic words and corresponding signs and find these in a word bank</p> <p><b>Challenge:</b> I can look up the meaning of key topic words</p>	<p><b><u>Week 1</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I understand the purpose of full stops</li> <li>- I can find full stops in different pieces of writing</li> <li>- I utilise full stops in my writing consistently</li> <li>- I understand the purpose of different forms of punctuation in writing and reading.</li> <li>- I know when to use a question mark in my writing</li> </ul> <p><b>Objective:</b> SF6: Begin to punctuate sentences</p>	<p><b><u>Week 1</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can identify the purpose of different sentences</li> <li>- I can answer questions about a sentence I have read</li> <li>- I know the difference between different types of sentences</li> <li>- I know the different types of punctuation that are used in various types of sentence</li> </ul> <p><b>Objective:</b> F2: Use grammar vocabulary to identify the function of a sentence (statement, question, exclamation or command)</p> <p><b>Challenge:</b> I can write my own sentences as a statement,</p>

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	<p>I can find words that are synonyms of key topic words explored.</p>	<p>using a question mark</p> <p><b>Challenge:</b> I can punctuate incorrect sentences to include a full stop or question mark</p>	<p>question, exclamation and command and punctuate them appropriately.</p>
<p><b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that symbols represent my name</li> <li>- I create marks to signify myself and my name</li> <li>- I create marks to communicate my ideas about actions, images and events</li> <li>- I begin to create consistent marks that signify my own name</li> <li>- I create marks in response to being asked questions about events and images in my life.</li> </ul> <p><b>Objective:</b> SF1: I produce meaningful marks or symbols associated with my own name or familiar spoken words,</p>	<p><b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know my Phase 1 phonics sounds securely</li> <li>- I can write all of the letters of the alphabet</li> <li>- I can write some CVC words</li> <li>- I can make predictions about how letters start, and the sounds present in simple words</li> </ul> <p><b>Objective:</b> SF5: Learner begins to use</p>	<p><b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know the purpose of a full stop.</li> <li>- I use full stops in my own writing</li> <li>- I know the purpose of an exclamation mark and when they are used</li> <li>- I write sentences that denote excitement</li> </ul>	<p><b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I use know the difference between an adjective, verb, and noun</li> <li>- I can find adjectives, nouns and verbs in reading excerpts</li> <li>- I can create a sentence using an adjective and verb</li> <li>- I understand the parts of a sentence</li> <li>- I understand what an</li> </ul>

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<p>actions, images or events</p> <p><b>Challenge:</b> I create marks that begin to signify letters (especially the first letter of my name)</p>	<p>consonants to represent words, and then may insert vowels</p> <p><b>Challenge:</b> I can apply my knowledge of CVC words to new words</p> <p>I consistently use particular vowels and vowel sounds in my writing.</p>	<p><b>Objective:</b> SF6: Begin to punctuate sentences using an exclamation mark</p> <p><b>Challenge:</b> I read with prosody when encountering an exclamation mark</p>	<p>expanded noun phrase is</p> <p><b>Objective:</b> F2: Use adjectives to expand noun phrases</p> <p><b>Challenge:</b> I can create a figure of speech using an expanded noun phrase.</p>
<p><b>Writing Recovery Curriculum Links:</b> Writing in nature using a variety of natural materials, finding items that could be used to make a full stop or explanation mark, going on a vowel and consonant hunt, creating a Phonics tree, finding our names in the woods and corresponding photos, finding letters on stones, in sounds etc.</p> <p><b>Writing Blended Learning Links:</b> Writing own interview questions for a keyworker of grandparent, asking written questions over Zoom or MS teams, vowel and consonant hunts, chalk work and mark making out in the garden, making letters out of natural items, reading signs on a daily walk and recreating your own, writing 'Superhero jobs' around the house</p>			

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Mathematics				
<p><b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can ask for items to complete a task using a preferred mode of communication</li> <li>- I know that one item can be used to receive another</li> <li>- I can respond appropriately in a shop role play scenario, with support</li> </ul> <p><b>Objective: SF1:</b> Demonstrate an understanding of the concept of</p>	<p><b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can count numbers 1-3 consistently</li> <li>- I recognise the numerals 1-5</li> <li>- I have secure knowledge of 1:1 correspondence</li> <li>- I know that numbers get bigger as we count</li> </ul> <p><b>Objective: SF3:</b> Count at least 5 objects reliably.</p> <p><b>Challenge:</b> I can 'count on' from any</p>	<p><b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can identify numbers from 1-50</li> <li>- I can count on from 1</li> <li>- I can respond to the term "next"</li> </ul> <p><b>Objective:</b> SF5: Continue to rote count from a given small number</p> <p><b>Challenge:</b> I can consistently 'count on' from any given number past 20</p> <p>I can begin to count in 5's, starting from 0 to 20.</p>	<p><b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I have a secure knowledge of the add and equals sign and what they mean</li> <li>- I can create number sentences using the add and equal sign</li> <li>- I can solve problems with the add and equals signs</li> <li>- I am beginning to have an automatic knowledge of number bonds from 1-3</li> </ul> <p><b>Objective: SF6:</b> Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to</p>	<p><b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I explore number bonds from 1-10</li> <li>- I have a secure knowledge of place value and the differences between ones and tens</li> <li>- I can use base ten blocks to make a number in different ways</li> </ul> <p><b>Objective: F2:</b> Partition two-digit numbers into different combinations of tens and ones, apparatus may be used (e.g. 23 is the same as two tens and three ones, or one ten and thirteen ones)</p> <p><b>Challenge:</b> I record my partitioning using number sentences</p>

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Red- Blended/Remote Learning

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Theme: Literature

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<p>transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) (S1)</p> <p><b>Challenge:</b> I can apply the concept of transaction to a real life context. Eg. I use coins to pay for an item at the tuck shop.</p>	<p>number between 1-5</p> <p>I can count objects 1-10 with support</p>		<p>and within 5 (e.g. <math>2 + 2 = 4</math> and <math>3 + 1 = 4</math>) (S4)</p> <p><b>Challenge:</b> I can recite 'doubles' from one to ten (using a musical aid)a</p>	
<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know the difference between big and small</li> <li>- I can choose an object using a preferred communication method</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can join in rote counting with numbers 1-5</li> <li>- Xxx</li> <li>- I can sing along with rote counting 1-10</li> <li>- I can rote count numbers 1-10</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can 'count on' from numbers 1-10</li> <li>- I can choose a correct number of objects when given two or more options</li> <li>- I can count objects by pointing to them independently</li> </ul> <p><b>Objective:</b> SF5: Recognise numerals 1 – 9 and relate them to a set of objects</p>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I have a secure knowledge of number bonds between 1-10</li> <li>- I can symbolise amounts in a number sentence</li> <li>- I can 'count on' when adding numbers together</li> </ul>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I have a secure knowledge of numbers 1-100</li> <li>- I can 'count on' from any number between 1-100</li> <li>- I have a secure knowledge of place value, smaller and bigger</li> <li>- I know the difference between the &lt; &gt; and = signs</li> <li>- I utilise my own strategy to write the &lt;</li> </ul>

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<p><b>Objective:</b> SF1: Match big objects and small objects</p> <p><b>Challenge:</b> xxx</p>	<p>with visual aids</p> <p><b>Objective:</b> SF3: Join in rote counting to 10</p> <p><b>Challenge:</b> I can join in rote counting from 1-10 without the use of visual/ auditory aids</p>	<p><b>Challenge:</b> I can compare numerals 1-9 when counting objects. I can say which one is bigger and smaller</p>	<p><b>Objective:</b> SF6: Demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>)</p> <p><b>Challenge:</b> I can answer if subtraction also follows the commutative law.</p> <p>I can investigate why or why not and explain my answer to others.</p>	<p>and <math>&gt;</math> signs in the correct way</p> <p><b>Objective:</b> F2: Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</p> <p><b>Challenge:</b> I can write out sums using the <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs</p> <p>I can compare two or more sets of numbers using the <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs</p>
<p><b>Mathematics Recovery Curriculum Links:</b> Working with sensory materials to explore addition senses, creating numbers in nature or counting objects in nature, comparing sizes of natural objects (leaves on a tree, tree sizes, rocks etc), using chalk to explore the <math>&lt;</math> and <math>&gt;</math> signs, counting up to 100 in nature (as you rake leaves, count steps on a walk etc)</p>				

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**Mathematics Blended Learning Links:** Working with sensory materials to explore addition senses, creating numbers in nature or counting objects in nature, comparing sizes of natural objects (leaves on a tree, tree sizes, rocks etc), using chalk to explore the < and > signs, counting up to 100 in nature (as you rake leaves, count steps on a walk etc). Finding ten objects in the house and ordering them, following a sequence while baking, keeping track of time as you perform a task, do a certain amount of actions to music

Understanding of the world (Science, Geography, History, RE, Technology)



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<p><b>Science</b> <b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I use familiar items in a preferred way</li> <li>- I watch as item use is modeled in different ways</li> <li>- I use items in various ways, across contexts</li> </ul> <p><b>Objective:</b> PF4: I know things are used in different way</p> <p><b>Challenge:</b> I use one item to fill multiple purposes</p>	<p><b>Science</b> <b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I investigate equipment</li> <li>- I respond to sensory stimuli when I am exposed to different equipment</li> </ul> <p><b>Objective:</b> SF2: I will try out a range of equipment in familiar and relevant situations [for example, initiating the activation of a range of light sources].</p> <p><b>Challenge:</b> I choose a certain piece of equipment to</p>	<p><b>Science</b> <b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I notice differences in my surroundings either visual, tactile or auditory</li> <li>- I notice consistencies either visual, tactile or auditory</li> <li>- I move towards an object to investigate it</li> <li>- I respond to prompts when asked to look at the features of objects</li> </ul> <p><b>Objective:</b> SF3: I will notice detailed features of objects in my environment</p> <p><b>Challenge:</b> I can compare differences between two objects in my environment</p>	<p><b>Science</b> <b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know the differences between re-usable and non-reusable products</li> <li>- I ask questions about what happens to products when we put them in the bin</li> <li>- I understand what types of materials are re-used</li> <li>- I know what a recycling facility is</li> <li>- I know some of the processes that are carried out at a recycling facility</li> </ul> <p><b>Objective:</b> 3.To explore where materials are from. To sort recycling materials.</p> <p><b>Challenge:</b> I can find the meaning of recycling labels</p>	<p><b>Science</b> <b>Week 1</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I ask questions about different scientific phenomena</li> <li>- I know how different questions can be answered using different tests</li> <li>- I know how different testing instruments and equipment are used</li> <li>- I know how to use different equipment and instruments to achieve an accurate result.</li> </ul> <p><b>Objective:</b> 3. I can perform simple tests to explore questions.</p> <p><b>Challenge:</b> I can research the scientific method</p> <p>I know how tests and questioning relates to the scientific method</p>
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	<p>appropriately suit a task</p> <p>Eg. Choosing a magnifying glass between different options when asked to see something up close.</p>		<p>on products</p> <p>I can name the differences between a recycling facility and waste management facility.</p>	
<p><b><u>Geography/History</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I recognise people and places that are meaningful to me</li> </ul>	<p><b><u>Geography/History</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that things change over time</li> <li>- I know some of the features of old an</li> </ul>	<p><b><u>Geography/History</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can talk about family traditions and events</li> </ul>	<p><b><u>Geography/History</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that events in the past have contributed to current society</li> </ul>	

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<ul style="list-style-type: none"> <li>- I respond to questions when asked about people and places that are meaningful to me</li> <li>- I know that some events are significant and special to me (birthdays, holidays, weekend activities)</li> <li>- I respond appropriately (smile etc) when asked to remember an event in my life</li> </ul> <p><b>Objective:</b> SF3: Remembers significant events and using preferred method of communication to talk about these experiences</p> <p><b>Challenge:</b> xxx</p>	<p>new objects</p> <ul style="list-style-type: none"> <li>- I can sort objects based on old and new by choosing between the two options</li> </ul> <p><b>Objective:</b> 3.SF4: I understand the difference between old and new- and recognise this in artefacts, buildings and people</p> <p><b>Challenge:</b> I can draw a picture in the style of old and new</p> <p>I can find evidence of old and new items in the community or on a nature walk</p>	<p>that are meaningful to me</p> <ul style="list-style-type: none"> <li>- I can answer questions about family traditions and events</li> <li>- I can listen intently when others talk about their family traditions and events</li> <li>- I can answer questions about differences between classmates family traditions and events</li> </ul> <p><b>Objective:</b> 3.SF6: I can describe family traditions and celebrations recognising differences between themselves and their peers</p> <p><b>Challenge:</b> I can interview someone about their family traditions and events</p> <p>I can hold a dialogue discussing the differences</p>	<ul style="list-style-type: none"> <li>- I know that events in the past are different than what is happening today</li> <li>- I can choose a historical figure that is interesting to me</li> <li>- I can conduct independent research to learn more about a historical figure</li> <li>- I can draw on Internet and text resources to answer my questions</li> </ul> <p><b>Objective:</b> F1: I know about the life of a British historical figure who contributed to life at home and abroad</p> <p><b>Challenge:</b> Create a quiz covering the life of a British historical figure</p> <p>Share research findings with the class and answer questions posed by my classmates and teacher.</p>
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		between my traditions and others.	

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<p><b><u>Technology</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"><li>- I know how to use a computer device (right way round)</li><li>- I know that computer devices require input and switching on the part of the controller</li><li>- I know how to open devices and functions on a computer device</li></ul> <p><b>Objective:</b> PF4: I enrich / elaborate and control computer devices and hardware</p> <p><b>Challenge:</b> I can turn my computer device</p>	<p><b><u>Technology</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"><li>- I explore a familiar piece of technology</li><li>- I know how to turn a piece of technology off and on</li><li>- I explore some of the basic functions on a new piece of technology</li><li>- I understand that different functional uses of technology at home, in school and in society</li></ul> <p><b>Objective:</b> Objective: SF1: Explore technology</p> <p><b>Challenge:</b> I can research a piece of technology and how it has been used to fulfill a need (eg. how airplanes have changed over time, the advent of mobile phones)</p>	<p><b><u>Technology</u></b> <b><u>Week 1</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"><li>- I know how to write text on Microsoft Word</li><li>- I understand why I might want to create a table</li><li>- I follow the steps to creating a table in word, with support</li><li>- I fill in information using a MS Word table</li></ul> <p><b>Objective:</b> 2. F1: I can complete a table in word.</p> <p><b>Challenge:</b> I record information using a table in Word</p> <p>I compare two different tables I have created in MS Word</p>
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off and on, with support		
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<p><b>Science</b> <b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I use materials and equipment with support</li> <li>- I can respond to yes/no questions about different reactions</li> </ul> <p><b>Objective:</b> PF4: I will remember learned responses over extended periods</p> <p><b>Challenge:</b> I can make predictions about new experiments and experiences, based on learned responses</p>	<p><b>Science</b> <b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can answer yes/no questions</li> <li>- I show curiosity about scientific questions</li> <li>- I can make predictions</li> </ul> <p><b>Objective:</b> SF2: I will respond to simple scientific questions using my preferred communication method or physical ability.</p> <p><b>Challenge:</b> I can make predictions</p>	<p><b>Science</b> <b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know what light and sound are</li> <li>- I can find examples of light and sound</li> <li>- I can switch items on and off</li> </ul> <p><b>Objective:</b> SF3: I will show that I know some familiar sources of sound and light – I will find the light switch or a torch when asked</p> <p><b>Challenge:</b> I can describe light and sound sources</p> <p>I can show preferences for light and sound sources</p>	<p><b>Science</b> <b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can describe materials</li> <li>- I can describe the uses of various materials</li> <li>- I can compare materials</li> </ul> <p><b>Objective:</b> To sort materials by characteristic soft/hard</p> <p><b>Challenge:</b> I can sort material characteristics based on recyclable and non-recyclable</p> <p>I can make a superhero based on recycling materials</p>	<p><b>Science</b> <b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I have a knowledge of measurement units (capacity, length, weight)</li> <li>- I can make predictions about measurements</li> <li>- I can use measurement equipment, with support</li> <li>- I can choose an item to measure</li> </ul> <p><b>Objective:</b> 4.F1: I can measure, using simple equipment.</p> <p><b>Challenge:</b> I can record my measurements in a chart</p> <p>Extension: I can record my measurements in a MS Word table.</p>
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	about phenomena  I react appropriately when my prediction is right or wrong			
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<u>Geography/History</u>	<u>Geography/History</u>	<u>Geography/History</u>	<u>Geography/History</u>
<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I understand that stories can talk about the event in peoples lives</li> <li>- I can recall significant events in my own life</li> <li>- I can answer questions about significant events in my life</li> <li>- I can listen to others when they tell stories</li> </ul> <p><b>Objective:</b> SF3: Listens to stories about events from own past and answers simple questions using preferred method of communication</p> <p><b>Challenge:</b> I can choose an item that helps me to recall a personal story (Choosing a picture of own birthday etc)</p>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that things change over time</li> <li>- I know some of the features of old an new objects</li> <li>- I can sort objects based on old an new by choosing between the two options</li> </ul> <p><b>Objective:</b> 4.SF5: I can identify differences in tangible items that are old and new</p> <p><b>Challenge:</b> I can sort items in a Venn Diagram based on if they are old or new</p>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that my school has changed over time</li> <li>- I show curiosity about events that have happened in the past</li> <li>- I explore resources that share the history of my school</li> </ul> <p><b>Objective:</b> F1: I know about the history of Fountaindale School, then and now</p> <p><b>Challenge:</b> I can interview someone significant about events in the past at Fountaindale School (headteacher etc.)</p>	<p><b>Week 2</b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that history can be described using old, new, past and before</li> <li>- I know how to say sentences using the above terms</li> <li>- I can write sentences using old, new, past before and after</li> <li>- I can research a meaningful event and describe it to someone else.</li> </ul> <p><b>Objective:</b> F1: Describe events using old, new, past, before, after</p> <p><b>Challenge:</b> I can make predictions about the future and describe them using Next, then, after</p>

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<p><b><u>Technology</u></b> <b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I interact with technology</li> <li>- I can press a Switch</li> <li>- I respond to action on a tablet/program</li> </ul> <p><b>Objective:</b> PF4: Moves to trigger a program on a tablet</p> <p><b>Challenge:</b> I can turn a program on and off</p> <p>I remember learned responses from a tablet or program</p>	<p><b><u>Technology</u></b> <b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that there are some websites that are not safe to access</li> <li>- I can recognise inappropriate digital content</li> <li>- I can recognise safe digital content</li> </ul> <p><b>Objective:</b> SF1: Access 'safe' digital content online</p> <p><b>Challenge:</b> I can make an Internet safety leaflet</p> <p>I can share my ideas with the class</p>	<p><b><u>Technology</u></b> <b><u>Week 2</u></b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can think of examples of safe and respectful internet use</li> <li>- I can describe how to use the Internet safely and respectfully</li> <li>- I can describe when something disrespectful or unsafe happens online</li> <li>- I know what to do when I feel unsafe online</li> </ul> <p><b>Objective:</b> F1: Use technology safely and respectfully</p> <p><b>Challenge:</b> I can provide examples for using the Internet safely and unsafely</p> <p>I can name someone that I can talk to when I do not feel safe or respected online</p>
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**Understanding of the World Recovery Curriculum Links:** Conducting scientific experiments in nature, looking at birds, squirrels etc and thinking what kinds of ‘superpowers’ they have. Team activities using the interactive whiteboard, showing a peer how to use a piece of equipment, thinking about people that are meaningful to us at school and at home, thinking of ways to express gratitude and sharing them with others

**Understanding of the World Blended Learning Links:** Connecting with a friend at school from home, including sending an email, typing a message to post to them, or engaging in a Zoom call. Looking at family photos and comparing ‘new’ and ‘old.’ Making an Internet safety leaflet

**PSED/SRE**

**Week 1**

**Steps to objective:**

- I know that some parts of my body are not displayed to others
- I know that there are appropriate times to share parts of our bodies
- I respond when someone says the word ‘private’
- I adhere to personal care routines

**Objective:** PF4: I respond to stimuli about what is meant by the word ‘private’.

**Challenge:** I can identify a trusted adult to

**Week 1**

**Steps to objective:**

- I can identify people who are meaningful to me
- I can identify people I interact with on a daily basis
- I know what a relationship is
- I can identify relationships that are meaningful to me

**Objective:** SF2: Give examples of different types of relationships

**Challenge:** I can describe a relationship that is meaningful to me

**Week 1**

**Steps to objective:**

- I can recognise notes and coins
- I can recognise different denominations
- I know that money can be used to buy goods

**Objective:** F1: Recognise money (coins, notes)

**Challenge:** I can examine different currencies

**Week 1**

**Steps to objective:**

- I can identify people who are special to me
- I can identify things that help to keep me safe
- I can identify trusted adults and how they take care of me

**Objective:** SF1: Identify people at home, school and in other settings who are responsible for helping us keep healthy and safe.

**Challenge:** I can identify ways to keep

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Chosen Reference Text: Marvel Comics

<p>talk to about things that are private</p>		<p>I can find the coins needed to buy a product (tuck shop)</p>	<p>myself healthy and safe I can identify behaviours that are not healthy and safe</p>
<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can respond to questions about activities that I like and dislike doing</li> <li>- I can talk about a friend or someone that I like to spend time with</li> <li>- I can indicate what activities I do on my own and things I do with friends</li> </ul> <p><b>Objective:</b> PF4: Respond to stimuli about things we might do with other people and things we would do on our own.</p> <p><b>Challenge:</b> xxx</p>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can identify someone special to me</li> <li>- I can describe why they are special to me</li> <li>- I can give examples of showing thanks (cards, songs etc)</li> </ul> <p><b>Objective:</b> SF2: Give some examples of ways we might let people know they are special to us.</p> <p><b>Challenge:</b> I can choose someone to say thank-you to. I can choose a way to express that they are special to me.</p>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I know that adults use money to meet their wants and needs</li> <li>- I know where people spend money</li> <li>- I know what items are needed to help us live</li> <li>- I know that adults spend money to meet their needs</li> </ul> <p><b>Objective:</b> F1: Identify things we (or adults we know) might choose to spend money on, such as food, clothes and things we need to help us to live.</p> <p><b>Challenge:</b> I can sort purchased items between</p>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can identify people who help me</li> <li>- I can identify people I can talk to when I am upset</li> <li>- I can identify the role of school staff in keeping me safe</li> </ul> <p><b>Objective:</b> F1: Identify trusted adults in school</p> <p><b>Challenge:</b> I can identify trusted adults in the community</p>

Week commencing – Autumn 2- 2 Weeks planning – Room 1 Teacher: Chloe Argent



Green- Links to Recovery Curriculum

Red- Blended/Remote Learning

Highlighted in Yellow- Opportunities to teach children to keep themselves safe

Theme: Literature

Chosen Reference Text: Marvel Comics

wants and needs

**SRE Recovery Curriculum Links:** Identifying adults that help us and people in the community, focus on keyworkers and the COVID pandemic. Listening places we can go to feel self. Use of self-regulating strategies to manage emotions, creation of songs and acronyms and songs to help us feel safe and remember important points. Interview someone in the community who helps to keep us safe. Thinking about keeping safe in nature

**SRE Blended Learning Links:** Describing someone special or making a thank-you card. Helping someone at home to make a budget, managing money at a shop and calculating change. Storing money in a safe place, designing a new note, exploring different currencies used around the world, designing a new uniform for someone that keeps us safe

**Expressive Art and Design (Art and DT)**

<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will work with a variety of creative materials</li> <li>- I will work with a variety</li> </ul>	<p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will work with a variety of tools to mark make and undertake creative projects</li> <li>- I will respond to cues in working</li> </ul>	<p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will choose materials and tools that I prefer working with</li> <li>- I will respond to cues in working with tools accurately</li> <li>- I will choose materials and tools to work with independently</li> </ul>	<p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will explore art in various dimensions</li> <li>- I will critique an art piece</li> <li>- I will explore the various ways to use materials, and the</li> </ul>	<p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can orally describe images from my imagination</li> <li>- I can describe and critique various art works</li> <li>- I can relate experiences and images to my five senses</li> </ul>

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<p>of artistic equipment and resources</p> <ul style="list-style-type: none"> <li>- I will work with materials and equipment, with support</li> <li>- I will remember learned responses to working with materials and equipment over time</li> </ul> <p><b>Objective:</b> 4.PF4: I will perform actions, often by trial and improvement, and remember learned responses over short periods of</p>	<p>with materials and tools</p> <ul style="list-style-type: none"> <li>- I will choose a tool and material to create</li> </ul> <p><b>Objective:</b> SF3: I will use and handle different tools and materials with purpose.</p> <p><b>Challenge:</b> I will use a variety of tools to make purposeful marks</p>	<p><b>Objective:</b> SF4: I will practice my new skills with less support (TW)</p> <p><b>Challenge:</b> I will begin to practise new skills independently</p> <p>I will finish my work independently</p>	<p>effect they give on my artwork</p> <p><b>Objective:</b> SF6: I will develop my ideas and use materials and processes more working in 2 or 3 dimensions.</p> <p><b>Challenge:</b> I will choose materials, tools and dimensions to make a piece of art in a particular style</p>	<p>- xxx</p> <p><b>Objective:</b> F1: I record from first hand observation, experience and imagination.</p> <p><b>Challenge:</b> I can depict observations, experiences and imagination in a new format (comic strip)</p>
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<p>time for example returning my hands to a particular texture.</p> <p><b>Challenge:</b> I will utilise one or more tools and materials to create an artistic project</p>				
<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will choose materials and tools when given a choice</li> <li>- I will start my work independently</li> <li>- I know that certain</li> </ul>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I show preference for certain materials and equipment</li> <li>- I can reflect on previous work and the techniques used</li> <li>- I have a secure working knowledge of materials and</li> </ul>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can use a variety of materials and resources</li> <li>- I know what materials and tools are used to create certain artistic effects</li> <li>- I can experiment with new tools and materials</li> <li>- I can make choices about materials and tools in my work</li> </ul> <p><b>Objective:</b> SF4: I will develop my knowledge of the process of making and be able to gather suitable resources and</p>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will explore various paintings, sculptures and drawings</li> <li>- I will describe what these pieces of art mean to me</li> <li>- I will experiment with different materials to create paintings, sculptures and drawings</li> </ul> <p><b>Objective:</b> SF6: I will know</p>	<p><b>Week 2</b> <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I will experiment with colours, pattern and texture</li> <li>- I know the different shapes, colours and what constitutes a pattern</li> <li>- I will explore various art with different colours, patterns and textures</li> <li>- I will choose materials to create different artistic features</li> <li>- I know the difference between pattern, texture and shape and I can find examples of them</li> </ul>

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<p>materials are used for certain purposes</p> <p><b>Objective:</b> SF1: I will use communicate with intention, initiating interactions and activities such as putting a roller or paint brush into the paint.</p> <p><b>Challenge:</b> I will experiment with new materials and tools using what I know</p>	<p>tools used with them</p> <p><b>Objective:</b> SF3: I will create pieces of work, applying familiar techniques to a task.</p> <p><b>Challenge:</b> I can use a new tool or material to complete a familiar task (eg. materials found in nature)</p>	<p>tools for my work.</p> <p><b>Challenge:</b> I can plan an artistic project and choose appropriate materials and tools for my work</p>	<p>that paintings, sculptures and drawings have meaning. I will work with sustained control and concentration when experimenting with tools and materials.</p> <p><b>Challenge:</b> I will choose materials independently to create a piece of work (paintings, sculptures and drawings)</p>	<p><b>Objective:</b> F1: Understand visual and tactile elements including colour mixing, pattern, texture and shape.</p> <p><b>Challenge:</b> I can create a piece of art using various colours, patterns, textures and shape</p> <p>I can talk about my work and describe my artistic choices to others</p>
<p><b>Art and DT Recovery Curriculum Links:</b> Using tools and materials found in nature, Using natural materials to mark-make (mud, grass, water etc), mark-making and creating projects in nature, creating projects to help nature (bug hotel, butterfly home, bee haven area)</p>				
<p><b>Art and DT Blended Learning Links:</b> Using tools and materials found in nature, Using natural materials to mark-make (mud, grass, water etc), mark-making and creating projects in nature, creating projects to help nature (bug hotel, butterfly home, bee haven area)</p>				

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Physical Development		
<p><b><u>Week 1</u></b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I have developed proximal-distal control</li> <li>- I respond to various sensory equipment on my hands and skin</li> <li>- I respond with pleasure and displeasure to various textures</li> </ul> <p><b>Objective:</b> SF1: I may explore different textures using my hands or my head</p> <p><b>Challenge:</b> I can mark make with my hands in a preferred texture</p>	<p><b><u>Week 1</u></b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can hold my head and parts of my body upright</li> <li>- I can hold an object steady</li> <li>- I can hold a part of my body steady or with support</li> </ul> <p><b>Objective:</b> F2: Balance items on body or create balances with body</p> <p><b>Challenge:</b> I can work with a peer to balance an item between our bodies</p>	<p><b><u>Week 1</u></b></p> <p><b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can move various parts of my body either independently or with support</li> <li>- I can hold an object steady</li> <li>- I can stretch to hold an object</li> <li>- I can stretch to keep part of my body still</li> <li>- I can utilise different techniques for my body to perform a function</li> </ul> <p><b>Objective:</b> F4: Develop flexibility, strength, technique, control and balance</p> <p><b>Challenge:</b> I can play a familiar game utilising a control and balance technique I can teach a peer a new pose or stretch</p>

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<p><b><u>Week 2</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can perform an action independently or with support</li> <li>- I can respond to music by making an action</li> <li>- I can mirror the actions of another person</li> <li>- I can mirror two or more actions of another person, with music or verbal cues (and support if needed)</li> <li>-</li> <li>- <b>Objective:</b> SF3: I can link two actions in a sequence using support such as symbols if needed</li> </ul> <p><b>Challenge:</b> I can create two or more actions to make a sequence utilising music</p>	<p><b><u>Week 2</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can hold a bean bag and not let go</li> <li>- I can throw, pass or hide a bean bag</li> <li>- I can utilise a bean bag in a familiar game</li> </ul> <p><b>Objective:</b> F2: Use apparatus or bean bags</p> <p><b>Challenge:</b> I can create my own game using an apparatus or bean bags.</p>	<p><b><u>Week 2</u></b>  <b>Steps to objective:</b></p> <ul style="list-style-type: none"> <li>- I can move fast and slow</li> <li>- I can move high and low</li> <li>- I can respond to cues with various movements</li> <li>- I can create a sequence in movement to perform a task</li> </ul> <p><b>Objective:</b> F4: Experiment with levels, speeds and directions</p> <p><b>Challenge:</b> I can practise an athletic technique using levels, speeds and directions (eg. dribbling a ball, hitting a volleyball, hitting a cricket bat)</p>

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**PE Recovery Curriculum Links:** Team building activities (superhero relay races, creating challenges for another group to overcome etc), meditation and yoga activities, use of music to sequence actions, use of musical instruments and body movement to respond to a challenge

**PE Blended Learning Links:** At home meditation and yoga, responding to a challenge set by an adult, acting as a superhero to overcome a task, team building with a sibling or adult, dancing to music or moving your body, throwing a ball or bean bag in the garden to hit a target