

**The Bridge Easton School
EYFS Long Term Curriculum Map**

Cycle 2

	Autumn Term		Spring Term		Summer Term	
Topic	This is me	Our space and planets	Our Frozen planet	Our farming and gardening	Discovering our wonderful world	Olympic/ Sports Being healthy
Literacy	<p>Encourage children to draw pictures of themselves, their friends or family in the photo frames then put them on a display.</p> <p>Draw an outline of a child on the ground in chalk and encourage children to fill in key features.</p> <p>Provide each child with a name card and lay them out on a table. Encourage children to find their name.</p>	<p>Learn the rhyme ‘twinkle twinkle little star’. Encourage children to join in with the words and simple actions.</p> <p>Provide a selection of non-fiction books linked to space. Encourage children to point and name what they can see.</p> <p>Provide shallow trays of coloured salt or sand (‘moon dust’). Provide different tools for children to explore mark making.</p>	<p>Cold, colder, coldest – dress dolls in different amounts of clothing and talk about which would get the coldest</p> <p>Draw spiky and zig-zag lines</p> <p>Make a collection of shiny things and words</p> <p>Use white paint on black card to paint letters and shapes</p>	<p>Animal sounds listening games</p> <p>Role play area – Farm shop/ Animal Barn</p> <p>Farm story bag/feely bag</p> <p>Matching cards – adult and baby animals</p> <p>Names for adult and baby animals</p> <p>Talk about different jobs around the farm – mucking out/shearing sheep/milking time etc.</p> <p>Make an interactive display about a particular farm animal – include facts, books, small world animals, puppets etc.</p>	<p>Use factual books linked to our Topic.</p> <p>Use language linked to dinosaurs- understanding the differences between a carnivore, herbivore and omnivore.</p> <p>Use capital letters, finger spaces and punctuation consistently.</p>	<p>Provide the children with Certificates for them to write their name or a friend’s name and a simple sentence explaining what they have achieved.</p> <p>Encourage the children to design an Olympic mascot. What will their mascot look like? Can the children add labels to it?</p> <p>Create an ‘Olympic Reading Challenge’. Place a picture of five texts in the Olympic rings. Can the children find them in the book corner and read them?</p>

<p>Mathematics</p>	<p>Provide children with a selection of building blocks in different shapes. Ask them to make a model of their home. Can they select the shapes they need for building and combine shapes to create the house?</p> <p>Provide children with T-shirt cut-outs and ask them to draw different patterns on them.</p>	<p>Use the number rhyme 'five little men in a flying saucer' to practise counting. Encourage children to show 'finger numbers' to show number of aliens.</p> <p>Cut out 2D shapes. Encourage children to name the shapes, before arranging them to make a rocket picture.</p> <p>Use an astronaut toy to explore positional language.</p>	<p>Compare the lengths of children's scarves</p> <p>Sorting winter wear – when children are ready to go outside, sort each other into groups of those with hats/scarves/gloves or a mix of each</p> <p>Match pairs of gloves</p> <p>Make repeating patterns for scarves</p> <p>Sequence the seasons using pictures/puzzles</p> <p>Count snowflakes/snowmen/frosty spider's webs outside</p> <p>Look at the shapes that make up a snowflake</p>	<p>Use egg boxes and make and count play dough eggs</p> <p>Count sets of animals</p> <p>Sort animals – either different types of animal, or adult and baby animals, or farm animals from zoo animals</p> <p>Sort by features, such as number of legs</p> <p>Make squares of coloured paper to represent fields (brown, yellow, green) and make repeating patterns</p> <p>Five little ducks in the water tray</p> <p>Count money in and out of piggy banks</p> <p>Small world farm – counting animals</p>	<p>Look at o'clock from a clock face.</p> <p>Look at half past from a clock face accurately.</p> <p>Look at numbers bonds up to 10.</p> <p>Look at ordering objects by length or weight</p>	<p>Show the children a range of sports and ask them which is their favourite.</p> <p>Set up a target-throwing activity in the outdoor area. Encourage the children to add up their points and work out the total.</p> <p>Draw the Olympic rings in the outdoor area with chalk</p> <p>Provide the children with timers and stopwatches to time their Olympic events.</p>
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<p>Understanding the World</p>	<p>Encourage children to explore the outdoor area or a grassy area. What objects can they collect? Can they describe the texture of the objects?</p> <p>Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?</p> <p>Provide children with ink pads. Encourage them to make a fingerprint on a piece of paper. Ask the children to look at their fingerprint and compare it to their friend's fingerprints.</p>	<p>Use space themed photographs and videos to discuss different items linked to space.</p> <p>Provide a selection of glow in the dark and light up toys for children to explore in a dark den.</p> <p>Explore magnetic forces.</p> <p>Explore the difference between day and night. Can children sort pictures into 'day' or 'night'.</p>	<p>Melting and Freezing – make some ice cubes and salt half of them. Which melt first?</p> <p>If it snows, bring some indoors and guess what will happen to it?</p> <p>Freeze water in balloons or rubber gloves</p> <p>Freeze small objects in a bowl of water – lego/small world animal etc</p> <p>Use ice and small world arctic animals to make an arctic scene in the water tray</p> <p>Use a globe to talk about the North and South Poles</p> <p>Why are polar bears white?</p>	<p>Visit a Farm</p> <p>Role play area – Farm Shop/Animal Barn</p> <p>Grow your own wheat</p> <p>Duck pond in the water tray</p> <p>Small world farm – on play mat/in tray with sand, earth or straw</p> <p>Make porridge</p> <p>Make bread</p> <p>Make animal biscuits</p> <p>Look at sheep's wool and compare with balls of wool for knitting</p> <p>Look for things that are made of wool</p> <p>Look at similarities and differences between crop farms and animal farms</p>	<p>Learn about dinosaurs through books, pictures and short video clips.</p> <p>Understand the differences between a carnivore, omnivore and herbivore.</p> <p>Learn about differences in climates.</p> <p>Explore what a fossil is and how fossils can be used to tell a story from the past.</p>	<p>Look at a map of the world. Pinpoint cities where Olympic Games have previously been and are currently being held.</p> <p>Use the Internet to look at images and video clips (where appropriate) of both the summer and winter Olympic Games.</p> <p>Provide the children with blank pieces of paper and encourage them to create their own map of an Olympic Park.</p>
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			<p>Make seed cakes for the birds</p> <p>Go on a frosty walk</p>			
Expressive Arts and Design	<p>Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes'. Sing these regularly to encourage children to learn the song.</p> <p>Provide face outlines or round cork boards and a selection of loose parts. Children can use the loose parts to create a face.</p> <p>Take photos of the children and laminate them or place them in wipeable folders. Leave out with whiteboard pens. Can the children draw different shapes on the faces to make glasses, moustaches or hair to make funny faces?</p>	<p>Provide play dough, along with googly eyes, pipe cleaners, beads and sequins to make play dough aliens.</p> <p>Create a space themed small world play for children to explore and use for pretend play.</p> <p>Provide craft materials to make 3D rockets.</p> <p>Explore colour mixing – encourage children to mix paint to make green aliens, purple planets or orange stars.</p>	<p>Paint with 'cold' colours (white, blue, silver, purple)</p> <p>Make snowflake mobiles</p> <p>Make a snow and ice collage with picture from magazines, or found materials such a foil, sweet wrappers etc</p> <p>Make footprints in the snow with white/silver paint on white/blue card</p> <p>Draw with white chalk on black paper</p> <p>Make arctic animal masks</p>	<p>Songs and Rhymes</p> <p>Weaving with wool</p> <p>Making a farm collage</p> <p>Farm animal masks</p> <p>Make a scarecrow</p> <p>Decorate old CDs and hang outside over your seeds to keep the birds off</p> <p>Make homes for small world farm animals – hen house/pig sty/barn</p> <p>Patchwork patterns – like the fields</p> <p>Papier mache piggy banks</p> <p>Mixing colours – pink for pigs/brown for horses</p>	<p>Practise drawing/ images when listening to different sounds/ noises without an image.</p> <p>Junk modelling to create aspects of our natural world. We will begin to create a piece of art work so that we can share with our peers during a 'show and tell me' session.</p> <p>Singing new songs linked to our topic.</p> <p>We will make Father's Day card for a father, grandfather or uncle.</p>	<p>Draw the Olympic rings with chalk in a large activity tray. Provide Olympic ring coloured loose parts for the children to use to fill the them.</p> <p>Provide cardboard rolls, paper and collage materials for children to create their own Olympic torches. Provide the children with appropriate music to perform a torch relay at an opening ceremony.</p> <p>Provide the children with a Flag Outline. Give the children a range of collage and art materials to create their own flag.</p>

			<p>Listen to gentle floating music/spiky music</p> <p>Use instruments to make spiky, frosty sounds</p>			
<p>Personal, Social, Emotional Development</p>	<p>Teach the children the song 'If You're Happy and You Know It'. Change the lyrics so that you change the emotion each time, such as happy, sad, angry, excited. Encourage children to think of an action to represent each emotion in the song.</p> <p>Paint some stones to show different feelings and hide them in a sand tray. Encourage the children to choose a stone and talk about the feeling they have chosen.</p> <p>Set up a baby clinic, with dolls, medical kits, bandages, changing mats and clothes. Encourage children to play together to check and look after the babies. How do they play together? Can they work</p>	<p>Use an alien toy to introduce and practise hand washing. Can you show little alien how to wash his hands?</p> <p>Use a soft toy alien to encourage children to think about how to care for others and be a kind friend. How can we look after the alien that has landed on our planet?</p> <p>Cut out large circle pieces of paper and encourage them to work together to decorate the paper planets.</p> <p>Create a space themed treasure hunt and encourage children to work together to find the items.</p>	<p>Look at ways to keep warm in winter – clothes/eating/moving around/warm drinks.</p> <p>Have a selection of warm clothes and ask the children which bit of their body they keep warm (gloves-hands, scarf-neck etc).</p> <p>Talk about the ways that animals keep warm.</p> <p>Discuss the dangers of snow and ice – look at pictures of avalanches/taking care on slippery ice/why we don't</p>	<p>What do animals eat?</p> <p>Grow some vegetables or herbs</p> <p>Collect seeds on a walk</p> <p>Take care of the environment – when you go on a country walk shut gates, don't drop litter etc.</p> <p>Make porridge</p> <p>Small World Farm</p> <p>Difference between town and countryside</p> <p>Changing seasons – what happens on a farm at different times of the year?</p>	<p>Learn about things that we need to keep us alive and healthy.</p> <p>Discuss topics of interests making links between their experiences and opinions.</p> <p>Continue to reflect on their learning and make changes independently</p>	<p>Discuss the importance of how we behave when taking part in games and activities. Does it matter if we lose? How can we be good sportspeople? Celebrate children who show this during medal ceremonies or as part of a closing ceremony event.</p> <p>Provide activities, such as tidying up, simple games or friendship challenges. Children who complete these activities can earn a medal. How do they feel when they get the medal?</p> <p>Explain to the children that athletes need to have a healthy diet. Ask the children to help you</p>

	together to look after the babies?		<p>walk on frozen ponds</p> <p>Look at pictures of snowflakes close up and talk about how they are all different</p> <p>Make hot chocolate and share together after a winter walk/outside play</p>	<p>Sharing – The Little Red Hen</p> <p>Safety on the farm – machinery, washing hands etc.</p>		create a healthy meal for one of the athletes.
Communication and Language	<p>Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects.</p> <p>Provide the children with a mirror. Explain that it is a magic mirror. Encourage the children to look at themselves in the mirror and describe what they see in single words or short sentences.</p>	<p>Use space small world and encourage children to name and describe what they can see.</p> <p>Introduce new vocabulary, including planet, moon, Earth, rocket, astronaut.</p> <p>Create space themed sensory bags for children to explore and describe what they can see.</p> <p>Encourage children to answer ‘where is the ...’ using space themed pictures.</p>	<p>Small world play with arctic animals</p> <p>Role Play area – Ice Cave – using white sheets/boxes/make icicles and snowflakes with children/soft toy and small world arctic animals/glitter/arctic animal masks</p> <p>Read fiction and non-fiction books and poems</p>	<p>Farm animal puppets</p> <p>Stories with props</p> <p>Songs and Rhymes</p> <p>Alliteration with initial sound e.g. clumsy cow, happy horse</p> <p>Act out stories (e.g. The Enormous Turnip/ The Three Little Pigs)</p>	<p>Continue to use role play.</p> <p>To begin to share their knowledge on facts during a whole class discussion.</p> <p>To listen attentively and maintain focus for an extended period.</p>	<p>Show the children some images of different Olympic sports. Explain to the children about any sports that they are unfamiliar with, using video clips to reinforce this where appropriate.</p> <p>Show the children images of Olympic medals.</p> <p>Ask the children to think about the different sports in the Olympic Games. Which ones have they tried before? Which sports would they like to try? Why?</p>

			Collect snow and ice words			
Physical Development	<p>Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad, providing child-friendly knives to cut the fruit. They may like to eat it when it is finished, using a fork.</p> <p>Explore the importance of exercise and why we need to be active with the children. Teach the children a selection of active games that they can play together in a large space or outdoor area that the children can then begin to play together independently without adult support.</p>	<p>Play a parachute game – place a soft toy astronaut in the middle of the parachute and ask children to work together to make him jump the moon. Challenge the astronaut to do higher and lower jumps.</p> <p>Use space play dough mats to encourage children to shape and mould models of space items.</p> <p>Provide a range of large equipment for children to complete ‘astronaut training’ – crawl through tunnels, climb steps/ladders, walk along benches.</p>	<p>Collect large cardboard boxes to make igloos</p> <p>Do some running and jumping exercises outside on a cold day</p> <p>Listen to ‘We’re Walking in the Air’ from The Snowman and move like a snowflake</p> <p>Listen to some lively staccato music and make spiky, frosty movements</p> <p>Play games where you have to ‘freeze’</p> <p>Move like a polar bear/penguin/seal</p> <p>Make paper snowflakes to</p>	<p>Pretend to be different types of farm machinery</p> <p>Ride on tractors and trucks</p> <p>Action rhymes</p> <p>Make plasticine animals</p> <p>Make animal homes out of construction toys</p> <p>Move like animals – skip like lambs, paddle like ducks, gallop like horses etc.</p> <p>Act out the Enormous Turnip Story – pretend to really pull the turnip, or have a mini ‘tug of war’ outside</p> <p>Hide root vegetables in a tray filled with earth/in sand pit outside – provide spades and</p>	<p>We will practise using one - handed tools e.g. pencils, paintbrushes and scissors.</p> <p>We will continue to practise fastening buttons, shoes and zippers.</p>	<p>Set up an obstacle course in the outdoor area that involves a range of Olympic activities, such as a target and beanbags or balls, small hurdles and bikes.</p> <p>Provide pipe cleaners and beads in the Olympic ring colours. Encourage the children to thread the coloured beads onto the pipe cleaners to create the Olympic rings.</p> <p>Encourage children to join movements together by learning Olympic events, such as long jump. Can they run and then jump, seeing how far they travelled?</p>

			practice cutting skills	buckets for digging them out Look at pictures of hen houses that have ramps – make ramps outside and go up and down them Animal parachute games		
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The Bridge Easton School
Easton 1 Milestone 1-3 Long Term Curriculum Map

Cycle 2

	Autumn Term		Spring Term		Summer Term	
Topic	This is me	Our space and planets	Our Frozen planet	Our farming and gardening	Discovering our wonderful world	Olympic/ Sports Being healthy
My Communication	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3-year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills. Reading schemes will be used.</p>					
My Sensory Play	<p>Solitary – as it implies, this is play which involves only one person. Much play falls within this category and is perfectly reasonable and usual for this to be the case. However, for those with complex learning difficulties, and especially for those with complex learning difficulties and autism, this may be the only play engaged with. As such, there can be a tendency towards such play being limited, repetitive, stereotypical and obsessive.</p> <p>Parallel – not necessarily playing with but playing alongside, and there may be no acknowledgment or even recognition of the others’ presence.</p> <p>Shared – in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others’ presence it is fleeting rather than sustained.</p> <p>Turn-taking – represents the first stirrings of co-operative play in the clear acknowledgment of the others’ involvement in the activity. We tend to think of turn-taking as being as a result of limited resources – we have one bike, you ride first and then it’s my go – but this is not necessarily the case and should not be the case when working with those with CLD. We both have a jug, you pour first , then it’s my go.</p> <p>Co-operative – where the learner(s) directly engages with others in the direction the play might take.</p>					
My Outdoor School	<p>Food</p> <p>Throughout this topic as far as possible actual items, practical activities and visits should form the backbone of any work; that is, the learning should be contextualised and concrete, done in real time with real food. Photos and videos of the pupils taking part in activities and visits should be standard procedure so that time can be spent in the classroom reliving (and therefore repeating) the work done ‘in the field’.</p>					
My Physical Wellbeing	<p>Trampettes</p> <p>PE benches</p> <p>Gym mats</p> <p>Physio balls of various sizes</p> <p>Tunnels</p> <p>Wobble boards</p>					

	Space hoppers Sensory Lycra body sacks					
My Independence - Shopping	Money		Shopping		Shopping for Cooking	
My Independence - Cookery	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly
My Independence - Travel	Walking and Road Crossing		Walking and Road Crossing		Walking and Road Crossing	

The Bridge Easton School
Easton 2 Milestone 1 Long Term Curriculum Map

Cycle 2

	Autumn Term		Spring Term		Summer Term	
Topic	This is me	Our space and planets	Our Frozen planet	Our farming and gardening	Discovering our wonderful world	Olympic/ Sports Being healthy
My Communication – Sensory Play	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3-year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills. Reading schemes will be used.</p>					
My Communication – Literacy (subject specific)	<p>Fiction: Familiar Settings: Family Stories Non-Fiction: Information Texts: Big Machines Poetry: Rhyming and Patterns: Poems with repeating patterns and rhymes</p>		<p>Fiction: Repeating Patterns: African Settings Non-Fiction: Letters and Postcards: Letters in Different Contexts Poetry: Humorous Poems: Express Ideas Creatively</p>		<p>Fiction: Stories on a Theme: Superheroes Non-Fiction: Information Texts: Questions & answers about food Poetry: Poems on a Theme: Nature Poems</p>	
My Communication - Drama	Encouraging Communication		Dialogue and action		Sounds, dialogue and actions	
My Thinking and Problem Solving – Sensory Play	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Thinking and Problem Solving – Numeracy (Subject Specific)	Place value Addition and subtraction Shape and data	Money Addition and subtraction Time	Place value Money Addition and subtraction	Place value Fractions Measures	Addition and subtraction Measures and shape	Money Addition and subtraction Time
My Creativity – Sensory Play	<p>Develop a range of skills through movement and music</p> <p>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>					

My Creativity – Music	Tempo		Rhythm		Timbre	
My Creativity – Art	Collage		Drawing		Painting	
The World About Me	Food					
	Throughout this topic as far as possible actual items, practical activities and visits should form the backbone of any work; that is, the learning should be contextualised and concrete, done in real time with real food. Photos and videos of the pupils taking part in activities and visits should be standard procedure so that time can be spent in the classroom reliving (and therefore repeating) the work done 'in the field'.					
My Citizenship - Sensory Play	Self-care and independence routines choice making, forming relationships					
My Citizenship - Relationships	My Body	Right & Wrong	People who help us	Daily routines	Families & Friendships	Making choices
My Citizenship - Self-care	Dressing and Undressing					
My Physical Wellbeing – PE	Team games/ Working in a group	Ball skills/ Hand-eye coordination	Flexibility/ Body awareness	Coordination /Spatial awareness	Track & Field/ gross motor skills	
My Physical Wellbeing – Dance	Sequencing Movement					
My Independence – Shopping	Money		Shopping		Shopping for Cooking	
My Independence – Cookery	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly
My Independence – Travel	Walking and Road Crossing					

The Bridge Easton School
Easton 2 Milestone 2 Long Term Curriculum Map

Cycle 2

	Autumn Term		Spring Term		Summer Term	
Topic	This is me	Our space and planets	Our Frozen planet	Our farming and gardening	Discovering our wonderful world	Olympic/ Sports Being healthy
My Communication – English	Fiction: Stories in familiar settings Non-Fiction: Labels, Lists, signs and posters Poetry: Silly poems	Fiction: Fantasy Non-Fiction: Information texts Poetry: List poems	Fiction: Traditional tales Non-Fiction: Instructions and lists Poetry: Bedtime poems	Fiction: Stories about feelings Non-Fiction: Recounts Poetry: T Poems with elements of fantasy and humour	Fiction: Traditional tales from other cultures Non-Fiction: Letters and books Poetry: Poems to say out loud	Fiction: Humorous stories Non-Fiction: Information texts - owls Poetry: T A study of a poet - Milligan
My Communication - Drama	Planning for Drama		Rituals		Sensory Make-Believe	
My Thinking and Problem Solving – Mathematics	Sequencing and place value, Addition and subtraction, Money, addition and time, Length, symmetry and addition/subtraction, Addition and subtraction	Number, multiplication and fractions, Doubles, halves and time, 2D Shape and data, Addition and subtraction, Number facts, addition and subtraction	Number, addition and subtraction, Counting, addition, subtraction and money, Weight, time, position and direction, Multiplication and division	Place value and fractions, Money, addition and subtraction, Measures and data, Measures, addition and subtraction	Number and fractions, Addition and subtraction, 3D Shape and time, Multiplication and division, Money, number, addition and subtraction	Addition and subtraction, Time and data, Multiplication and division, Money, addition and subtraction, 3D shape, fractions, multiplication & division, time
The World About Me – Science	(Biology) Animals including humans	(Physics) Earth and Space	(Chemistry) Everyday Materials	(Biology) Plants	(Physics) Light and sound	(Biology) Keep Healthy
The World About Me – Humanities	Geography - Where in the World is Barnaby Bear	History - Life in Ancient Greece	Geography - Town and Country	History - Boudicca and the Romans	Geography - The Weather	History - Life in Anglo – Saxon Britain

My Creativity – Music	Tempo		Rhythms		Timbre	
My Creativity – Art	Collage (1) – pattern, texture, form.		Drawing (1) – line and space		Painting (1) – Colour, tone, pattern	
My Physical Wellbeing - PE	Gymnastics - traveling independently using learners' mobility as a guide. Such movements may include logrolling, commando crawling, crawling, jumping, running, walking (including using walkers, sticks etc) forward/backward rolls, putting a sequence of movements and balances together, vaulting etc.		Balancing - standing on one leg, hopping, walking along balance beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four-point kneeling		Coordination and Agility - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. changing direction, running through ladders, throwing to a target, hopscotch, two foot jumping over hurdles, bunny hops, obstacle courses	
My Citizenship - PSHE	Health and Wellbeing - Healthy Lifestyles Safety and the changing body		Relationships - Self-Awareness; Changing and Growing Self-Awareness; Managing Feelings		Living in the wider world - The World I Live In; Self-care, Support and Safety	
My Citizenship - RSE	Knowing My Body	Knowing Me	Private and Public	Touching and Allowing Others to Touch Me	Forming Relationships	Sexual Intimacy with Another Person
My Citizenship - RE	What can the Buddha teach us?		Why did Jesus tell stories?		What do people around me believe?	
My Independence - Travel	Traveling as a Pedestrian		Traveling by Bus		Traveling by Bicycle	
My Independence – Shopping	Money		Shopping		Shopping for Cooking	
My Independence - Cookery	Pre-Cooking Skills		Using a Blunt Knife		Pouring, Mixing and Estimating	

The Bridge Easton School
Easton 2 Milestone 3 Long Term Curriculum Map

Cycle 2

	Autumn Term		Spring Term		Summer Term	
Topic	This is me	Our space and planets	Our Frozen planet	Our farming and gardening	Discovering our wonderful world	Olympic/ Sports Being healthy
My Communication – English	<p>Fiction: Stories in familiar settings – imaginary creatures</p> <p>Non-Fiction: Cooking</p> <p>Poetry: Poems about families</p>	<p>Fiction: Fantasy</p> <p>Non-Fiction: Information texts</p> <p>Poetry: List poems</p>	<p>Fiction: Traditional tales</p> <p>Non-Fiction: Instruction s and lists</p> <p>Poetry: Bedtime poems</p>	<p>Fiction: Stories about feelings</p> <p>Non-Fiction: Recounts</p> <p>Poetry: T Poems with elements of fantasy and humour</p>	<p>Fiction: Traditional tales from other cultures</p> <p>Non-Fiction: Letters and books</p> <p>Poetry: Poems to say out loud</p>	<p>Fiction: Humorous stories</p> <p>Non-Fiction: Information texts - owls</p> <p>Poetry: T A study of a poet - Milligan</p>
My Communication - Drama	Planning for Drama		Rituals		Sensory Make-Believe	
My Thinking and Problem Solving – Mathematics	Sequencing and place value, Addition and subtraction, Money, addition and time, Length, symmetry and addition/subtraction, Addition and subtraction	Number, multiplication and fractions, Doubles, halves and time, 2D Shape and data, Addition and subtraction, Number facts, addition and subtraction	Number, addition and subtraction, Counting, addition, subtraction and money, Weight, time, position and direction, Multiplication and division	Place value and fractions, Money, addition and subtraction, Measures and data, Measures, addition and subtraction	Number and fractions, Addition and subtraction, 3D Shape and time, Multiplication and division, Money, number, addition and subtraction	Addition and subtraction, Time and data, Multiplication and division, Money, addition and subtraction, 3D shape, fractions, multiplication & division, time
The World About Me – Science	(Biology) Living things and their environment	(Physics) The Earth and beyond	(Chemistry) Grouping and classifying materials and their properties	(Biology) Green plants	(Physics) Light and sound	(Biology) Keeping healthy

The World About Me – Humanities	Geography - Tourism – good or bad?	History - People in the Middle Ages; Ordinary People	Geography - People everywhere	History - The English Civil War	Geography - The restless Earth	History - The French Revolution
My Creativity – Music	Tempo		Rhythms		Timbre	
My Creativity – Art	Collage (1) – pattern, texture, form.		Drawing (1) – line and space		Painting (1) – Colour, tone, pattern	
My Physical Wellbeing - PE	Gymnastics - traveling independently using learners' mobility as a guide. Such movements may include logrolling, commando crawling, crawling, jumping, running, walking (including using walkers, sticks etc) forward/backward rolls, putting a sequence of movements and balances together, vaulting etc.		Balancing - standing on one leg, hopping, walking along balance beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four-point kneeling		Coordination and Agility - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. changing direction, running through ladders, throwing to a target, hopscotch, two foot jumping over hurdles, bunny hops, obstacle courses	
My Citizenship – PSHE & RSE	Families: relationships and human happiness Respectful relationships: Respect and friendship Online and media: Rights, responsibilities and keeping safe		Mental wellbeing: Talking about emotions Internet safety and harms: Reality vs the online world Healthy lifestyles: Physical fitness and healthy eating Health and prevention: Basic health Changing adolescent body: Puberty and menstrual wellbeing Families: Stable relationships and marriage Respectful relationships: Stereotypes and bullying Online and media: Harmful contact		Mental wellbeing: Recognising concerns Internet safety and harms: Body Image Drugs and alcohol: Smoking and Alcohol Health and prevention: Sleep and routines First aid Families: Being safe and reporting concerns respectful relationships: Recognising and reporting criminal behaviour within relationships Respectful relationships: Recognising and reporting criminal behaviour within relationships Online and media: Indecent image sharing Mental wellbeing: Common types of ill health Internet safety and harms: Relationships and social media Drugs and alcohol: Prescription and illegal drugs Health and prevention: Immunisation and vaccination	

My Citizenship - RE	How do Muslims live their life through the Qur'an?	What can religious stories teach us about good and evil?	What can a Humanist teach us?
My Independence - Travel	Traveling as a Pedestrian	Traveling by Bus or Tram	Traveling by Bicycle
My Independence – Shopping	Money	Shopping	Shopping for Cooking
My Independence - Cookery	Pre-Cooking Skills	Using a Blunt Knife	Pouring, Mixing and Estimating