

The Bridge Easton School
EYFS Long Term Curriculum Map

Cycle 3

	Autumn Term		Spring Term		Summer Term	
Topic	Our friends and family	Our heroes	Our traditional tales	Our brilliant Britain	Our gardening/environment	Our holidays
Literacy	<p>Explore syllables by inviting the children to clap the syllables in their names and the names of their special people.</p> <p>Provide sticky notes for children to use to add labels to photos and drawings of their special people. They can make marks and explore writing names for the people in the pictures.</p> <p>Invite children to practise writing the letters of their name by creating small autograph booklets. They can write their names and collect names from their special people.</p>	<p>Fill the base of an activity tray with shaving foam. Add in splashes of yellow, red and orange food colouring or paint. Encourage the children to mix this together to create patterns and marks using their hands.</p> <p>Provide the children with a range of 'People Who Help Us' themed books to share with their peers and to engage with independently. You could organise a visit to the local library and encourage the children to select the books they would like to read.</p> <p>Roll out a long strip of art paper onto the</p>	<p>Remind the children that Jack stole the hen at the end of the story. Can the children think of words that rhyme with 'hen'? Use the new rhyming words in the story. For example, 'Jack ran away with the giant's pen!'</p> <p>Explore the vocabulary used to describe the beanstalk.</p> <p>Create 'adventure backpacks' to encourage writing. Stock backpacks with writing supplies for children to</p>	<p>Set up a passport area. Provide photos of each child inside a paper passport. Invite each child to find their passport and write their name under their photo.</p> <p>Place the Matching Rhyming Cards onto a board and invite children to fly a toy aeroplane from one card to another to create rhyming pairs.</p> <p>Talk about the syllables in the transport words on the Transport Photos. Then, invite a child to choose a picture to say how they would like to travel around the world and clap the number of syllables</p>	<p>Read, 'Wake-Up Time on Bumble Farm'. Encourage the children to join in with the 'Wake up, Rooster!' refrain.</p> <p>Provide a range of non-fiction books about animals and farms, as well as farm-themed fiction. Explore the books, and discuss what you think the book might be about and why.</p> <p>Practise listening to initial sounds with this On The Farm Themed I Spy Activity. You could use clues, such as 'I spy something beginning with p and it rhymes with dig.'</p>	<p>Place an inflatable paddling pool inside and fill it with blue, sparkly material to create the 'sea'.</p> <p>Provide some Seaside-Themed books to enjoy a cosy story time together while swimming in the sea.</p> <p>Make a shell mobile or wind chime with shells hanging down. Place it outside to blow in the wind or place it so the children can touch it to create the sounds. Enjoy singing some seaside songs as the shells accompany you.</p> <p>Place these Seaside Mark-Making Image Reveal Mats into the base of a large activity tray and</p>

		<p>floor. Place small bowls filled with paint around the edge to run the emergency vehicles through to create tyre marks.</p>	<p>document their adventures!</p> <p>Provide cloud-shaped paper for children to draw and describe their own castle in the clouds.</p>	<p>in the word. Challenge the other children to identify the type of transport.</p>	<p>Create a set of farm-themed mark-making trays for children to explore. You could fill one with green rice for a field, one with blue eco-friendly glitter for a pond and one with soil for the mud.</p>	<p>spray child-safe foam over the top, dropping some yellow food colouring on the foam. Provide children with small world crabs or paintbrushes to move over the 'sand' to create marks and patterns to reveal the images below.</p>
Mathematics	<p>Provide a range of paper 2D shapes and invite children to talk about the shapes and their properties as they arrange the shapes to create pictures of people who are special to them.</p> <p>Use some cardboard boxes to create small world houses. Label each house with a number from one to five. Provide small world people for children to count into the houses to match each numeral.</p> <p>Practise subitising using small world people. Place up to three people on a tray and invite the children</p>	<p>Use cardboard boxes of different sizes to create emergency vehicles, such as a police car and emergency helicopter. Encourage the children to manoeuvre their way through the boxes.</p> <p>Provide the children with a selection of boxes or cages and soft toys. Can they match the right size toy to the cage? Bake biscuits or fairy cakes with the children focusing on using language, such as 'more' and 'same'. After baking, provide children with a range of coloured icing</p>	<p>Open broad bean pods in a group and encourage the children to subitise how many beans are in their pod.</p> <p>Explore patterns using sticks and leaves. If you are able to, you could also use chocolate eggs wrapped in gold foil!</p> <p>Give each child a bean and ask them to hide it around the setting. Can they give you clues using spatial words</p>	<p>Invite children to explore 2D shapes using the pictures in this 2D Picture Pack. Provide paper shapes for children to create a transport picture to show how they would like to travel around the world.</p> <p>Decorate a cardboard box to look like an aeroplane. With the children, practise counting out up to five small world people onto the aeroplane. Invite them to then hold up the matching number of fingers.</p>	<p>Practise subitising by dividing up a large activity tray into fields. Can the children tell you how many small world animals are in each field?</p> <p>Provide the Farmyard Repeating Pattern Paths Activity Cards. Allow the children to create and describe their own patterns.</p> <p>Provide large sheets of green paper which represent fields. Encourage the children to use 2D shapes and other loose parts to</p>	<p>Provide a range of different-sized buckets, large shells and blended cereal to represent sand. Explore the concept of size and weight by filling up different containers and using the vocabulary 'heavy', 'little' and 'big'. Place different amounts of seaside items on a picnic rug. Objects could include a shell, spade, bucket and hat. Remove one of the items and see if the child recognises and reacts when the quantity has changed. Provide different seaside-themed objects, including beach towels, for children</p>

	<p>to subitise by saying how many people are in the group. Repeat for other numbers.</p>	<p>and the vehicle pictures. Can the children choose one of the vehicle colours to decorate their biscuit or cake? Count aloud how many spoons of icing they use, encouraging them to repeat alongside you.</p>	<p>to help you find their bean?</p> <p>Encourage comparison using these Beanstalk Height Ordering Pictures.</p>	<p>Teddy is on holiday but needs the children’s help to find different places on this map. Talk about routes around the map using positional language.</p>	<p>create pictures of farm animals.</p> <p>Place pictures of four different farm animals on jars. Ask the children to put a stone into the jar with their favourite animal on then investigate the results! Can the children say which animal received the most votes?</p>	<p>to explore the vibrant patterns, colours and sizes.</p>
<p>Understanding the World</p>	<p>Invite children to explore their own life stories and family history using photographs. Create photo albums for each child to talk about with others in the group.</p> <p>Use twigs or tree paintings and invite children to create trees of people who are special to them. Children could add hand or fingerprint leaves and then add paper heart shapes showing pictures of their special people.</p> <p>Invite visitors into the setting to talk to the</p>	<p>Use soil and the heads of vegetables to create a growing themed activity tray. Can the children use shovels and watering cans to become farmers?.</p> <p>Create a ‘People Who Help Us’ themed roleplay. You may wish to focus on one occupation at a time and change the focus each week. For example, setting up a hair salon using dolls.</p> <p>Create a construction site in a large activity tray using cereal and oats. Add in diggers and small world people for the</p>	<p>Make giant faces using natural materials. Can the children tell you about the materials used for their face?</p> <p>Plant beans and care for them over time. It might be interesting to stagger your planting so that children begin to recognise the different stages of growth. Can they say what will happen next?</p>	<p>Talk about where different animals live around the world and discuss how they have adapted to live in different climates. This Animals and Their Habitats Matching Activity could be used together to discuss a variety of animals and their habitats.</p> <p>Invite children to talk about other countries they know about or have visited. These Postcards from Countries Around the World could be used as a prompt alongside</p>	<p>Talk about the people that work on a farm. Can the children think of any jobs that would need to be done on a farm? You might like to use this Jobs on the Farm PowerPoint.</p> <p>Talk about the crops some farms produce. Can the children plant their own seeds and look after them? What do they need to do to help their plant grow?</p> <p>Talk about how to look after animals on a farm. Do any of the children</p>	<p>Allow time to explore and discover seaside-themed objects together. For example, flags, windmills, fishing nets, shells, beach towels, rubber rings and beach balls.</p> <p>Create a sand kitchen area outside to enable children to explore and experience wet and dry sand, as well as providing items to move sand through and along, including colanders, guttering and sand wheels.</p> <p>Set up a seaside role-play area to explore together.</p>

	<p>children about different types of families and groups of special people, such as grandparents or foster carers.</p>	<p>children to use. You could provide the children with role play dressing up costumes to wear whilst they explore.</p>	<p>Taste beans straight from the pod. Encourage the children to talk about how they taste. You might like to cook some beans and talk about how this changes the taste and texture.</p> <p>Talk about how to care for plants and what will happen if we do not care for them.</p>	<p>postcards or photos from the children's own visits.</p> <p>Talk about ways that the children can help to look after the planet, such as switching off taps and recycling.</p>	<p>have experience looking after a pet? Is it the same as looking after farm animals?</p> <p>Discuss farming around the world and what makes farms different or the same.</p>	<p>You could set up some seaside experiences, such as burying feet in the sand and building and knocking down sandcastles.</p>
<p>Expressive Arts and Design</p>	<p>Provide pencils and paper and invite children to draw pictures of the people who are special to them. Talk about the people together and invite the children to add details to their drawings.</p> <p>Provide a range of paint colours for children to use to mix and paint pictures of themselves and their special people. Create a special portrait gallery for children to fill with their paintings.</p>	<p>Play the children some emergency vehicle sounds. Provide children with some small world emergency vehicles and encourage them to recreate sounds as they drive them.</p> <p>Create 'People Who Help Us' hand and footprints using paint. For example, you could create police officers by painting the palm blue and the fingertips in various skin tones and draw the faces</p>	<p>Make green handprints by painting one hand blue and one hand yellow. The children perform the 'magic trick' of rubbing their hands together to make green!</p> <p>Provide the children with instruments to play while you read the story. Can they make sounds for the beanstalk</p>	<p>Fasten some coins from around the world onto the base of a tray. Provide children with crayons and paper and invite them to create coin rubbings and talk about the pictures, shapes and patterns.</p> <p>Explore some musical instruments from different places around the world. For example, bagpipes, guiros or didgeridoos. Listen to the instruments being played</p>	<p>Go outside and collect mud and twigs to create muddy puddle pictures. You might like to tie leaves to sticks to create your own natural paintbrushes.</p> <p>Create a collage of different farm animals. Can the children experiment with different materials to represent each animal? Explore colour mixing by providing red and white paint and asking</p>	<p>Set up a seaside-themed sensory large activity tray and provide children with instruments and seaside-themed objects to explore and create sounds. For example, rainmakers to move gently for the waves or tapping two shells together.</p> <p>Using their fingers and mark-making tools including scrapers, spoons, scoops and brushes, support children</p>

	<p>Invite children to sing this My Special People Song and think about who their special people would be. They could create their own songs based on this rhyme too.</p>	<p>on when the paint has dried. You could help the children add on googly eyes.</p> <p>Supply the children with dark coloured paper. Instead of paintbrushes and paint, provide them with toothbrushes in different shapes and sizes and white paint to create their own dentist-themed pictures.</p>	<p>growing, the giant stomping and Jack running away?</p> <p>Experiment with the giant’s voice. Can the children give him a high-pitched, silly voice? A deep and booming voice? Which is best for a giant?</p> <p>Provide green fabric and loose parts for the children to make a giant beanstalk that stretches the length of the setting.</p>	<p>(either through videos or by a visiting musician) and invite the children to talk about the sounds.</p> <p>Create ‘world explorer’ bags for children to use in role-play activities. Add different types of clothing, binoculars and maps.</p>	<p>the children to paint pink piglets.</p> <p>Provide a range of musical instruments for children to play along to ‘Old MacDonald Had a Farm’.</p> <p>Use loose parts, such as twigs, stones, and leaves, to create farm animal pictures.</p>	<p>to explore making marks in different ice cream. Use this opportunity to name the colours of ice cream as well.</p> <p>Provide children with clay, shells and modelling tools. Children can use their imagination as they explore the material. Demonstrate pushing the shells into the clay or rolling it to create a spiral shell.</p>
<p>Personal, Social, Emotional Development</p>	<p>Talk about the word ‘special’. Encourage the children to think about what the word means and what makes someone a special person.</p> <p>Invite the children to think about their friends and how they are special to them. Provide children with tablets or cameras to take photos of their friends</p>	<p>Set up a small world town complete with houses or other buildings and emergency vehicles. Encourage children to play together, supporting them to wait their turn to play with the different vehicles.</p> <p>Set up a vet role play area using soft toys. Provide the children with a</p>	<p>Challenge the children to make a beanstalk using the resources available in the setting. Can they select and use relevant resources to make their beanstalk? Are they able to ask for help when it is needed?</p>	<p>Create a photo booth for children to use with props, such as suitcases, sunglasses, hats and postcards. Invite children to work together to take photos to create holiday photos. These could be placed into photo albums for children to talk about together.</p>	<p>If possible, plan a trip to a local farm. This will give the opportunity for children to show confidence in a new situation as well as providing lots of new experiences for them.</p> <p>Provide hollow blocks, crates and sticks for the children to make their own barn. Observe how</p>	<p>Place buckets of sandy shells (using Taste-Safe Sand) next to your water area. Children can work together to wash the shells using cloths, a sponge or a brush.</p> <p>Set up a seaside role-play area outside using large activity trays filled with sand and water, beach towels and a picnic</p>

	<p>and talk about what makes a good friend.</p> <p>Invite the children to think about how their special people make them feel. Discuss different emotions and feelings and how people who are special to the children can help them feel better. For example, friends can help them if they feel sad or lonely or special people at home can help if they feel poorly or tired.</p> <p>Organise a time for the children's special people to visit the setting. The children can create decorations and invitations for their special people to come into the setting to read books and play games together.</p>	<p>selection of bandages and plasters. Encourage the children to describe how the animal feels before and after their treatment, encourage emotive language, such as 'happy' and 'sad'.</p> <p>Create a range of 'People Who Help Us' themed sensory bags and bottles. For example, you could use blue water with black beads for the police, water with bubbles in for cleaners or red and yellow collage pieces for the fire service. These can be offered as part of your continuous provision to encourage choice and self-soothing.</p>	<p>Plant some beans and provide spray bottles for the children to water them. Allow them to enjoy the sense of responsibility as they look after their beans.</p> <p>Looking at different pages in the story, can the children tell you how a character might be feeling? You could ask them to tell you what that character might say or be thinking and write it down as a speech or thought bubble.</p> <p>Create a castle role-play area with help from children. Can they find resources to put in the castle? They could also think of castle rules for everyone to follow.</p>	<p>Discuss ways of keeping in touch with people who live far away. Talk about writing letters, phone calls, video calls and emails. Children could draw pictures to send to families or friends in other places to show that they care for those people even when they are far away.</p> <p>Talk about places that are special to the children. These could be local places or places further away where they may have been on holiday or to see family and friends. Encourage the children to share their ideas and thoughts with others and how these special places make them feel.</p>	<p>they work together, intervening and supporting where necessary.</p> <p>Provide the children with the Little Red Hen Story Role-Play Masks. Can the children decide who will play each character? Can they work together to act out the story?</p> <p>Set up a farm small world area. You could include farm vehicles, a toy farmer, animals, straw and grains, such as cereals. Ask the children to think of rules for playing with the farm. How will they look after it? How many children should play with it? How can they share the toys fairly?</p>	<p>basket. Using an audio recording, you could play some beach sounds as well! Set up children's snack time by pretending you are having a picnic on the beach and enjoy seaside snacks together.</p> <p>Model and encourage children to protect themselves in sunny weather by placing a range of sun-safe beach items into a basket for children to choose when they play outdoors. For example, hats with neck flaps, wide-brimmed hats, baseball hats and sunglasses. Children will be able to express their preferences and make decisions of what to wear. You may also like to add some hats for dolls in a seaside role-play area.</p>
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<p>Communication and Language</p>	<p>Invite children to bring in photos of their special people to share with the group. Children can take turns talking about the people who are special to them using longer sentences and new vocabulary.</p> <p>Invite children to use a variety of empty packaging to create houses and homes for these Small World Characters. They could use photos or drawings to create small world characters of their special people to use to create stories too.</p> <p>Use the All About My Special People Discussion Cards to encourage children to ask and answer questions. Encourage children to answer the questions and listen to</p>	<p>Sing simple 'People Who Help Us' themed songs to the children. Model a range of simple actions, such as clapping, waving and pointing, encouraging the children to copy you.</p> <p>Create a 'People Who Help Us' themed treasure basket for the children to explore. You may like to include a selection of glasses for opticians, dress up items, red and yellow scarves for fire engines and appropriately themed sensory bottles. Encourage children to repeat the names of the objects as they explore.</p> <p>Create a traffic light themed sensory board by using different materials for each light. You could use red</p>	<p>Share the story of 'Jack and the Beanstalk' with the children. Can they share their opinions on the favourite part of the story or say which characters they like and why?</p> <p>You might like to share different versions of the story. Can the children tell you what was the same and what was different? Some versions of Jack and the Beanstalk can be quite long, so would be a good opportunity for children to listen to a longer story.</p> <p>Encourage the children to retel the story using key words and phrases. You could scribe the</p>	<p>Create a puppet theatre using a large cardboard box Provide these People Around the World Stick Puppets for children to use to create their own stories and scenarios. Children can perform around the world puppet shows for each other.</p> <p>Create a role-play aeroplane for children to explore together as they go on an adventure around the world. Set out rows of chairs, provide costumes and invite them to take on roles as pilots, flight attendants and passengers and decide on different destinations to visit.</p> <p>Invite children to take turns to sit on a 'magic carpet' and say a sentence about somewhere they would like to visit. This could be a specific place or more general. Support</p>	<p>Ask the children to tell you what they know about farms. Model writing their information as a sentence. Do the children have any questions about farms?</p> <p>Share this Little Red Hen eBook with the children. Can they recall the details of the story? You might like to provide large rolls of paper for the children to create a shared story map.</p> <p>Ask the children to think about the animals or crops they would have on their own farm. Can they say why they made that choice?</p> <p>Explore the vocabulary related to farms, such as animals and their babies, vehicles and crops.</p>	<p>Create the 'sea' by placing water in a large activity tray. Make up simple songs as you paddle and splash in the 'sea' to explore vocabulary. For example, to the tune of 'The Wheels on the Bus', you could sing words about the children in the sea going 'splash, splash, splash'.</p> <p>Encourage eye contact and attention by hiding large shells for the children to find in child-safe foam. Support them to find the hidden shells by encouraging children to point or reach out.</p> <p>Use single words when supporting play in the sand, for example, when pouring and digging, you could introduce new vocabulary, such as 'dig', 'spade', 'pour' or 'empty'.</p>
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	<p>the answers given by others.</p> <p>Talk about special people in the setting. Describe another adult for the children to identify. Then, invite children to describe a friend for the group to identify.</p>	<p>feathers, dried orange slices and green leaves, encouraging the children to use 'stop', 'wait' and 'go' as they explore.</p>	<p>children's stories for them.</p> <p>Play a game of 'I wonder what would happen if...'. Ask the children questions, such as 'I wonder what would happen if Jack's Mum didn't get angry?' Can the children think about how that might change the story?</p>	<p>children to add details to their sentences to describe the place or say why they would like to go there.</p>	<p>Sing 'Old McDonald Had a Farm' with the children.</p> <p>You might like to show them these Old McDonald Picture Flashcards and allow them to choose which animals are in the song each time.</p>	
<p>Physical Development</p>	<p>Provide the My Special People Puzzles and invite the children to complete the pictures by moving, manipulating and rotating the pieces.</p> <p>Cut out some cardboard frames and provide glue along with collage materials, such as paper shapes, stickers or pom-poms. Invite children to create a picture frame for a photo or drawing of people who are special to them.</p>	<p>Use a cardboard box to create a postbox, making sure to leave a slit for letters. Provide the children with a range of letters and items to post.</p> <p>Fill the base of an activity tray with soapy, bubbly water and some muddy small world farm animals. Encourage the children to use sponges and cloths to help clean the animals, focusing on squeezing out excess water.</p>	<p>Set up a throwing game where children have to throw dried beans into different-sized plant pots. You could label the pots with actions for the children to do, such as pretend to climb a beanstalk, stomp like a giant, throw beans out of the window angrily.</p> <p>Provide a range of gardening tools to</p>	<p>Provide a variety of different types of clothing for children to explore and practise putting on that would be needed for different weather conditions around the world.</p> <p>Include different types of hats, scarves, gloves, coats, sunglasses and shoes.</p> <p>Place some Buildings of The World Display Photos alongside building bricks or construction toys.</p> <p>Invite children to</p>	<p>Play a farm-themed movement game.</p> <p>Decide an action for each farm animal. The children then do each action when you call out the names of the animals.</p> <p>Create your own cow to milk! On large paper, draw a picture of a cow. Fill a rubber glove with water, seal it and fasten it to the cow picture. Make a small hole on each finger and encourage the children</p>	<p>Using beach wind spinners and flags, encourage children to reach out and pass things from one hand to another as they explore rotation and movement.</p> <p>Provide children with a range of different-sized beach balls and seaside inflatables to support rolling, kicking, passing, throwing and catching skills.</p>

	<p>Provide some people-shaped cookie cutters along with shallow trays of paint. Invite children to dip the cutters into paint and press them onto paper to create pictures of their special people.</p> <p>Draw some different-sized heart shapes onto coloured paper and invite children to carefully cut them out using scissors. Children can give these to people who are special to them.</p>	<p>Use cardboard boxes or a fabric tunnel to create a 'People Who Help Us' themed sensory tunnel for the children to crawl through. You could hang emergency services coloured streamers for the children to reach for and use a selection of coloured lights and sounds to create an immersive experience.</p> <p>Fill an activity tray with green shredded paper and hide a collection of small world farm animals within this. Can the children help to find and rescue the animals?</p>	<p>plant beans in your outdoor area. Encourage the children to think about which tool is best for digging a small hole. Allow them to experiment and explore.</p> <p>Go for a nature walk and collect leaves and small twigs. You could put them in your junk-modelling area and encourage the children to cut them into pieces and stick onto their models. Provide the Jack and the Beanstalk Pencil Control Path Sheets. Children can complete them with pencils or fingerpaints to show the path.</p>	<p>recreate the landmarks by carefully positioning, connecting and balancing the materials.</p> <p>Explore weaving and how it is used in places around the world for creative activities and for making clothes or home items. Set up a large loom or weaving frame in an outside area and provide ribbon, strips of paper or plastic and wool for children to explore weaving on a large scale</p>	<p>to squeeze the water into a bucket.</p> <p>Encourage children to practise their cutting skills and create their own farm using this Farm Map Cut and Stick Activity. Can they tell you about the farm they have made?</p> <p>Blow up white balloons. Explain to the children that they are the sheep on your farm. You could ask the children to draw a face on their sheep. Can they use different body parts to herd the sheep into their pen to help you?</p>	<p>Create the 'sea' using a large piece of material or a hoop with blue, sparkly streamers and ribbons hanging down.</p> <p>Add blue ribbons and streamers on sticks to create the movement of the sea by making big and small waves as they are moved up and down and side to side.</p>
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The Bridge Easton School
Easton 1 Milestone 1-3 Long Term Curriculum Map

Cycle 3

	Autumn Term		Spring Term		Summer Term	
Topic	Our friends and family	Our heroes	Our traditional tales	Our brilliant Britain	Our gardening/environment	Our holidays
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 to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Thinking and Problem Solving	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Creativity	<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 Physical Wellbeing	Trampettes PE benches Gym mats Physio balls of various sizes					

Tunnels
Wobble boards
Space hoppers
Sensory Lycra body sacks

<p>My Independence - Shopping</p>	<p>This scheme of work (SoW) recognises that those with CLD will probably never go shopping entirely independently, that is without any staff support. If they can do this, they do not by definition, have complex learning difficulties within the defining learning characteristics of these curriculum documents. This does not however mean that we should not encourage all those with CLD to be as independent as they possibly can be. It is the intention of this curriculum that all learners are enabled to be the best that they can be and do the best that they can do, whatever that might be.</p>
<p>My Independence - Cookery</p>	<p>My Cooking is going to be a mixture of skill based learning and process based learning, though the process based learning (that is, learning by 'doing' without any fixed or rigid target) will be more in evidence once the learner has established a sound base of core skills. Further, such skills, for example, spreading, cutting, chopping, pouring, wiping down, washing up, drying, putting away etc., will probably largely be learned by rote, that is, going through a set sequence of activities that never varies and never changes and repeating such a sequence many hundreds of times. Whilst it is recognised that the art of cooking is in the variation, the art can only be achieved if the core skills are established, though it is of course, perfectly possible to cook many and varied meals by mastering the core skills.</p>
<p>My Independence - Travel</p>	<p>Travel Training (TT) goes as far as it can go for each individual learner and there is no expectation that any learner with Complex Learning Difficulties (CLD) will become independent in all of the schemas attached. This does not however mean that we should automatically assume that dependence is inevitable, since small areas of independence can be invaluable instruments of self-confidence and self-esteem.</p> <p>The type of TT skills required by any individual learner will depend on (i) their cognitive abilities (ii) their physical and sensory abilities and (iii) their environment. Environmental factors will include the area being travelled within, so that TT for a learner living in central London will be very different from TT for a learner living in rural Somerset.</p>

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

Cycle 3

	Autumn Term		Spring Term		Summer Term	
Topic	Our friends and family	Our heroes	Our traditional tales	Our brilliant Britain	Our gardening/environment	Our holidays
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.</p> <p>Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – Literacy (subject specific)	<p>Fiction Repeating Patterns Mrs Armitage on Wheels Non-Fiction Labels, Lists and Signs Getting and giving information</p>		<p>Fiction Repeating Patterns African Settings Non-Fiction Letters and Postcards Letters in Different Contexts</p>		<p>Fiction Traditional Tales and Fables Fairy Tales Non-Fiction Information Texts Comparing Non-fiction and Fiction</p>	
My Communication - Drama	Drama from Real Life - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama from A Story - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama From TV or Film - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.	
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 and Measures	Multiplication and Division, Addition and Subtraction, Measures and Shape and Data	Place Value, Addition and Subtraction and Fractions	Multiplication and Addition, Addition and Subtraction and Time	Number, Fraction, Money, Addition and Subtraction, Revision and Puzzles and Games	Investigations, Fractions and Time and Number
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	Texture - in music, texture is how the melodic, rhythmic, and harmonic materials are combined in composition, thus determining the overall quality of the sound in a piece	Structure - The term musical form (or musical architecture) refers to the overall structure or plan of a piece of music and it describes the layout of composition as divided into sections	Pitch - In music the pitch of a note means how high or low a note is. The pitch of a note can be measured in a unit called a Hertz. A note that is vibrating at 256 Hz will be caused by sound waves that vibrate at 256 times a second. This will be Middle C on the piano.
My Creativity – Art	Sculpture form and space.	Digital Media line, colour and pattern.	Textile weaving
The World About Me – Sensory Play	The Seasons (and the passing of the year)		
The World About Me – Science	<p>Animals including humans.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Seasonal changes</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the four seasons and how day length changes.</p>
My Citizenship - Sensory Play	Self-care and independence Routines Choice making, forming relationships		
My Citizenship - PSHE	<p>Family and relationships – Healthy families</p> <p>Transitions - Coping strategies</p>	<p>Health and Wellbeing - My healthy diary</p> <p>Safety and the changing body - First Aid: Emergencies and calling for help</p>	<p>Citizenship - Rights of the child</p> <p>Economic wellbeing - Ways of paying</p>
My Physical Wellbeing – PE	To prepare for an activity as a regular routine	To learn how to relax.	To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus
My Physical Wellbeing – Dance	Ballet – ‘Jeremy Fisher’ (Tales of Beatrix Potter, Royal Ballet) Frogs	Contemporary – ‘Stomp’ Dancing with a prop (newspaper)	Fusion – Contemporary with ancient Egyptian Belly Dance
My Independence – Shopping	Shopping - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of doing the more secure their learning will be.		

My Independence – Cookery	Germ and bacteria - It is imperative that we start off with the basic rules that are always obeyed before any cooking session can start and that learners are told why this is so important, from very basic explanations, for instance “it will make you sick” to explaining that it is germs on dirty hands that may make you sick, or that your own germs that your body is used to may make someone else sick if you touch, or cough or sneeze over their food.
My Independence – Travel	Travelling by train - My Travel Training (TT) is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be.

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

Cycle 3

	Autumn Term		Spring Term		Summer Term	
Topic	Our friends and family	Our heroes	Our traditional tales	Our brilliant Britain	Our gardening/environment	Our holidays
My Communication – Sensory	<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.</p> <p>Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – English	<p>Fiction Traditional Tales and Fables Tales from India Non-Fiction Reports Non-chronological Reports: Sports</p>		<p>Fiction Myths and Legends - Greek Myths Non-Fiction Instructions and Explanations The Ink Garden of Brother Theophane</p>		<p>Fiction Stories on a Theme Emotions Non-Fiction Persuasive Writing Advertising</p>	
My Communication - Drama	Drama from Real Life - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama from A Story - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama From TV or Film - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.	
My Thinking and Problem Solving – Sensory	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Thinking and Problem Solving – Mathematics	Place Value, Addition and Subtraction and Measure and Data	Place Value, Addition and Subtraction and Multiplication and Division	Fractions, Multiplication and Division and Shape	Decimals and Fractions, Addition and Subtraction, Multiplication and Division and Shape	Place Value, Addition and Subtraction, Measure and Data and Decimals and Fractions	Multiplication and Division, Measure and Data, Addition and Subtraction and Decimals and Fractions
The World About Me – Sensory	The Seasons (and the passing of the year)					

The World About Me – Science	Animals including humans. Describe the changes as humans develop to old age.	Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	Properties and changes of materials Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it.
The World About Me – Humanities	Geography Water, Water, Everywhere	History The Tudors - Henry VIII	Geography Investigating Rivers	History The Tudors: Exploration	Geography Changing our Classroom	History The History of My Local Area – Jobs and Industry
My Creativity – Sensory	Develop a range of skills through movement and music Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space					
My Creativity – Music	Texture - in music, texture is how the melodic, rhythmic, and harmonic materials are combined in composition, thus determining the overall quality of the sound in a piece		Structure - The term musical form (or musical architecture) refers to the overall structure or plan of a piece of music and it describes the layout of composition as divided into sections		Pitch - In music the pitch of a note means how high or low a note is. The pitch of a note can be measured in a unit called a Hertz. A note that is vibrating at 256 Hz will be caused by sound	

			waves that vibrate at 256 times a second. This will be Middle C on the piano.
My Creativity – Art	Sculpture form and space.	Digital Media line, colour and pattern.	Textile weaving
My Physical Wellbeing - PE	To prepare for an activity as a regular routine	To learn how to relax.	To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus
My Citizenship - PSHE	Family and Relationships - Respect Transitions - Dealing with change	Health and wellbeing - What can I be? Safety and the changing body – Alcohol and drugs	Citizenship - Human rights Economic wellbeing - Attitudes to money
My Citizenship - RE	How is Christmas expressed through the arts?	How and why should we care for our world?	What is the Torah and why is it important to Jewish people?
My Independence - Travel	Shopping - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of doing the more secure their learning will be.		
My Independence – Shopping	Germs and bacteria - It is imperative that we start off with the basic rules that are always obeyed before any cooking session can start and that learners are told why this is so important, from very basic explanations, for instance “it will make you sick” to explaining that it is germs on dirty hands that may make you sick, or that your own germs that your body is used to may make someone else sick if you touch, or cough or sneeze over their food.		
My Independence - Cookery	Travelling by train - My Travel Training (TT) is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be.		

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

Cycle 3

	Autumn Term		Spring Term		Summer Term	
Topic	Our friends and family	Our heroes	Our traditional tales	Our brilliant Britain	Our gardening/environment	Our holidays
My Communication - Sensory	<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 to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – English	<p>Fiction Modern Fiction The Hole by Øyvind Torster Non-Fiction Blogs and Reports Travel Writing</p>		<p>Fiction Stories on a Theme Faraway Places Non-Fiction Argument and Debate Argument and Debate</p>		<p>Fiction Modern Fiction Kensuke's Kingdom Non-Fiction Letters Historical and Modern Letters</p>	
My Communication - Drama	Drama from Real Life - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama from A Story - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.		Drama From TV or Film - In open-ended drama, the group are involved in creating the drama context through establishing character, setting and plot.	
My Thinking and Problem Solving – Sensory	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Thinking and Problem Solving – Mathematics	Place Value, Addition and Subtraction, Decimal and Fractions and Algebra	Multiplications and Division, Decimals and Fractions, Shape and Addition and Subtraction	Decimal and Fractions, Data, Multiplication and Division	Decimals and Fractions, Measures and Multiplication and Division	Revision	Exploration in Maths, Maths around us and Puzzles and Patterns
The World About Me – Sensory	The Seasons (and the passing of the year)					
The World About Me – Science	Biology: Genetics and evolution – Inheritance,	Physics: Matter Physical changes	Chemistry: Chemical reactions	Physics: Electricity and electromagnetism Current electricity	Biology: Interactions and interdependencies	Physics: Waves Observed waves

	<p>chromosomes, DNA and genes. Heredity as the process by which genetic information is transmitted from one generation to the next</p> <p>A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model.</p>	<p>Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving</p>	<p>Chemical reactions as the rearrangement of atoms</p> <p>Representing chemical reactions using formulae and using equations</p> <p>Combustion, thermal decomposition, oxidation and displacement reactions</p> <p>Defining acids and alkalis in terms of neutralisation reactions</p>	<p>Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge</p>	<p>– Relationships in ecosystem The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p> <p>The importance of plant reproduction through insect pollination in human food security</p>	<p>Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition</p> <p>Sound waves Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound Sound needs a medium to travel, the speed of sound in air, in water, in solids</p>
The World About Me – Humanities	<p>Geography Coastal features</p>	<p>History Robert Peel and the Development of the Police Force</p>	<p>Geography Weather patterns over Europe</p>	<p>History Australia Transport and Colonisation</p>	<p>Geography Rivers, Floods, Disaster - How do people cope?</p>	<p>History The Indigenous People of North America</p>
My Creativity – Sensory	<p>Develop a range of skills through movement and music Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>					
My Creativity – Music	<p>Texture - in music, texture is how the melodic, rhythmic, and harmonic materials are combined in composition, thus determining the overall quality of the sound in a piece</p>	<p>Structure - The term musical form (or musical architecture) refers to the overall structure or plan of a piece of music and it describes the layout of composition as divided into sections</p>	<p>Pitch - In music the pitch of a note means how high or low a note is. The pitch of a note can be measured in a unit called a Hertz. A note that is vibrating at 256 Hz will be caused by sound waves that vibrate at 256 times a second. This will be Middle C on the piano.</p>			

My Creativity – Art	Sculpture form and space.	Digital Media line, colour and pattern.	Textile weaving
My Physical Wellbeing - PE	To prepare for an activity as a regular routine	To learn how to relax.	To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus
My Citizenship – PSHE	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	Health and prevention: Sleep and routines First aid Families: Being safe and reporting concerns Respectful relationships: Recognising and reporting criminal behaviour within relationships
My Citizenship - RE	Why is sharing food important on special occasions?	How can religion make a difference in people’s lives?	Why do we wear different clothes for different occasions?
My Independence - Travel	Shopping - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of doing the more secure their learning will be.		
My Independence – Shopping	Germs and bacteria - It is imperative that we start off with the basic rules that are always obeyed before any cooking session can start and that learners are told why this is so important, from very basic explanations, for instance “it will make you sick” to explaining that it is germs on dirty hands that may make you sick, or that your own germs that your body is used to may make someone else sick if you touch, or cough or sneeze over their food.		
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