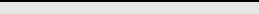


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| Explorers Curriculum Overview – Stage 1 |  |
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| CYCLE 2 |  |
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|  | Topic | Autumn 1          | Autumn 2           | Spring 1      | Spring 2 | Summer 1 | Summer 2 |
|                                                                                  |       | My Special People | People Who Help Us | Frozen Planet | Weather  | Garden   | Holidays |

| Curriculum Strand |
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| <b>My Communication</b>                                    | <b>Throughout the year:</b><br>Structured PECS sessions, Attention Autism sessions, intensive interaction, learning to use photos, symbols and objects of reference, listening to familiar songs and rhymes.<br>Total communication approach used in the classroom. Development of communication and language is embedded into curriculum learning and everyday experiences.<br>Developing children’s understanding of objects, signing, gesturing and symbols to communicate needs and wants, developing focus and attention, following an adult-led agenda, learning to make a choice, following simple instructions in a context, responding to their own name.<br>Learning to communicate needs and wants through speaking or an alternative means of communication. Developing confidence and independence with using an alternative means of communication.<br>Understanding one-word and two-word instructions. Learning to answer ‘who’, ‘where’ and ‘what’ questions.                                                                                                                                                                  |                                         |                                         |                                         |                                         |                                         |
| <b>My Communication –<br/>Phonics, Reading and Writing</b> | <b>Throughout the year:</b><br>Regular mark making opportunities<br>Daily phonics using Song of Sounds scheme<br>Recognising letter sounds, initial sounds, oral blending and segmenting, reading and writing words ( <i>as appropriate</i> )<br>Pre-phonics activities – noticing and responding to sounds, recognising familiar sounds related to everyday routines, matching animal sounds to animals, identifying musical sounds and matching to instruments, body percussion, matching household objects to sounds they make, responding to songs, rhymes and rhythm.<br>Developing reading behaviours – pointing to features, turning the pages from left to right, caring for books.<br>Sensory story sessions, learning to focus on a short story delivered with props.<br>Learning to recognise own name and match to photograph, recognising and ordering letters in own name, learning to write own name.<br>Developing children’s love of look at books, sharing books, studying pictures and listening to stories.<br>Supporting children to make meaningful marks, early writing activities, pencil control and letter formation. |                                         |                                         |                                         |                                         |                                         |
|                                                            | TEXT:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TEXT:                                   | TEXT:                                   | TEXT:                                   | TEXT:                                   | TEXT:                                   |
|                                                            | Listening to familiar songs and rhymes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Listening to familiar songs and rhymes. | Listening to familiar songs and rhymes. | Listening to familiar songs and rhymes. | Listening to familiar songs and rhymes. | Listening to familiar songs and rhymes. |



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|                                               | objects, simple calculations.<br><br>2D/3D shapes and patterns<br><br>Positional language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | objects, simple calculations.<br><br>Size – big and small<br><br>Measures – capacity and time                                                                                                    | objects, simple calculations.<br><br>Numerical patterns – comparing quantities, more and less.<br><br>Measures – length, height and weight.                                                          | objects, simple calculations.<br><br>2D/3D shapes and patterns<br><br>Positional language                                      | objects, simple calculations.<br><br>Size – big and small<br><br>Measures – capacity and time                                                         | objects, simple calculations.<br><br>Numerical patterns – comparing quantities, more and less.<br><br>Measures – length, height and weight                                             |
| <b>My Knowledge –<br/>The World Around Me</b> | <b>Throughout the year:</b><br>Explore the world around them through practical activities, concrete objects, and sensory trays. Explore materials with different properties, both indoors and outside, using all of the senses.<br>Sorting and matching activities.<br>Develop a sense of self through pictures of self and family and looking in mirrors.<br>Develop understanding of cause and effect, repeat actions that have an effect.<br>Engage with age-appropriate technology<br>Join in with celebrations and festivals throughout the year, through art activities, sensory trays, songs and rhymes. |                                                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                                        |
|                                               | Sharing photos of self and family.<br><br>Recognising important people in our family.<br><br>Recognising own homes.<br><br>Recognising and naming body parts.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Names of people who help us at home and school.<br><br>Role of the doctor, nurse, police officer and firefighter.<br><br>Recognising people who help us by their uniform and equipment they use. | Naming different types of weather.<br><br>Recognising different weather types, through stories, videos and photographs.<br><br>Exploring different types of weather, through first hand experiences. | Name different animals found in polar regions.<br><br>Dressing for cold weather.<br><br>Explore simple processes: ice melting. | Caring for animals and plants.<br><br>Recognise common insects.<br><br>Plant seeds and care for growing plants.<br><br>Know what plants need to live. | What to take on holiday – packing suitcases.<br><br>Being safe in the sun.<br><br>Learning about different places (hot holiday places) through stories, videos, photographs and songs. |
| <b>My Knowledge –<br/>My Creativity</b>       | <b>Throughout the year:</b><br>Structured art activities to develop basic skills, including using mark making materials, holding a paint brush, spreading glue, sticking materials.<br>Develop independence with simple art techniques and skills, including cutting paper, spreading glue, using a paintbrush, manipulating modelling materials for a purpose, combining materials.<br>Develop control and coordination with using one handed tools.<br>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.                                 |                                                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                                        |

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|                 | <p>Show attention to sounds and music. Making sounds through exploration of musical instruments, listening to familiar songs and rhymes. Join in with familiar songs, rhymes and action songs. Play instruments with increasing control. Move and dance to music.</p> <p>Explore small world and pretend play through child-initiated and adult led activities. Develop skills in pretend play, act out familiar scenarios, use concrete objects as part of pretend play.</p> <p>Explore colour and colour mixing</p> <p>Engage in activities involving painting, drawing, collage, printing and sculpture (play dough/clay, junk modelling).</p> <p>Draw with increasing control and coordination. Learn to draw a face.</p> |                                                      |                                                                                                           |                                                      |                                                      |                                                                                          |
|                 | Painting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Printing                                             | Collage                                                                                                   | Sculpture                                            | Painting                                             | Printing                                                                                 |
| My Independence | <p><b>Throughout the year:</b></p> <p>Developing skills to become more independent in dressing/undressing, toileting, hair brushing, toothbrushing, eating and hygiene routines.</p> <p>Developing confidence to explore different areas of the community.</p> <p>Travelling on the school minibus and walking safely to places in the locality of the school.</p> <p>Learning to use money to pay for items in a shop.</p> <p>Learning to transition independently around the school.</p> <p>Following familiar daily routines.</p>                                                                                                                                                                                          |                                                      |                                                                                                           |                                                      |                                                      |                                                                                          |
|                 | Community visits and the TBES life skills curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Community visits and the TBES life skills curriculum | Cooking – Fruit kebabs, pitta pizzas, sandwiches, cookies/biscuits, pancakes, Valentine’s day shortbread. | Community visits and the TBES life skills curriculum | Community visits and the TBES life skills curriculum | Cooking – Muffins, cheese straws, jam tarts, fruit smoothies, fruit scone, sausage roll. |