

Explorers Curriculum Overview – Stage 2

CYCLE 2

 Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Community	Transport and Vehicles	Traditional Tales	Dinosaurs	On the Farm	Seaside
Curriculum Strand						
My Communication	Throughout the year: Structured PECS sessions, Attention Autism sessions, intensive interaction, learning to use photos, symbols and objects of reference, listening to familiar songs and rhymes. Total communication approach used in the classroom. Development of communication and language is embedded into curriculum learning and everyday experiences. 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. 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. Understanding one-word and two-word instructions. Learning to answer 'who', 'where' and 'what' questions.					
My Communication – Phonics, Reading and Writing	Throughout the year: Regular mark making opportunities Daily phonics using Song of Sounds scheme Recognising letter sounds, initial sounds, oral blending and segmenting, reading and writing words (<i>as appropriate</i>) 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. Developing reading behaviours – pointing to features, turning the pages from left to right, caring for books. Sensory story sessions, learning to focus on a short story delivered with props. Learning to recognise own name and match to photograph, recognising and ordering letters in own name, learning to write own name. Developing children's love of look at books, sharing books, studying pictures and listening to stories. Supporting children to make meaningful marks, early writing activities, pencil control and letter formation.					

	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.	TEXT: Listening to familiar songs and rhymes. Theme related sensory story Naming characters, settings and objects from familiar settings. Learning to retell parts of simple stories.
My Relationships and Feelings	Throughout the year: Develop a sense of self, learning to find ways to regulate themselves, developing relationships with other adults, noticing and interacting with peers, working and playing alongside peers, managing transitions during the school day, engaging in play-based activities with increasing confidence, learning to find an adult for help/support. Developing independence and self-care skills – including using the toilet, dressing and undressing, eating using cutlery, washing hands. Developing positive and respectful relationships with adults and peers, learning to share and take turns, Zones of regulation – learning to recognise different emotions, through symbols and linking to the correct zone. Developing an understanding of different strategies that can be used in each zone.					
My Body and Movement	Throughout the year: Using push along wheeled toys, scooters and trikes. Develop manipulation and control in fine motor activities. Develop use of one-handed tools and equipment. Fizzy Training Games: Clever Hands (level 1, 2 and 3) Theraputty exercises to strengthen muscles in the hand and fingers. Develop a comfortable pencil grip, use a pencil with increasing control. Develop a preference for a dominant hand. Use large muscle movements in child-initiated and adult led activities (including waving flags and streamers, making marks on large vertical surfaces, lifting and carrying Use sensory circuits to support sensory processing and receive sensory input.					
	Introduction to PE – Unit 2	Fundamentals – Unit 2	Dance – Unit 2	Gymnastics – Unit 2	Ball Skills – Unit 2	Games – Unit 2

My Knowledge – Mathematics	Throughout the year: Exposure to counting songs and rhymes, inset puzzles, building towers, matching objects, sorting objects, construction play, exploring capacity through sand and water play, combining objects (stacking blocks and cups).					
	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. 2D/3D shapes and patterns Positional language	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Size – big and small Measures – capacity and time	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Numerical patterns – comparing quantities, more and less. Measures – length, height and weight.	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. 2D/3D shapes and patterns Positional language	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Size – big and small Measures – capacity and time	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Numerical patterns – comparing quantities, more and less. Measures – length, height and weight
My Knowledge – The World Around Me	Throughout the year: 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. Sorting and matching activities. Develop a sense of self through pictures of self and family and looking in mirrors. Develop understanding of cause and effect, repeat actions that have an effect. Engage with age-appropriate technology Join in with celebrations and festivals throughout the year, through art activities, sensory trays, songs and rhymes.					
	Recognise familiar adults within the school community. Recognise familiar areas within the school community and travel to them independently.	Recognise and name different types of vehicles. Identify how different vehicles travel, i.e. water, land, air, rails. Link different jobs to their transport – postman, paramedic,	Floating and sinking (link to Gingerbread man). What makes porridge yummy? Tasting different flavours (link to Goldilocks). Building houses and stable structures	Explore fossils and replica dinosaur bones. Recognise some common dinosaurs. Compare the size and appearance of different dinosaurs.	Name common farm animals. Identify where animals live on the farm, i.e. duck in the pond, horse in a stable. Link adult and baby farm animals.	Identify things to take to the seaside. Recognise things that you could do at the seaside. Recognise some common rock pool animals.

	Recognise familiar buildings and places in the local community.	pilot, fire fighter, taxi driver. Use ramps with different textures, to explore how fast and far small world vehicles can move.	(linked to Three Little Pigs).	Identify that different dinosaurs eat different foods.		
My Knowledge – My Creativity	Throughout the year: Structured art activities to develop basic skills, including using mark making materials, holding a paint brush, spreading glue, sticking materials. Develop independence with simple art techniques and skills, including cutting paper, spreading glue, using a paintbrush, manipulating modelling materials for a purpose, combining materials. Develop control and coordination with using one handed tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 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. 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. Explore colour and colour mixing Engage in activities involving painting, drawing, collage, printing and sculpture (play dough/clay, junk modelling). Draw with increasing control and coordination. Learn to draw a face.					
	Painting	Printing	Collage	Sculpture	Painting	Printing
My Independence	Throughout the year: Developing skills to become more independent in dressing/undressing, toileting, hair brushing, toothbrushing, eating and hygiene routines. Developing confidence to explore different areas of the community. Travelling on the school minibus and walking safely to places in the locality of the school. Learning to use money to pay for items in a shop. Learning to transition independently around the school. Following familiar daily routines.					
	Community visits and the TBES life skills curriculum	Cooking – sandwiches, shortbread cookies, toast, jam tarts, cheese and onion rolls, gingerbread man.	Community visits and the TBES life skills curriculum	Community visits and the TBES life skills curriculum	Cooking – salad, ice cream cones, pizzas, fruit salad, savoury muffins, fruit smoothies.	Community visits and the TBES life skills curriculum