

Explorers Curriculum Overview – Stage 2

CYCLE 3

 The Bridge Trust The Bridge Easton School Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	People Who Help Us	Frozen Planet	Seasons and Weather	In the Garden	Under the Sea (Oceans)
Curriculum Strand						
My Communication	Throughout the year: Attention Autism, Sensology, TACPAC, intensive interaction, learning to use photos, symbols and objects of reference, core boards, 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: Learning to recognise own name and match to photograph, recognising and ordering letters in own name, learning to write own name. Core word programme taught twice a week (<i>structured phonics taught as and when children are ready</i>) Exposure to letter sounds through Song of Sounds song 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. Recognising letter sounds, initial sounds, oral blending and segmenting, reading and writing words (<i>when ready</i>) 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. Developing children's love of look at books, sharing books, studying pictures and listening to stories. Regular mark making opportunities Supporting children to make meaningful marks, early writing activities, pencil control and letter formation. Developing understanding of sentence structure and formation, through colourful semantics.					

	Text: Text Type: Non-Fiction - Reference Outcome: Fact File <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Fictional Narratives Outcome: Recount <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Fictional Narratives Outcome: Letters / Postcards <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Poetry Outcome: Poems <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Non-Fiction - Reference Outcome: Instruction Writing <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Fictional Narratives Outcome: Story Writing <i>See Explorers English curriculum for objective coverage.</i>
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.					
	Wellbeing and My Body and Me	Healthy Relationships	Identity and Community	Healthy Choices	Digital Lives	Aspirations and Money
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.					
	Fundamentals Year 2	Ball Skills Year 2	Gymnastics – Year 2	Target Games Year 1	Athletics Year 1	Sending and Receiving Year 1

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.					
	Recognising self and other important people. Identifying the family names of different people, i.e. nanny, auntie, brother, cousin.	Identifying people who help us, at home and at school. Identifying when and how people might help us, i.e. doctor when sick, vet when	Identify the different polar regions on a globe (Arctic and Antarctica). Identify and name animals found in the Arctic and Antarctic.	Identify and name the four seasons. Match key features to the correct season, i.e. snow for winter, flower growing in Spring.	Recognise and name common insects. Describe the appearance of different flowers. Plant seeds and care for growing plants.	Recognise and name sea creatures. Describe the appearance of sea creatures. Sort sea creatures based on different criteria.

	Identifying likes and dislikes Exploring the senses and linking senses to the linked body part. Identify differences between different people, i.e. hair colour, eye colour, shoe size. Identify how humans change as they get older: baby, child, teenager, adult. Identifying ways to stay healthy, including food/drink, sleep, exercise.	pet is sick, firefighter when fire. Identify the uniform and equipment used by people who help us. Identify different transport used by people who help us, and link this to the job role, i.e. fire engine for firefighter. Investigate waterproof materials for a firefighter's jacket. Which material is the best for keeping a firefighter dry?	Sort polar region animals based on where they live, i.e. North Pole/South Pole, land/sea. Identify items needed for a trip to the North Pole. Learn about the life of people living in the North Pole. Explore simple processes: freezing water, ice melting. How can we make ice melt quicker?	Identify how trees. change during the seasons. Naming different types of weather and link them the different seasons. Identify how to dress for different weather conditions. Explore light and dark.	Identify what plants need to live. Identify the stages of a plant growing (life cycle). Make bird feeders and observe the birds using them.	Identify the stages of a life cycle of a sea turtle. Identify ways to help look after the ocean. Identify what happens when we don't look after the ocean. Find out about submarines, and how they can move under the sea. Explore how periscopes work.
Computing (see progression of skills)		Purple Mash: 2 Paint/ 2 a Picture (see progression of skills)		Purple Mash: 2 Explore / 2 Sequence / 2 Beat (see progression of skills)		Cause and Effect and Programming (remote control toys and Beebots) (see progression of skills)
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.					
Art (see progression of skills)	Painting	Printing	Collage	Sculpture	Painting	Printing
Music (see progression of skills)	Unit 13: Instrumental Skills		Unit 14: Right Sound – Right Time		Unit 15: Playing in a Group	
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.					
	TBES Life Skills: Personal Care and Hygiene TBES Life Skills: Dressing and Appearance	TBES Life Skills: Safety at Home and School	TBES Life Skills: Budgeting TBES Life Skills: Shopping Cooking	TBES Life Skills: Road Safety and Travelling TBES Life Skills: Planning Journeys and Commuting	TBES Life Skills: Leisure Activities and Special Interests TBES Life Skills: Transitions	TBES Life Skills: Home Management Cooking