

Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Books		All About Me	Festivals & Celebrations	Toys, games & technology	Amazing Animals	Transport & Travel	Our Wonderful World
Problem Solving	Seedlings	Pupils to follow White Rose Nursery scheme at point which is suitable for their development before moving onto Reception programmes of study.					
		Pattern	Shape Space and Measure	Counting	Subitising	Comparison	Pattern
	Roots	White Rose Primary used to support planning National Curriculum used for Assessment on EFL.					
		Number – Place Value	Number – Addition & Subtraction	Number - Multiplication & Division	Fractions, decimals & percentages	Using measure & money	Geometry, shape & time
Branches	Number – Place Value	Addition & Subtraction	Multiplication & Division	Fractions, decimals & percentages	Measure & Money	Geometry & time	
English	Seedlings	<p><i>Little Wandle Foundations & SEND programme</i></p> <p>Communication and language targets based on individual EHCP goals alongside Literacy objectives from Development Matters.</p> <ul style="list-style-type: none"> Respond to familiar voices, gestures, facial expressions. <ul style="list-style-type: none"> Begin to use vocalisations and simple words. Follow single-step instructions with support. Explore books through touch, sound, and visuals. <ul style="list-style-type: none"> Turn pages, point at pictures, explore textures. <ul style="list-style-type: none"> Begin “reading” pictures. Explore crayons, chunky pencils, brushes, and fingers in paint/sand. <ul style="list-style-type: none"> Scribble purposefully. 					

		<p style="text-align: center;"><i>Little Wandle SEND programme & Accelerated Reader</i></p> <p>Reading and Writing programmes of study follow Primary National Curriculum. Communication and language through EHCP targets.</p>
	<p>Roots</p>	<p><u>Reading</u> Develop enjoyment of stories, poems, rhymes. Matching pictures to words, sequencing simple stories Recognising name, familiar signs and symbols. Comprehension through practical tasks, role-play etc. using appropriate Blanks Level questions. Engage with sensory stories and predictable/repetitive texts.</p> <p><u>Writing</u> Mark-making, emergent writing, tracing letter shapes. Writing labels, names, simple captions. Introduce simple sentence structure using visuals (e.g., "I see a ..."). Use colourful semantics and visual aids to support writing. Begin simple recounts (weekend news, trips).</p> <p><u>Grammar & Spelling</u> Capital letters for names. Pronouns: I/me/you. High-frequency words Sound-letter correspondence for taught phonics phases.</p> <p><u>Spoken Language & Communication</u> Using sentence starters: I want... I see... I like.... (can be done through visual support) Retelling simple stories using props. Developing questions through supported play (who/what/where).</p>

	Branches	<p><u>Reading (National Curriculum + Functional Skills)</u> Reading for meaning: recognising purpose (inform, entertain, instruct). Comprehension through structured questions. Reading short stories, accessible novels, and adapted texts. Functional reading: signs, timetables, menus, instructions. Using dictionaries and online tools to find meanings (FS skill). <u>Writing</u> Writing for real purposes: forms, emails, feedback, reviews. Sequencing events and writing short paragraphs. Writing character descriptions and simple narratives. Functional writing: notes, lists, instructions, messages. Planning and editing using writing frames or AAC. <u>Spoken Language & Communication</u> Turn-taking & listening to peers. Giving opinions (“I think... because...”). Functional communication (telephone scripts, ordering food, asking for help).</p>					
Expressive Arts & Design	Seedlings	Self Portraits	Celebration & Culture	Colour & Texture	Pattern & Shape	Building & Making	Imagination & Collaboration
		Music, movement, songs, nursery rhymes and instruments used throughout the curriculum.					
	Roots	Drawing – line, shape, form and space Kandinsky Music - Exploring Pulse & Routine	Pattern & texture William Morris Music - Exploring Sound & Instruments	Exploring Colour & Painting Monet Music - Music and Stories	Collage and using materials creatively. Matisse Music - Rhythm Patterns	Sculpture Hepworth Music – Singing and Vocal Play	Cultural Art Music – Music in the environment
Experience work from a range of artists throughout and create a sketchbook to record observations, ideas and own artwork.							

	Branches	Identity & Self Music - Beat, Pulse & Tempo	Lines & Shapes Music - Instrument Skills	Light & Shadow Music - Music for Storytelling & Media	Natural World Music - Rhythm and Repetition	Texture & Pattern Music – Singing & Vocal Identity	Cultural Artwork Music – Environmental Music
The World Around Me Seasonal changes and weather included in daily routine.	Seedlings	Exploring natural materials. Making connections with people.	Notice differences in people. Places that are special and different celebrations.	Cause & Effect Forces	Living things and life cycles.	Simple maps	Exploring the natural world and different environments. Changes to materials
	Roots	Science – Animals including humans: Ourselves Geography – Local Area History – My timeline	Science & Geography – Weather, seasons and the environment History -	Science – Sound & Listening Geography – Sounds in the environment History – Technology & toys then vs. now	Science & Geography – Animals and habitats, animals in other countries, habitats around the world History – Significant Figure – David Attenborough	Science & Geography – Everyday Materials, local features, natural and man made History – Old vs. new transport	Science – Living things Geography – local plants and trees, alive and not alive. History – Significant Figure from another country

	Branches	Science – Human Body, personal health Geography – Local area, route to familiar places History – Family timelines	Science – Light & Sound Geography – Countries and cultures related to festivals History – How celebrations have changed over time	Science – Materials & Forces Geography – Technology across the world History – History of gaming and entertainment	Science – Animal groups and diet Geography – Habitats around the world History – Significant Figure	Science – Forces & motion Geography – Routes, maps and journeys History – Transport	Science – Seasons & Weather Geography – Continents & Oceans History – Explorers and discoveries
Physical Development	Seedlings	Body Awareness & Movement	Balance & Coordination	Gross Motor movement and spatial awareness	Ball skills – rolling & throwing	Sensory Circuits & Obstacle courses	Team Games
	Roots	Fundamental Movements and body control	Ball Skills – throwing and catching	Balance & coordination	Gymnastics	Team Games	Outdoor activities & sensory circuits
	Branches	Movement & Body Control	Ball Skills – throwing and catching	Invasion Games	Striking & Fielding games	Teamwork Games	Fitness & Agility

PSHE	Seedlings	<p>Knowing Myself & My Family</p> <p><i>Recognise some people in my family.</i></p> <p><i>Recognise key adults and peers.</i></p> <p><i>Show listening by turning to speaker/sound.</i></p>	<p>Playing & Communicating With Others</p> <p><i>Take turns in play.</i></p> <p><i>Make simple choices about play/resources.</i></p> <p><i>Understand 'yes' and 'no'.</i></p>	<p>My Feelings</p> <p><i>Say/show when angry or upset.</i></p> <p><i>Begin to communicate happy/sad.</i></p> <p><i>Communicate when I feel pain.</i></p>	<p>My Body</p> <p><i>Point to some body parts.</i></p> <p><i>Explore body books, models.</i></p> <p><i>Move in different ways and shapes.</i></p>	<p>My School Community</p> <p><i>Recognise familiar places and people in school.</i></p> <p><i>Remember where objects belong.</i></p> <p><i>Enjoy role play.</i></p>	<p>People & Places</p> <p>Outside school</p> <p><i>Identify my family and school helpers.</i></p> <p><i>Take part in activities/visits around and outside of school.</i></p>
	Roots	<p>Knowing Myself & My Family</p> <p><i>Communicate some things about myself.</i></p> <p><i>Notice and communicate some things about others.</i></p> <p><i>Join in simple discussions using my communication method.</i></p>	<p>Playing & Communicating With Others</p> <p><i>Take turns in a small group.</i></p> <p><i>Respond to a peer (e.g., giving an item).</i></p> <p><i>Understand what is ok/not ok in familiar situations.</i></p>	<p>My Feelings</p> <p><i>Know some ways to help myself when upset.</i></p> <p><i>Begin to respond to others' feelings.</i></p> <p><i>Say what makes me happy.</i></p>	<p>My Body</p> <p><i>Know parts of my body are private.</i></p> <p><i>Name some body parts correctly.</i></p> <p><i>Recognise changes as I grow.</i></p>	<p>My School Community</p> <p><i>Know what jobs people do in school.</i></p> <p><i>Know some school rules.</i></p> <p><i>Identify groups I belong to.</i></p>	<p>People & Places</p> <p>Outside school</p> <p><i>Notice similarities/differences between people.</i></p> <p><i>Talk about jobs in the community (post, shop, police).</i></p> <p><i>Know rules for being safe outside.</i></p>
	Branches	<p>Self Awareness</p> <p><i>Personal strengths</i></p> <p><i>Skills for learning</i></p>	<p>Safety & Self-Care</p> <p><i>Feeling unwell</i></p> <p><i>Feeling worried/fearful</i></p>	<p>Managing Feelings</p> <p><i>Self-esteem & unkind comments</i></p> <p><i>Strong feelings</i></p>	<p>Changing & Growing</p> <p><i>Puberty</i></p> <p><i>Friendship</i></p>	<p>Healthy Lifestyles</p> <p><i>Healthy lifestyle basics</i></p> <p><i>Physical activity</i></p> <p><i>Healthy eating</i></p> <p><i>Medicinal drugs</i></p>	<p>The World I Live In</p> <p><i>Diversity, rights, responsibilities</i></p> <p><i>Environment</i></p>

Learning for life – cooking, independence, travel training	Seedlings	<p><i>Cooking</i> - Explore tastes, smells, textures; explore kitchen utensils <i>Travel</i>: Recognise familiar routes and places; respond to adult prompts <i>Independence</i>: Participate in simple routines (hand washing, tidying toys)</p>	<p><i>Cooking</i> : spreading, assembling simple snacks <i>Travel</i>: Short walks around the school environment, following adult prompts. <i>Independence</i>: Follow simple hygiene routine</p>	<p><i>Cooking</i> : Stir, pour, taste test; explore textures <i>Travel</i>: Explore school environment <i>Independence</i>: Participate in washing hands/toileting routine</p>	<p><i>Cooking</i> : Explore food through sensory play and mixing with utensils <i>Travel</i>: Short adult-led walks and recognising familiar places <i>Independence</i>: Follow simple routine and respond to adult prompts.</p>	<p><i>Cooking</i> : Sensory tasting of new foods and pouring liquids <i>Travel</i>: Explore community places with adult support <i>Independence</i>: Participate in daily routines and ask for help.</p>	<p><i>Cooking</i> : sensory exploration and tasting new foods <i>Travel</i>: Explore school, outdoor area and local areas with adult support. <i>Independence</i>: Follow familiar routine with support</p>
	Roots	<p><i>Cooking</i> : Pouring, stirring, preparing simple snacks <i>Travel</i>: Short walks in the local areas, starting to recognise landmarks and traffic cues <i>Independence</i>: Follow visual timetable; identify personal belongings; ask for help</p>	<p><i>Cooking</i> : Simple recipes with utensils; clean up with support <i>Travel</i>: Recognise bus stops/landmarks; follow visual route <i>Independence</i>: Organise personal belongings; tidy small area</p>	<p><i>Cooking</i> : Assemble and prepare simple foods, spread, cut soft food with supervision <i>Travel</i>: Local community walks, notice traffic lights and crossings <i>Independence</i>: Know who will help in an emergency, support with personal routines.</p>	<p><i>Cooking</i> : Make simple snack. Use utensils safely and support adults to clean up. <i>Travel</i>: Use simple maps and follow adult prompts <i>Independence</i> : Follow visual timetable and organise working space</p>	<p><i>Cooking</i> : Prepare group snack and explore simple sequences in recipes <i>Travel</i>: Short trips into community and recognise landmarks <i>Independence</i>: Begin to make choices about routines and recognise safe behaviours</p>	<p><i>Cooking</i> : Repeat familiar simple recipes and clean up independently with adult supervision. <i>Travel</i>: Travel to park/shop/familiar local place with support <i>Independence</i>: Begin to follow small household routines independently.</p>

	Branches	<p><i>Cooking</i> : Follow simple recipes independently with visual prompts</p> <p><i>Travel</i>: Identify and follow a simple map; understand basic road safety</p> <p><i>Independence</i>: Manage simple daily routines independently with adult supervision</p>	<p><i>Cooking</i> : Prepare snack or drink with minimal support</p> <p><i>Travel</i>: Plan short familiar journey; identify risks and safe areas</p> <p><i>Independence</i>: Manage morning/evening routines, begin to complete basic household chores</p>	<p><i>Cooking</i> : Follow simple recipe steps and use utensils safely</p> <p><i>Travel</i>: Complete short journey with support and recall key landmarks</p> <p><i>Independence</i>: Independently complete morning routine and manage personal hygiene</p>	<p><i>Cooking</i> : Prepare snack independently and measure ingredients</p> <p><i>Travel</i>: Navigate local area with adult support and understand traffic rules.</p> <p><i>Independence</i>: Complete basic household chores and recognise safe/unsafe situations</p>	<p><i>Cooking</i> : Prepare simple meal independently with supervision</p> <p><i>Travel</i>: Complete familiar community journey and identify hazards.</p> <p><i>Independence</i>: Independently follow timetable and problem solve minor daily issues.</p>	<p><i>Cooking</i> : Plan simple meal, gather ingredients, cook and clean</p> <p><i>Travel</i>: Independent local journey with adult supervision.</p> <p><i>Independence</i>: Independently Prepare for transition between school/home and be responsible for personal belongings.</p>
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Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Books		My Community	Festivals of Light	Buildings and homes	Food, farms and growing	Heroes and helpers	Sports
Problem Solving	Seedlings	Children to follow White Rose Nursery scheme at point which is suitable for their development before moving onto Reception programmes of study. Development Matters on EFL for assessment.					
		Shape, space & measure	Subitising	Counting	Pattern	Shape, Space & Measure	Pattern
	Roots	White Rose Primary used to support planning National Curriculum used for Assessment on EFL.					
		Number – Place Value	Number – Addition & Subtraction	Number - Multiplication & Division	Fractions, decimals & percentages	Using measure	Geometry, shape & time
Branches	Rounding, estimating & place value	Calculation	Multiplication, division & ratio	Fractions, decimals & percentages	Measure, Money & Data Handling	Shape, position, direction & time	
English	Seedlings	<p><i>Little Wandle Foundations & SEND programme</i></p> <p>Communication and language targets based on individual EHCP goals alongside Reading and Writing programmes of study in line with the appropriate stage of Development Matters for individual children.</p> <ul style="list-style-type: none"> Use gestures and 1–2 word phrases to express needs and choices. <ul style="list-style-type: none"> Respond to simple questions about routines. <ul style="list-style-type: none"> Explore repetitive texts and textures. Retell stories using gestures or words. Recognise symbols or letters. Copy large shapes and lines. Begin simple imitations of letters using fingers, crayons, or chunky pencils. 					

	Roots	<p style="text-align: center;"><i>Little Wandle SEND programme & Accelerated Reader</i></p> <p style="text-align: center;">Reading and Writing programmes of study follow Primary National Curriculum. Communication and language through EHCP targets.</p> <hr/> <p><u>Reading</u> Develop inference through stories – using Blanks Level Questions Match simple sentences to pictures and sequence simple stories. Focus on reading for information (non-fiction).</p> <p><u>Writing</u> Writing simple sentences with support, using capital letter + full stop. Sequencing events (first, next, last). Writing simple instructions (recipes, how-to). Continue using colourful semantics or symbol-supported writing where required.</p> <p><u>Grammar, Spelling, Vocabulary</u> Verbs in present tense. Plurals with –s. Use of adjectives in short sentences. High-frequency words. Developing vocabulary through topic-based learning.</p>
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	Branches	<p>Reading Focus on non-fiction: leaflets, reports, news, instructions. Understanding bias, fact vs. opinion (FS requirement). Reading workplace texts: safety notices, rotas, training posters. Reading comprehension using skimming, scanning and retrieving details. ASDAN Links: <i>Reading for information</i> <i>Understanding everyday texts</i></p> <p>Writing Writing advice texts, instructions, and how-to guides. Filling in forms (realistic scenarios). Creating posters/leaflets for an event. Writing reports Developing vocabulary and sentence expansion. <u>Functional Skills Focus:</u> Entry: sequence instructions, use simple connectives. L1–L2: formal/informal writing, proofreading, audience-aware writing.</p>					
Creativity	Seedlings	Line, pattern & shape	Rhythm & repetition	Creative Construction	Combining Materials	Light & Shadows	Colour Mixing
	Music, movement, songs, nursery rhymes and instruments used throughout the curriculum.						
	Roots	Drawing & observations Music - Pulse & Movement	Painting & colour mixing Music - Timbre and Texture	Modelling & Structures Music - Music from Around the World	Landscapes Music - Pitch and Melody	Textiles Music - Composition	Printing and Digital Art Music – Celebration Music
Experience work from a range of artists throughout and create a sketchbook to record observations, ideas and own artwork.							

	Branches	Portraits & Identity ASDAN – AQA -	Colour & Mood ASDAN – AQA -	Digital art & Photography – Art Materials & Structures (DT)	Urban & Environment ASDAN – AQA -	Exhibition & Presentation ASDAN – AQA -	Movement & Action ASDAN – AQA -
The World Around Me Seasonal changes and weather included in daily routine.	Seedlings	Roles in the community	Cultural & Religious events	Animals & Habitats	Plants & Growing	Transport & Places Roles in the community	Weather & Seasons
	Roots	Science – Local habitats Geography & History – Local Area	Science – Light & Shadow Geography & History – Festivals around the world	Science – Materials Geography – Homes and building in the local area History – Homes then vs. now	Science – Plants & trees Geography – Where foods are produced History – How farming has changed	Science – Animals Geography – Habitats around the world History – Significant figure	Science – Forces and movement Geography & History – Significant figures and locations
	Planning and outcomes from the Primary National Curriculum on an individualised basis for each pupil. Assessed using Primary National Curriculum.						

	Branches	Science – Exercise and personal hygiene Geography – Local Area study History – Local area	Science – Light and shadow Geography – Festivals around the world History – Winter traditions and festivals	Science – Materials & Properties Geography – Rural and Urban History – Homes in the past	Science – Food Chains Geography – Farming in the UK History – Changes to farming and food production.	Science – Human body and staying safe Geography – Services in the local community History – Significant Figure	Science – Healthy bodies and fitness Geography & History – Olympic Games
Physical Development	Seedlings	Throwing & hand eye coordination	Gross Motor focus - jumping	Spatial Awareness	Gross motor focus – kicking	Sensory Play & Exploration	Team Games
	Roots	Fundamental Movements – Agility	Ball skills – kicking	Gymnastics/Dance	Team Games	Outdoor Activities & Sensory circuits	Athletics – running & jumping
	Branches	Ball Skills – kicking and striking	Invasion Games	Net Games	Team Games and competition	Outdoor Games & Activities	Athletics

PSHE	Seedlings	<p>Communication for Relationships</p> <p><i>Express needs/likes/dislikes.</i></p> <p><i>Respond to adult prompts about feelings.</i></p> <p><i>Listen to/engage in short activities</i></p>	<p>Friendship & Asking for Help</p> <p><i>Ask/sign/gesture when I need help.</i></p> <p><i>Respond to different types of communication</i></p>	<p>Keeping Myself Safe</p> <p><i>Ask for help when needed.</i></p> <p><i>Stay in a given area and use safety devices e.g seatbelts, handrails</i></p>	<p>Healthy Living (Food, Exercise, Sleep)</p> <p><i>Eat some healthy foods.</i></p> <p><i>Enjoy moving in different ways.</i></p> <p><i>Follow simple hygiene routines.</i></p>	<p>Community & Belonging</p> <p><i>Be curious about others and new places.</i></p> <p><i>Enjoy role play</i></p>	<p>Money & Shopping</p> <p><i>Show curiosity about money and shopping.</i></p>
	Roots	<p>Communication for Relationships</p> <p><i>Say/ know when I am angry or upset.</i></p> <p><i>Hold attention for longer activities (10–15 min).</i></p> <p><i>Join in conversations about familiar events.</i></p>	<p>Friendship & Asking for Help</p> <p><i>Identify people who help me beyond class.</i></p> <p><i>Know happiness, respect and trust are part of friendships.</i></p> <p><i>Know who can help me when using technology.</i></p>	<p>Keeping Myself Safe</p> <p><i>Know concept of private.</i></p> <p><i>Communicate about touch that feels comfortable/uncomfortable.</i></p> <p><i>Know when I may need a doctor, nurse or dentist.</i></p>	<p>Healthy Living (Food, Exercise, Sleep)</p> <p><i>Communicate about foods I like/dislike.</i></p> <p><i>Know exercise is good for me.</i></p> <p><i>Know sleep and rest are important.</i></p>	<p>Community & Belonging</p> <p><i>Identify wider friends and relations.</i></p> <p><i>Know jobs people do outside school.</i></p> <p><i>Follow simple rules when outside (roads, waiting, safety).</i></p>	<p>Money & Shopping</p> <p><i>Know money is used to buy things in shops/online.</i></p> <p><i>Know simple rules for shopping and community visits.</i></p>
	Branches	<p>Self-Awareness</p> <p><i>Prejudice and discrimination</i></p> <p><i>Revisit Self Awareness</i></p>	<p>Healthy Lifestyles</p> <p><i>Emotional wellbeing</i></p> <p><i>Body image</i></p>	<p>Online Safety</p> <p><i>Keeping safe online</i></p>	<p>Changing & Growing</p> <p><i>Puberty</i></p> <p><i>Healthy/unhealthy relationship behaviours</i></p>	<p>Safety & Self-Care</p> <p><i>Accidents and risks</i></p> <p><i>Emergencies</i></p>	<p>The World I Live In</p> <p><i>Managing online information</i></p> <p><i>Basic money management</i></p>

Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Books		Belonging and friendship	Winter Wonders	Space	Nature Detectives	Water, seas and oceans	Around the world
Problem Solving	Seedlings	Children to follow White Rose Nursery scheme at point which is suitable for their development before moving onto Reception programmes of study. Development Matters on EFL for assessment.					
		Subitising	Counting	Shape, Space & Measure	Comparison	Pattern	Subitising & Counting
	Roots	White Rose Primary used to support planning National Curriculum used for Assessment on EFL.					
		Number – Place Value	Number – Addition & Subtraction	Number - Multiplication & Division	Fractions, decimals & percentages	Using measure	Geometry, shape & time
Branches	Number Fluency & using a calculator	Real Life problem solving	Multiplication, division, ratio & proportion	Fractions, decimals and percentages for life skills	Functional measure & money	Statistics, geometry & time	

English	Seedlings	<p style="text-align: center;"><i>Little Wandle Foundations & SEND programme</i></p> <p>Communication and language targets based on individual EHCP goals alongside Reading and Writing programmes of study in line with the appropriate stage of Development Matters for individual children.</p> <ul style="list-style-type: none"> • Sequence events using gestures/words. <ul style="list-style-type: none"> • Make choices independently. • Retell stories using gestures, words, or symbols. <ul style="list-style-type: none"> • Recognise familiar letters and symbols. • Begin early mark-making for meaning. • Practice combining shapes and lines to make recognisable symbols and letter shapes.
	Roots	<p style="text-align: center;"><i>Little Wandle SEND programme & Accelerated Reader</i></p> <p>Reading and Writing programmes of study follow the National Curriculum for individual children. Communication and Language through EHCP goals.</p> <hr/> <p><u>Reading</u> Increased independence selecting books. Reading comprehension through simple inference and prediction. Exploring character feelings. Reading age-appropriate accessible chapter books (with sensory/visual support).</p> <p><u>Writing</u> Writing a short sequence of sentences with scaffolds. Story sequencing with beginning/middle/end. Information reports linked to topics. Writing letters, postcards, and diaries. Independent editing using visuals/checklists.</p> <p><u>Grammar, Spelling, Vocabulary</u> Wider punctuation: question marks, exclamation marks. Verb tenses in simple forms (past/present). Adverbs and expanded noun phrases (with visuals). Age-appropriate high-frequency words.</p>

	Branches	<p>Reading Media texts: adverts, websites, film posters. Understanding persuasive techniques. Reading poetry from diverse cultures. Analysis of character, setting, and themes in accessible literature. Functional reading: travel information, schedules, appointment letters.</p> <p>Writing Creative writing: short stories, comic strips etc. Persuasive writing: adverts, product descriptions, campaign posters. Writing emails. Planning, drafting, editing for clarity and accuracy.</p>					
Expressive Arts & Design	Seedlings	Making Artistic Choices	Creating Effects	Drama & Roleplay	Art with Nature	3D exploration	Celebration & Collaboration
	Music, movement, songs, nursery rhymes and instruments used throughout the curriculum.						
	Roots	Drawing, tone and composition Music - Beat, Tempo & Dynamics	Painting Music - Instrument Skills	Design & Mixed Media Music - Mood Music	Sculpture & Modelling Music - Rhythm	Print & pattern Music – Technology and Music	Personal choice & Showcase Music - Performance
Experience work from a range of artists throughout and create a sketchbook to record observations, ideas and own artwork.							

	Branches	Artist study	Digital Media & Photography	Texture & Collage	Print & Pattern	3D design (DT)	Textiles (DT)
The World Around Me Seasonal changes and weather included in daily routine.	Seedlings	Relationships, emotions, sharing and turn taking	Exploring seasonal changes Winter festivals and celebrations	Observing the environment beyond school & the solar system	Investigating & observing the natural world	Environment & Habitats	People, culture and environment
	Roots	Science – Human Body Geography – Local area History – Personal timelines	Science – weather and seasons States of matter Geography – weather around the world	Science – Earth & Space Geography – Countries and continents History – Significant figures	Science – Plants & trees Geography – Map work History – Significant figures	Science – Water and states of matter Geography – Continents and oceans History – Changes over time - environment	Science – Habitats Geography – Countries & continents History – Ancient Civilisations e.g. Egyptians, Romans
	Planning and outcomes from the Primary National Curriculum on an individualised basis for each pupil. Assessed using Primary National Curriculum.						

	Branches	Science – Genetics & DNA Geography & History - Cultural Diversity and local communities	Science – States of matter Geography – Weather patterns and climate History – Historical event	Science – Earth, sun and moon, day/night Geography – Earth from space, continents History – Significant Figure	Science – Living Organisms, classification Geography – Habitats, local fieldwork History – Natural history/landscapes	Science – water and changing state Geography – Rivers, Oceans, Water cycle History – Travel & Exploration	Science – Animals & plants Geography – Continents & Countries History – Ancient Civilisations
Physical Development	Seedlings	Dynamic movements & Body control	Hand eye coordination	Balance & Strength	Ball skills – throwing, catching & kicking	Sensory Circuits & Obstacles	Team Games
	Roots	Fundamental movements – control	Gymnastics/Dance	Ball Skills – coordination	Team Games	Athletics	Outdoor Activities
	Branches	Ball Skills	Invasion Games and competitive play	Striking & Fielding	Net Games	Strategy & Leadership	Fitness & Functional skill circuits

PSHE	Seedlings	<p>Personal Independence (Relationships) <i>Know some things should be done on my own (e.g., toilet). Identify some personal belongings.</i></p>	<p>Online Safety & Communication <i>Respond to online communication (familiar video call etc.). Begin to follow adult prompts for online safety.</i></p>	<p>My Healthy Body <i>Explore body resources (books, models).</i></p>	<p>Being Safe in Different Places <i>Follow adult safety directions (seatbelts, handrails, staying close).</i></p>	<p>Money, Belonging & Participation <i>Use play-based shopping or exchange activities.</i></p>	<p>My Community & Jobs <i>Explore unfamiliar environments or objects with interest.</i></p>
	Roots	<p>Personal Independence (Relationships) <i>Recognise my personal space and others' space. Show/know what keeps me safe. Know how to seek help when unsure who to trust.</i></p>	<p>Online Safety & Communication <i>Know some apps/games are not safe. Know who helps me online. Keep personal information private.</i></p>	<p>My Healthy Body <i>Know clothes worn on top/underneath. Notice some changes to my body as I grow. Understand my body belongs to me.</i></p>	<p>Being Safe in Different Places <i>Balance screen and off-screen time. Know simple hazards/risks in familiar places. Know basic road and community safety.</i></p>	<p>Money, Belonging & Participation <i>Use simple money in play/real contexts. Recognise people who support me in/out of school. Participate in events beyond school (visits, clubs, celebrations).</i></p>	<p>My Community & Jobs <i>Know different jobs in the community (shop, police, post). Know rules in the community (walking safely, waiting). Identify groups I belong to and why they are important.</i></p>
	Branches	<p>Managing Pressure & Safety <i>Managing pressure Gambling</i></p>	<p>Online Safety</p>	<p>Intimate Relationships & Consent</p>	<p>Families, Parenthood & Life Changes</p>	<p>Healthy Lifestyles <i>Drugs, alcohol, tobacco</i></p>	<p>Preparing for Adulthood <i>Preparing for adulthood Managing finances</i></p>