

Informal Pupils following an informal pathway will be learning through these curriculum areas and not necessarily about them. This ensures they have a curriculum that is both broad and balanced. What pupils need to know within the informal pathway will overlap and can be developed through all curriculum areas and sessions.

	Curriculum Areas							
	Keeping Healthy and Safe	My Communication	My Body	My World	My Creativity	My Independence	Literacy	Numeracy
Informal end points	co-regulate	express preferences	co-regulate	be curious	be curious	accept help from others	use effective strategies to communicate, expressing core and familiar words	be curious
	manage when something changes	express some needs and wants	navigate familiar and less familiar environments	explore in new ways	express preferences	Request help from others		explore in new ways
	manage emotions with support	Initiate	enjoy some physical activities	try something new	Initiate	eat and drink with some prompting	recognise familiar signs in the environment	try something new
	follow key routines	make choices		persevere	make choices			persevere
	enjoy immediate personal successes	listen and respond to others	use simple tools and equipment with purpose	solve simple problems	explore in new ways	complete some simple self-care tasks	know what happens next (stories and routines)	solve simple problems
	show interest in others, building relationships through exploration	follow simple instructions	reach physical potential, towards meaningful independence	show interest in others, building relationships through exploration	try something new	use simple tools and equipment with purpose	listen and respond to others	combine and build with objects
	request and accept help from others	use effective strategies to communicate, expressing core and familiar words		use objects purposefully and appropriately	listen and respond to others	follow key routines	enjoy sharing stories, songs and rhymes	notice connections, patterns and relationships (spatial reasoning skills)
					follow simple instructions	manage when something changes	make marks with intent	use counting behaviour, such as making sounds, pointing or saying some numbers in sequence
	understand that actions affect others				use simple tools and equipment with purpose	navigate safely to some familiar places		follow key routines; know what happens next

	Autumn: Investigate Animals	Spring: Journey Egypt	Summer: Explore South America
Story and additional texts	<p>Non- Fiction <u>Explanations – How to care for an animal</u> <u>Simple explanation texts relating to animals</u> NF books Big Cat phonics to accompany: Pink – Pick a Paet Purple – So you want a Pet Green – I want a Pet Blue – Our Pet rabbits Orange – Extraordinary Pets</p> <p>Fiction <u>Traditional Stories/ Fables</u> Possible texts: The three little pigs, The little red hen, Chicken Licken, The Hare and the tortoise Other texts relating to theme: Dear zoo, Owl babies, jungle book,</p> <p>Poetry <u>Nursery rhymes</u> <u>Rhyming couplets, predicting rhymes in stories, joining in with rhymes</u> Hairy McClairy</p>	<p>Non- Fiction <u>Instructions – recipes</u> <u>Non-fiction texts based on term's themes: Egypt, managing feelings, families</u></p> <p>Fiction <u>Adventure stories or myths legends</u> <u>Stories set in different places</u> <u>Setting Descriptions</u></p> <p><u>Books on the theme of Egypt:</u> Bill and Pete go down the Nile (primary)</p> <p><i>Zeraffa Giraffa</i>- Dianne Hofmeyr (primary) How to be an Ancient Egyptian: Band 12/Copper Marcia Williams: <i>Ancient Egypt: Tales of Gods and Pharaohs</i></p> <p>Beverley Naidoo and Marjan Vafaeian: <i>Cinderella of the Nile</i></p> <p>Patricia Cleveland-Peck and Isabel Greenberg: <i>The Story of Tutankhamun</i> (secondary)</p>	<p>Non- Fiction <u>Simple explanation texts relating to the theme:</u> <u>Visit to ELS</u></p> <p>Fiction <u>Adventure stories /Myths legends</u> <u>Stories set in different places</u> Possible texts: Visit to ELS</p> <p>Poetry <u>Nursery rhymes</u> <u>Rhyming couplets, predicting rhymes in stories, joining in with rhymes</u></p>



Ash Lea
working together to be our best

Long term planning: Cycle 3 (2024-2025)

	<p>Sally Jane Morgan and James Weston Lewis: <i>The Legend of Tutankhamun</i></p> <p>Egypt: Sensory Story</p> <p>Books based on Keeping healthy and safe themes:</p> <p>Managing feelings Peppa Pig's 'Big Feelings' Ruby's Worry, Author: Tom Percival Too Green! Author: Sumana Seeboruth Colour monster A bag full of worries The Smartest giant in town- Julia Donaldson Sharing a shell – Julia Donaldson</p> <p>Growing and Changing Lulu's Nana Visits, Author: Anna McQuinn</p> <p>Double Trouble for Anna Hibiscus, Author: Atinuke</p> <p>The Great Big Book of Families, Author: Mary Hoffman</p> <p>Stick man, Author Julia Donaldson</p> <p>Sulwe , Author: Lupita Nyong'o</p> <p>Zeki Gets a Checkup, Author: Anna McQuinn</p> <p>15 things NOT to do with a baby</p>	
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		Author: Margaret McAllister <u>Rhyming couplets, predicting rhymes in stories, joining in with rhymes</u>	
Discovery (Include components of science and geography)	Animals		South America Location and Place
Culture (Include components of History and RE)		Egypt Significant events, people, and places	South America People and cultural events and practices
Music	Rock and Roll (pulse, dynamics, tempo, pitch and rhythm)	Folk, Sea Shanty, Celtic Rock (pulse, dynamics, tempo, pitch and rhythm)	Bossa Nova, Salsa, Samba Band, Polka (pulse, dynamics, tempo, pitch and rhythm)
Art	Art focus: Painting Artist: Henri Rousseau	Art focus: Textiles Artist: unknown Egyptian tomb artists	Art focus: Mixed media Artist: Frida Kahlo
Cooking	Animal products e.g. cheese, butter, eggs, milk, meat	Traditional Egyptian foods	Traditional foods from South America
My Body	Pupils work towards their individual physical goals , including personalised Physio, Occupational Therapy, Rebound Therapy and warm water / swimming programs, where appropriate.		
	1: Control and co-ordination: Gymnastics 2: Control and co-ordination: Dance	1: Fundamentals 2: Net/Wall Games: Tennis/basketball,	1: Striking and Fielding Games: Cricket/Rounders 2: Invasion Games: Football/Tag Rugby

Keeping Healthy and Safe Any relevant Keeping Healthy and Safe elements will be delivered throughout a pupils day / year for those following an informal pathway.	Self-awareness Things we are good at Kind and unkind behaviours Playing and working together Getting on with others People who are special to us Self-care, support and safety Taking care of ourselves Keeping safe Trust Keeping safe online Public and private	Managing feelings Identifying and expressing feelings Managing strong feelings Growing and Changing Baby to adult Changes at puberty Dealing with touch Different types of relationships	Healthy Lifestyles Healthy eating Taking care of physical health Keeping well The World I live in Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community Money
Stop and Go	Music can be a mixture of topic related songs or pupil favourites. Actions and movements will be chosen that complement the music and motivate the group of learners.		
ICT / Switch IT	Pupils need the opportunity to control and explore within all sessions, this includes appropriate technology e.g. switches and iPads. It may be appropriate for some classes to also have standalone Switch IT sessions.		
Accreditations	ASDAN Life skills challenge		
Post 16 vocations	Music, Art and Design, Horticulture, Hospitality, PE and Music		
Personal Development	Residentials, termly cultural capital visits, trips into the local community to visit the shops/café etc, Outside providers coming into school for events (e.g. Inspire band, Handmade theatre group), Friday clubs (including dance, art and sport), school council, sports day, enterprise week, Celebrations of national events (e.g. Red Nose Day, World Book Day), OPAL		