

**Semi-formal and Formal**

	Curriculum areas							
	Keeping Healthy and Safe	Communication	My Body	My World	Creativity	My Independence	My Literacy	My Numeracy
Semi-formal end points	Understand others and form respectful relationships.	Communicate ideas, make choices, listen and respond to others and use questions to extend and check their understanding	Understand own body, how it works and the changes that will happen.	Understand the physical world and community around us, including the similarities and differences to our lives.	Have an artistic and cultural awareness	Dress and undress independently and appropriately for context	Use learnt functional English skills and apply these skills in everyday life to support interaction, organisation and problem solving.	Use and apply learnt functional maths skills and knowledge in everyday life to support learning, independence, problem solving and improve employability skills.
	Show resilience and perseverance in the face of challenge.	Articulate ideas and thoughts in a manner that is suitable for the audience	Have overall core strength, stability, balance, spatial awareness, co-ordination and agility in order to complete physical activities and sports.	Develop our scientific knowledge and conceptual understanding.	Use a wide range of media and materials.	Eat and drink independently, understanding cultural expectations	Read and write with sufficient fluency and accuracy to be able to access learning, maintain independence and improve employability skills.	
	Understand relevant rules / law, and how actions can have positive and negative consequences.	Listen carefully and know why this is important	Have an understanding of some rules within sports.	Question, analyse, interpret, evaluate and make judgements on what we see, hear, read or write.	Formulate own ideas and then recognise there are different ways to express them	Safely navigate to some local facilities with minimal or no support		
	Identify, understand and express emotions clearly.	Communicate to help work out problems and organise thinking and activities	Develop resilience and work as part of a team.		Create collaboratively; sharing ideas, resources and skills	Use local facilities independently, including the shop and café		
	Have a sense of value of self and own identity, while still having membership of		Use hand-eye co-ordination and fine motor skills	Develop chronological understanding of historic events.	Have confidence in performance through music making and dance, both individually and in groups.	Use equipment and techniques safely and	Have an interest in and love of reading.	

[illegible]

	Autumn: Investigate Animals	Spring: Journey Egypt	Summer: Explore South America
Literacy texts	<p><b>AQA –Pets</b></p> <p><b>Non- Fiction</b>  <u>Letters and emails</u>  <u>Explanations –How to care for an animal</u>  Simple explanation texts relating to animals  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><b>Fiction</b>  <u>Familiar Setting Stories</u>  <u>Traditional Stories/ Fables</u>  <u>Character Descriptions</u>  Possible texts: The three little pigs, The little red hen, Chicken Licken, The Hare and the tortoise  <b>Other texts relating to theme:</b>  Dear zoo, Owl babies, jungle book, Rumpus at the vets</p> <p><b>Poetry</b>  <u>List poems</u></p>	<p><b>AQA - Survival</b></p> <p><b>Non- Fiction</b>  <u>Instructions – recipes</u>  <u>Non-chronological reports</u></p> <p><b>Fiction</b>  <u>Adventure stories</u>  <u>Stories set in different places</u></p> <p><u>Books on the theme of Egypt:</u>  Marcy and the Riddle of the Sphinx</p> <p>Marcia Williams: <i>Ancient Egypt: Tales of Gods and Pharaohs</i></p> <p>Beverley Naidoo and Marjan Vafaeian: <i>Cinderella of the Nile</i> Tiny Owl</p> <p>Patricia Cleveland-Peck and Isabel Greenberg: <i>The Story of Tutankhamun</i></p> <p>Incredible True Stories - Tutankhamun's Treasure: Discovering the Secret Tomb of Egypt's Ancient King</p>	<p><b>AQA -</b></p> <p><b>Non- Fiction</b>  <u>Internet and wiki entries and Websites</u>  <u>Persuasive texts/Adverts</u>  <u>Leaflets/brochures/travel/Magazines</u></p> <p><b>Fiction</b>  <u>Play scripts</u>  <u>Myths legends</u>  <u>Setting Descriptions</u></p> <p>Possible texts:</p> <p><b>Poetry</b>  Blackout poetry  Raps  Question and answer poetry</p>



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	<p><u>Couplets, predicting rhymes in stories,</u> <u>joining in with rhymes</u> Calligrams, shape poems</p>	<p>Sally Jane Morgan and James Weston Lewis: <i>The Legend of Tutankhamun</i></p> <p>Emma Carroll: <i>Secrets of a Sun King</i> Zeraffa Giraffa- Dianne Hofmeyr How to be an Ancient Egyptian: Band 12/Copper</p> <p><b>Texts linked to keeping healthy and safe:</b></p> <p>Feelings:</p> <p>Grey, Author: Laura Dockrill</p> <p>Proud of MeAuthor: Sarah Hagger-Holt WolfboyAuthor: Andy Harkness Change: The Final Year Author: Matt Goodfellow</p> <p>A Nest Full of Stars, Author: James Berry</p> <p>Bear Island Author: Matthew Cordell</p> <p>Let's Talk About Where Babies Come From Author: Robie H Harris,</p> <p>Zeki Gets a Checkup Author: Anna McQuinn</p> <p>Happy in Our Skin, Author: Fran Manushkin 15 things NOT to do with a baby, Author: Margaret McAllister</p>	
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		<p>family</p> <p>Sulwe Author: Lupita Nyong'o</p> <p>Grandpa's Island, Author: Sophia Payne</p> <p>Lulu's Nana Visits, Author: Anna McQuinn</p> <p>Zeki Gets a Checkup, Author: Anna McQuinn</p> <p>Double Trouble for Anna Hibiscu Author: Atinuke</p> <p>So Much Author: Trish Cooke</p> <p>The Great Big Book of Familie, Author: Mary Hoffman</p> <p><b>Poetry</b></p> <p><u>Riddles, kennings, limericks</u></p> <p>Narrative Poems</p>	
<b>Numeracy</b>	<p>Number – Properties of number</p> <p>Number – Operations (Addition, Subtraction, Multiplication and Division)</p>	<p>Number – Place Value</p> <p>Geometry – Shape</p> <p>Measurement – Length and Height</p> <p>Measurement – Mass and Volume</p>	<p>Number – Fractions and Ratio</p> <p>Geometry – Position and Direction and Patterns</p> <p>Measurement – Money</p> <p>Measurement – Calendar and Time</p>
<b>Discovery</b> (Including components of	<p><b>Animals</b></p> <p>Make observations, identify and name, describe, compare</p>		<p><b>South America</b></p> <p>Make observations, identify and name, describe, compare own location with South America.</p>

science and geography)			
<b>Culture</b>  (Including components of History and RE)		<b>Egypt</b> Compare similarities and differences of own life and other significant events, people, and places	<b>South America</b> Compare similarities and differences of own life and other significant events, people, places, cultural events and practices.
<b>Keeping Healthy and Safe</b>  (Including components of PHSE and RSE)	<b>Autumn 1: Self-awareness</b> <ol style="list-style-type: none"> <li>Things we are good at</li> <li>Kind and unkind behaviours</li> <li>Playing and working together</li> <li>Getting on with others</li> <li>People who are special to us</li> </ol> <b>Autumn 2: Self-care, support and safety</b> <ol style="list-style-type: none"> <li>Taking care of ourselves</li> <li>Keeping safe</li> <li>Trust</li> <li>Keeping safe online</li> <li>Public and private</li> </ol>	<b>Spring 1: Managing feelings</b> <ol style="list-style-type: none"> <li>Identifying and expressing feelings</li> <li>Managing strong feelings</li> </ol> <b>Spring 2: Growing and Changing</b> <ol style="list-style-type: none"> <li>Baby to adult</li> <li>Changes at puberty</li> <li>Dealing with touch</li> <li>Different types of relationships</li> </ol>	<b>Summer 1 Healthy Lifestyles</b> <ol style="list-style-type: none"> <li>Healthy eating</li> <li>Taking care of physical health</li> <li>Keeping well</li> </ol> <b>Summer 2: The World I live in</b> <ol style="list-style-type: none"> <li>Respecting differences between people</li> <li>Jobs people do</li> <li>Rules and laws</li> <li>Taking care of the environment</li> <li>Belonging to a community</li> <li>Money</li> </ol>
<b>Music</b>	<b>Rock and Roll</b> (Dynamics, Pitch, tempo, rhythm, pulse, composition)	<b>Folk, Sea Shanty, Celtic Rock</b> (Dynamics, Pitch, tempo, rhythm, pulse, composition)	<b>Bossa Nova, Salsa, Samba Band, Polka</b> (Dynamics, Pitch, tempo, rhythm, pulse, composition)
<b>Art</b>	<b>Art focus:</b> Painting	<b>Art focus:</b> Textiles	<b>Art focus:</b> Mixed media



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	<b>Artist:</b> Henri Rousseau	<b>Artist:</b> Unknown Ancient Egyptian tomb artists	<b>Artist:</b> Frida Kahlo
<b>Cooking</b>	<b>My Independence:</b> Cooking skills	<b>My Independence:</b> Cooking skills	<b>My Independence:</b> Cooking skills
<b>Physical Education</b>	1: Control and co-ordination: Gymnastics  2: Control and co-ordination: Dance  Team building and SET	1: Fundamentals  2: Net/Wall Games: Tennis/basketball,  Team building and SET	1: Striking and Fielding Games: Cricket/Rounders  2: Invasion Games: Football/Tag Rugby  Team building and SET
<b>Accreditations</b>	AQA entry English and Maths		
<b>Post 16 vocations</b>	Music, Art and Design: Sewing, Horticulture, Hospitality, PE and Music		
<b>Additional Personal Development</b>	Residential, 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		