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| **Year Three Themes** | | | **Nursery Rhymes** | | **The Circle of Life**  **(Life cycles)** | | **In the jungle the mighty jungle** | |
| BRITISH VALUES | **Drivers** (*Linked to individual learning programs)* | **Communication and language** | **Conversations**  Expression *(Identifying individual communication needs to inform IEP targets and sessions, expressing and identifying own emotions)* | **Sharing texts**  Sharing a range of texts including song/nursery rhymes, books and poems. | **Storytelling and role play**  Engaging in play situations and experiences linked to familiar class text, using communication systems to join in with familiar words and phrases and activities. | **Sharing ideas and thoughts**  Commenting on activities, noticing and responding to change, providing explanations. | **Listening and attention**  Responding, maintaining attention, games, listening to others and responding appropriately, including instructions. | **Questioning**  Responding to choices, questions and answering them using communication systems. |
| **Individual education plan targets – Preparing for Employment;** Communication & Interaction **(**supported by Speech and Language Therapy ) | | | | | |
| **Theme specific language** | Sing, song, rhyme, spider, star, clock, mouse, frog, duck, wall, sheep | Books, poem, rhyme, dish spoon, dog, cat, monkey, doll, tea pot | Mud, tree, leaf, twig, wood, puddle, wellies, coat, pinecones, conkers, flowers | Grow, hatch, egg, baby, adult, born, nest, change | Jungle, zoo, elephant, giraffe, zebra, tiger, lion, monkey, rhino, trees, plants | Spider, snake, crocodile, frog, rain, water, river, hot. |
| **Core language** | Core language is individual to each child depending on their communication level, their individual communication targets/systems and the reading approaches they use. Please refer to their individual reading programs. | | | | | |
| **Physical Development** | **Gross motor –** Sensory explorations  **Fine motor –** Exploring paint and drawing | **Gross motor –** Coordination and bodily positional awareness  **Fine motor –** Dough disco and malleable materials | **Gross motor –** Play movement with objects and adults  **Fine motor –** manipulating objects | **Gross motor –** Stability and balance  **Fine motor –** Small activities and exploring toys | **Gross motor –** Spatial awareness and agility  **Fine motor –** Finger names, using different hand grasps to use a range of objects | **Gross motor –** Playing games and creating games  **Fine motor –** puzzles and games |
| **Individual education plan targets – Preparing for Good Health;** Sensory and Physical, Health needs, diet, Mental health and wellbeing **(**supported by Occupational Therapy and Physiotherapy) | | | | | |
| **Personal care routines**  Creating individual care plans/feeding programs, developing an understanding of own belongings. | **Oral health**  Shared stories on tooth brushing and going to the dentist, looking at how to brush our teeth. | **Hand hygiene**  How to wash our hands correctly, how to dry our hands correct, importance of keeping ourselves clean | **Dressing**  Developing dressing skills on individual basis, across the school day. Including clothes, zips, buttons etc. | **Keeping ourselves safe**  Keeping ourselves safe during bathroom and dressing routines. Road safety, using equipment in a safe way. | **Healthy eating**  Tolerating and accepting looking/smelling/touching/tasting a variety of different foods, sorting healthy vs unhealthy. |
| **Individual education plan targets – Preparing for Independence;** Self-Care, Travel, Budgeting/Shopping | | | | | |
| **PSED** | **Managing emotions**  Exploring emotions, identifying emotions, likes and dislikes. Learning what to do if we are sad.  \*Use motivator sheets\*  Key workers introduced to families. | **Persisting and waiting**  Turn taking games, waiting for something that they want, directing attention | **Confidence and self esteem**  How to ask for help and assistance, engaging with others across their school day. | **Sense of self**  Similarities and differences between ourselves and others. What is good about me. How can I look after myself? | **Caring friendships**  Learning how to share and how to cooperatively play and be around others, what is a good friend, what do we like about our friend. | **Looking after our bodies**  Healthy eating, personal hygiene – including oral hygiene. |
| **Individual education plan targets – Preparing for Community Participation;** Social & Emotional, Staying Safe, Friendships | | | | | |
| **PHSE/RSE**  *Relationships education, Relationships and Sex education and Health education guidance.* | **Self-awareness**  Things we are good at – SA1  *(Encountering, foundation, core)* | **Managing feelings**  Identifying and expressing feelings – MF1  *(Encountering, foundation, core)* | **The world I live in**  Taking care of the environment – WILI4 | **Changing and growing**  Baby to adult – CG1  *(Encountering, foundation, core)* | **Self-care, support and safety**  Keeping safe – SSS2  *(Encountering, foundation, core)* | **Healthy lifestyle**  Healthy eating – HL1  *(Encountering, foundation, core)* |
| **Characteristics of Effective Learning** | **Playing and Exploring Engagement**  Exploring indoor and outdoor environments, showing curiosity, and accessing play equipment | **Active Learning**  **Motivation**  Involvement and wellbeing levels during play and work sessions, levels of fascination | **Creating and thinking critically**  **Thinking and making links** Identifying objects and understanding what they do, making links from home and school, testing ideas | **Playing and Exploring Engagement**  Having a ‘go’, taking safe risks, initiating own activities, and building confidence. | **Active Learning**  **Goals and accomplishments**  Being proud of themselves, enjoy meeting challenges. | **Creating and thinking critically**  **Having my own ideas** Communicate own likes/dislikes, solving problems, finding ways to do things. |
| **Individual education plan targets – Preparing for Employment;** Cognition& Learning | | | | | |
| **Vehicles** | **Literacy** | **Focus texts to choose from:**  Wellbeing superhero’s:  Be kind  Be brave  Be yourself  Be mighty  Be strong  Be smart | **Focus texts to choose from:**  Humpty Dumpty  Baa baa black sheep  Twinkle twinkle  Incy Wincy Spider  Hickory Dickory Dock  Wind your bobbin up  5 Little speckled frogs/ducks | **Focus texts to choose from:**  Owl Babies  Non-Fiction texts - woodland | **Focus texts to choose from:**  Non-Fiction life cycle texts/posters  Frogs  Chicken/ducks  Butterflies  Humans | **Focus texts to choose from:**  Giraffes can’t dance  Rumble in the Jungle  Dear Zoo | **Focus texts to choose from:**  Walking through the jungle  Monkey puzzle  Animal boogie  Jungle Jamboree |
| Pre-reading, reading and phonics mapping including individual pathways in addition to Literacy provision | | | | | |
| **Reading – Joining in**  Developing and using communication systems to comment and engage with texts. Talking about stories and repeating familiar phrases, retelling stories.  **Writing – Exploration**  *Sensory exploration using different tools and equipment to create marks.* | **Reading – Book skills**  Building interest and enjoyment in books, handling books, turning pages, front cover, back cover, talking about images in the books, left to right.  **Writing – Mark making**  Gross motor mark making and activities to develop co-ordination and control. | **Reading – Anticipation**  Key events within focus stories, maintaining attention on focus texts, thinking about what might happen next, using key vocabulary introduced with key texts.  **Writing** – Mark making  Fine motor mark making and activities to develop co-ordination and control. | **Reading – Non-fiction**  Experiencesing the differences between fiction and non-fiction, real life images and situations and sharing own experiences.  **Writing – Connections to mark making**  Focusing on our movements through cause and effect physically and digitally. | **Reading – Rhyme and rhythm**  Begin to appreciare and experience rhythm and rhyme through songs, stories, poems, listening to syllables.  **Writing – Grasp and formation**  See ‘writing progression’ and pencil grip chart. | **Reading – alliteration and voice sounds**  Exposure to alliteration and focusing on the initial sound to words, vocal sounds, sounds in the environments, sounds from others, beginning to orally segment and blend.  **Writing – Mark making for a purpose**  Observing adults creating marks for a purpose, providing children with a reason to write. |
| The pupils in the Foundation Stage will access Stage 0 activities linked to our whole school phonics scheme, which will provide them with opportunities to experience the pre-requisite skills needed for future reading. Please refer to the Song of sounds Stage 0 handbook for activities. | | | | | |
| **Maths** | **Getting to know you**  Settling in, introducing areas of provision, key times of the day, routines, learning where things belong – positional language, exploring inside and outside provision. | **Numbers to 5 and 10**  Exploring and experimenting numbers and objects 5 and then 10. Joining in with appropriate counting songs and using props to represent numbers. Counting forwards and backwards to 10. Comparing groups of objects to 10 – same, more, fewer.  ***\*See ‘building 9, 10’ guidance\**** | **2D and 3D shapes**  Children to explore and experiment previously taught 2D shapes (circle, triangles, squares, rectangles and stars) Introduce 3D shapes within blocks type play, look at which shapes stack and which roll, construct with 3D shapes and introduce some names.  ***\*See ‘building 9,10’ guidance\**** | **Patterns**  Recap previous work on matching and sorting objects of the same. Look at how to make AB patterns with objects. E.g. blue, red, blue, red, blue etc.  Introduce more concepts to make patterns with e.g. shapes previously taught, common objects, motivating items etc. Increase complexity of pattern making when appropriate.  ***\*See ‘Building 9,10’ guidance\**** | **Spatial reasoning**  Engaging with puzzles and jigsaws, selecting objects to fit into spaces, positional language when using shapes in relation to others within playful experiences and activities. E.g. Talking about where objects are in relation to other objects in a small world tray, creating models with blocks etc.  ***\*See ‘to 20 and beyond’ guidance\**** | **First, then, now**  Continue to explore and practise the counting principles. Use objects to see that the quantity of a group can change by adding/taking away objects. E.g. using dice to add objects to a group, adding more dinosaurs to the dino tray and discussing, act out 10 green bottles, 5 current buns songs with props etc.  ***\*See ‘first, then, now’ guidance\**** |
| **Expressive Arts** | **Creating with materials**  **Colour and painting**  Learning colours, mixing colours, using different tools to paint with, painting pictures and giving meaning | **Being imaginative and expressive**  **Singing and dancing**  Listening to and joining in with nursery rhymes and familiar songs, moving bodies to music, following a simple action song/routine. | **Creating with materials**  **Sculpture and collage**  Using a range of materials and textures, create models, sticking and gluing skills. | **Creating with materials**  **Tools, techniques and drawing**  Using and experiencing a range of tools, drawing pictures with mark making tools, giving meaning to recognisable shapes. | **Being imaginative and expressive**  **Role play and imagination**  Joining in with role play situations linked to interests and role play areas, pretending to be and exploring animals from the jungle and matching sounds. | **Being imaginative**  **Use, purpose and having ideas**  Playing with toys for a purpose – to create/make something happen, having their own ideas during play and problem solving. |
|  | **Music**  **Musical cues and joining in**  Learning and developing an awareness of musical cues to transition around their environment within set routines.  **Musical instruments**  Exploring a range of musical instruments, learning the names of instruments, the different sounds they make, musical concepts – slow/fast, loud/quiet.  Linked to stage 0 – song of sounds. | **Music**  **Singing-**  **Listening and responding**  Join in singing nursery rhymes and everyday routine songs. Joining in and listening to a wide range of familiar and unfamiliar music  Linked to stage 0 – song of sounds. | **Music**  **Body percussions**  Exploring how we can move our bodies and use our bodies to make different sounds and movement.  **Pulse**  Move to music using child’s own natural movements using walking, jogging, raising hand, nodding head etc.  Linked to stage 0 – song of sounds. | **Music**  **Environmental sounds**  Children to listen and become used to different environmental sounds inside and outside, responding to sounds, matching sounds to picture games, identifying sounds.  Pitch - High / Low  Awareness of rising and falling sounds -explore through actions and movement  Linked to stage 0 – song of sounds. | **Music**  **Music around the world**  Explore and listen to a wide range of music from different cultures and countries. Explore how we can move our bodies in different ways to different music.  Singing - Beginning to realize the difference between singing and speaking voice. | **Music**  **Rhythms**  Listening to different rhythms within music and poems, tap out and copy simple rhythms.  Respond to the ‘tempo’ (speed of the music)  Linked to stage 0 – song of sounds. |
| **Knowledge and Understanding the World** | **People**  **Me and my family**  Communicating my likes/dislikes and choices. Discuss who is important to me and developing relationships with others.  ***Linked text - Through the eyes of me- Jon Roberts.*** | **People**  **Now *vs* The Past**  Developing an understanding of the past drawing on own experiences and then through shared stories and characters. *Linked text - Living with Mum and Living with Dad - by Melanie Walsh* | **People**  **My immediate environment and community**  Look at characteristics in our familiar environment and compare to other environments in the community. E.g. park, shop, woods etc.  ***Linked text - Pink is for Boys- Robb Pearlman*** | **The World**  **Living things**  Looking at life cycles and experiencing how things change over time. | **The World**  **My environment *vs* contrasting environments**  Look at other countries and how they are similar/different to where we live. What is the weather like? What food do they eat? What clothes do they wear?  ***Linked text - Lubna and Pebble by Wendy Meddour.*** | **The World**  **Our physical world**  How our behaviour effects the environment – recycling. |
| **Technology**  **Cause and effect**  Requesting and commenting on motivating cause and effect toys. Exploring different equipment and sharing toys from home. | **Technology**  **Making a choice**  Touch screen/switch skills choosing activities linked to interests and topic – nursey rhymes. | **Technology**  **Operating equipment**  Making a variety of toys work. Commenting and requesting toys and learning how to make them work. | **Technology**  **Information technology**  Understanding that when we do something, it makes something else happens. What different things do we us technology for? | **Technology**  **Everyday technology**  Using technology skills we have developed across the year to access a variety of motivating equipment for a purpose. | **Technology**  **Computers vs iPad**  What is a computer? What is an iPad? What can we do one each of them? Turn taking games. |
| **Religious Education**    *Taken from the CWaC statutory religious education SACRA syllabus for Early years and KS1.* | **Teachings, Practices, Values, Themes & Concepts** | **Christianity - Belonging/ special people**  What does it mean to belong?  Look at differences – photos of us as babies and now.  Harvest – hibernation, being thankful, food bank. | **Christianity – Christmas and Remembrance day**  Nativity- learning the story and songs  Discuss what Christmas means to us?- Differences  Knowing that other people do different things/ traditions- Christmas decorations/ Christmas dinner- share pictures  Why do Christians celebrate Christmas? | **Christianity – New life, Shrove Tuesday, Valentine’s day**  Church – Baptism  Plant beanstalks/ looking at daffodils growth  Talking about who we love and why; different types of love | **Humanism – Respect and trust**  Who can we trust – link to people who help us and stranger danger.  What is respect? How do we handle artefacts with respect? Having a free choice and opinions . | **Judaism – How do Jew’s show faith?**  What do Jews believe about God? How do Jews show faith through practices and celebrations? | **Christianity/Islam – Special places**  Discuss our favourite places and why we like them. Discuss family holidays and share pics. Look at different places of worship and why these are special for different religions. (Church and Mosque) |
| **Enrichment Opportunities/Ideas** | | | Superhero dress up day  Home corner role play area  Role play cooking | STEM activity – exploring humpty dumpty  Advent calendar  Putting up a Christmas tree | Delamere Forest visit  Visit a Church and learn about happens in a church. Hold class ‘Baptism’. | Buy growing caterpillars set  Hatching chicken/ducks  Bring Frogs spawn into school | Chester Zoo visit | Manchester Airport visit – watch the planes  Cheshire Ice Cream Farm |
| **Key EYFS dates and themed days linked to British culture**  *Come and learn dates in bold* | | | Harvest themed day  Spooky themed week (last week)  **Come and Learn session – linked to school routines and individual communication systems** | Children in Need themed day  Christmas themed weeks (last two weeks of half term)  **EYFS Christmas play – linked to this half terms ‘come and learn’ session with a PSED, CL, EAD focus.** | Children’s mental health awareness day  Random acts of kindness day  Valentines themed week (last week)  **The Great Foundation Stage bake off themed week – linked to this half terms ‘come and learn’ session with a maths focus.** | Pancake day themed day  Red nose day themed day  Downs Syndrome awareness day  **Mother’s Day (parents day) themed day – Linked to this half term ‘come and learn’ session with a UW focus**  International dance themed day  Easter themed week (last week) | Deaf awareness day  Sun awareness day  National smile month  **Come and learn sessions – with a Literacy focus.** | Children’s Art week  Healthy eating themed day  Queen’s birthday themed day  Father’s Day themed day  **Sports day – linked to this half terms ‘come and learn’ session with a PD focus.**  EYFS residential |
| **Whole school themes and key dates** | | | Myself (PSED) whole school theme day. | Remembrance themed day and assembly (11th November)  The World (UW) whole school Theme day – STEM. | Safer internet themed day  My learning (Maths/Cognition) whole school theme day. | World Book day  My communication (CL and Literacy) whole school themed day – world book day. | Creative me (EAD) whole school theme day. | Graduation – whole of Primary  Transitions  My body (PD) whole school theme day. |