







## Hudson Primary Curriculum Journey for Yew Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Who Am I?</b> 	<b>Light and Dark</b> 	<b>Materials</b> 	<b>Rainbow Colours</b> 	<b>Safari</b> 	<b>Water, water, everywhere</b> 
<b>The World About Me Theme</b>	<p>Getting to know my new class</p> <p>Exploring senses</p> <p>Similarities and differences between myself and others.</p> <p>Looking after ourselves.</p> <p>Looking after others (including animals) with care and compassion.</p>	<p>Interact with a range of light sources.</p> <p>Learn about light and how it affects objects.</p>	<p>Explore everyday objects and their properties.</p> <p>Group and sort materials in different ways.</p>	<p>Colour naming, sorting, mixing.</p> <p>Painting.</p>	<p>Where in the world can you go on Safari? What types of animals would you see on a safari?</p> <p>Animal habitats</p> <p>Climates in different countries</p>	<p>Water cycle, ponds, rivers, oceans.</p> <p>The importance of water.</p> <p>Where does water come from?</p> <p>What do we need water for?</p>
<b>My Communication</b>	<p>Bucket Therapy</p> <p>Bucket: My senses</p>	<p>Bucket Therapy</p> <p>Bucket: Lights</p>	<p>Bucket Therapy</p> <p>Bucket: Textured/ noisy materials</p>	<p>Bucket Therapy</p> <p>Bucket: colours</p>	<p>Bucket Therapy</p> <p>Bucket - roaring lion, sprinkling sand, laughing monkey, elephant trumpet.</p>	<p>Bucket Therapy</p> <p>Bucket: water spray, pouring water, sprinkling water</p>

	<p>To work on 'I want'</p> <p>To build likes and dislikes</p> <p>To make supported positive choices from two.</p>	<p>To gain attention in appropriate ways.</p> <p>To establish a bank of words and how to use them to communicate in and out of school.</p> <p>To respond to boundaries.</p> <p>To communicate with peers and others around them.</p> <p>To establish choices that might have consequences.</p>	<p>Following instructions To follow a simple instruction.</p> <p>To follow instructions with reducing levels of support in a range of settings.</p>	<p>Declarations</p> <p>To gain the communication of another person</p> <p>To observe purposeful mistakes and respond appropriately.</p> <p>Practice communication in settings such as class parties and celebrations etc</p>	<p>Extend communications between peers/partners in joint activities.</p> <p>Copying each other's expression.</p> <p>Intensive interaction.</p> <p>Initiate intentional interaction through looking, touch, vocalising, behaviours</p>	<p>To start to develop communicative engagements towards things that are not a preferred choice. Explore different topics and themes, increasing tolerance and engagement through the term.</p>
<b>My Drama</b>	ROLE PLAY- Home role play, toy shops for favoured toys/games	ROLE PLAY - sensory dark tent, making dens	ROLE PLAY Recycling station, shops	. ROLE PLAY Smoothie bar, ice cream parlour, sweet shop	ROLE PLAY - Safari lodge, safari small world.	ROLE PLAY Ponds, fishing, water play linked to water travelling/rivers, swimming pool, water safety
<b>Phonics- Read, write, Inc</b>	<i>Pupils may not be following the program as not yet ready, but should still have the experience of weekly sounds, letters, rhyme time and other pre literacy reading, writing skills.</i>					
<b>Texts</b>	<p>You Choose</p> <p>The Gingerbread Man</p> <p>The Ugly Duckling</p>	<p>Wow said the Owl</p> <p>Peace at Last</p> <p>Owl Babies</p>	<p>Michael Recycle</p> <p>What a Waste!</p>	<p>Brown Bear</p> <p>The Colour Monster</p> <p>Elmer</p>	<p>Anansi the Spider</p> <p>Lion King</p> <p>Handa's Surprise</p>	<p>Rainbow Fish</p> <p>Snail and the Whale</p> <p>Flip Flap Ocean</p>

<p><b>Literacy</b></p>	<p><i>Traditional stories</i> Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p><i>Predictable text and patterned language.</i> Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p><i>Labels and lists</i> <i>Labelling different types of objects, list of items in a supermarket.</i> Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p><i>Naming and describing characters</i> Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p><i>African Folklore</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.</p>	<p><i>Sensory stories</i> Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>
<p><b>Maths</b></p>	<p>Number To put in and take out. To make with 1:1 correspondence.  To hear, listen and participate in a range of number rhymes and games.  To demonstrate an</p>	<p>Geometry Exploring a range of 2/3D shapes. Creating shapes and patterns. Creating towers and sculptures. To create shapes using Playdough.  Jigsaw puzzles.</p>	<p>Measurement To cut different lengths of materials, explore these and make your own ribbon ring or mobile.  To handle big and small of the same item.  Order from biggest to smallest, using relevant vocabulary.</p>	<p>Number Giving one on request, including when working with early money and numbers e.g., 1p.  Will have an awareness of 1 or lots. Will find the bigger or smaller of two groups.  Give me one more, take one away.</p>	<p>Time Understanding musical cues.  Days of the week  Exploring routines within the day, getting dressed, breakfast, teeth brushing. Order these using visual support.  Begin to use and</p>	<p>Statistics Grouping and matching pictures to sets.  Matching patterns Copying patterns (chapes, clapping, beats)  To label objects, including those with numbers.</p>

	<p>awareness of cause and effect e.g., ready, steady go... '</p> <p>To match numerals and be supported to count out amounts. Rote counting.</p>	<p>Sort shapes into groups of the same.</p> <p>Match symbols to shapes. Name and colour in shapes.</p> <p>Create artwork using one shape only.</p>	<p>Draw around each other and compare height.</p> <p>Measure self against number of an object.</p>		<p>understand words that demonstrate a passage of time.</p>	<p>Class register - who is in/off.</p>
<b>Computing</b>	<p>Purple Mash/ Computing 2paint a picture</p>	<p>Purple Mash/ Computing 2Go</p>	<p>Purple Mash/ Computing  Typing</p>	<p>Purple Mash/ Computing 2paint a picture</p>	<p>Purple Mash/ Computing Research animals</p>	<p>Purple Mash / Computing Maths and handling data 2Count</p>
<b>My Physical Wellbeing</b>	<p>Fundamentals Obstacle courses</p>	<p>Dance Movement to music</p>	<p>Gymnastics Moving in different ways</p>	<p>Invasion games Playground games</p>	<p>Net and Ball games Ball skills</p>	<p>Athletics Relay races</p>
<b>My Independence</b>	<p>Dressing and undressing Knowing body parts Identifying items of clothing Matching appropriate clothing to weather types and places. Putting on and taking off clothing. To find my lost...</p>	<p>Dressing and undressing Understanding the sequence of changing Develop self organisation skills Develop problem solving skills Develop independence e.g., changing clothes, a fashion show. Sort dirty and clean clothes, understanding personal hygiene Privacy when getting changed.</p>	<p>My Cooking Following instructions for basic hygiene Preparing self for a cooking activity Learning how to spread and cut e.g., toast. Opening and closing/replacing containers. Using a knife to chop soft fruit.</p>	<p>My Cooking Making sandwiches independently Using a cheese grater to make sandwiches. Making a drink of squash Preparing a bowl of breakfast cereal Making instant whip</p>	<p>My Shopping Understand that money is a means of exchange Recognise or matching coins Using real money out in the community Using a bank</p>	<p>My shopping To discuss and decide what is required when shopping To create a shopping list To follow shopping list To explore and celebrate the ideas of shopping Preparing for a shopping trip</p>

<b>My SRE</b>	Families and people who care for me Who do I live with?	Mental Wellbeing  Zones of Regulation	Keeping healthy  Staying clean - hand washing, teeth brushing	Healthy eating  Food groups - fruit and veg	Respectful relationships Being a kind friend - social stories	Changing  When I was a baby vs now
<b>My Outdoor School</b>	Changing seasons: Autumn	Self-portraits in nature	Changing seasons: Winter	Colours in nature	Changing seasons: Summer	Garden party