

Phase 1 Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

Phase 1

The **intent** of our phase 1 curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Develop their interest and curiosity in learning.
- Develop a love of learning.
- Develop skills needed to access a formal education curriculum.
- Develop a sense of identity about who they are.
- Develop positive attachments to be able to work cooperatively with peers.
- Develop self-care skills such as basic hygiene including dressing and going to the toilet independently.
- Develop effective communication.
- Develop physical, cognitive and emotional skills/resilience

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Phase 1 class groups are based upon which stage the students are at developmentally based on development matters milestones and as such can vary in ability. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels – **preparing to play, early learning, school ready**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Phase 1 plan

The curriculum that is in place is based upon two things:

- 1) Phase 1 activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) Phase 1 is play based, child centred and **supports individual learning needs** of students at Epina School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To develop effective communication skills.
2. To create students who are resilient and can emotionally regulate to promote and support mental health and wellbeing.
3. To develop a passion for reading and a love of learning in order to prepare for our wider school curriculum.

1 Year Overview Phase 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my local area	In the Forest	People who help us	Animals	Growing	Summer Holidays

At Epina school there are a range of pupils with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of pupils are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason Phase 1 activities have been carefully chosen to reflect this. Pupils generally have difficulties in the following areas:

- Communication and Language - both the retrieval and processing of language in order to effectively communicate with people around them.
- Personal, Social and Emotional Development- managing emotions and developing a positive sense of self.

The scheme of work has been designed to ensure pupils can develop in these areas, whilst also ensuring phase 1 at Epina is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

Progression of skills and knowledge

Phase 1 - Students work towards meeting phase 1 targets based on EYFS play based learning, developmental milestones and good practice.

Phase 2 & 3 - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

Phase 4 - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be Entry level certificate, Functional Skills or GCSE dependent upon ability.

Phase 5 - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification in their chosen pathway.

Topics

Within Phase 1 the teacher facilitates learning through key topic areas which ignite children’s curiosity and enthusiasm for learning and develops cultural awareness to promote their imagination and creativity through child initiated play and exploration.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal knowledge	Autumn		Winter	Spring	Summer	
Cultural/ Religious	Halloween Harvest Festival	Bonfire night Diwali Christmas	Valentines Day Chinese New Year	Pancake Day Easter Mother’s Day	Noah’s Ark	Fathers Day Celebrations in other cultures
Art/DT Focus	Andy Warhol- Drawing ourselves and others	Andy Goldsworthy- Natural art	Kandinsky- Abstract art	Henri Matisse- Collage	George Seurat- pointillism- finger/ cotton bud painting	Jackson Pollock- Paint splatting & effects
Music	Exploration of sounds and instruments	Nativity	Making instruments	Nursery rhymes	Mini sing	
Visits/ Enrichments	Visits to the library fortnightly		Regular Forest school Visits	Seasonal visits to National Trust sites		
	Visits to the local area	Forests e.g. Hamsterley & Thornely woods Indian Restaurant	Visits from people who help us Chinese restaurant	Visit the zoo Visit a farm	Visit to a garden centre	Beach Aquarium
Literacy link	Rhymes & Traditional Tales	Letters	Non-fiction	Narratives/stories	Instructions	Poetry
Blue (1.1)	All about Me	In the Forest	People Who help us	On the Farm	Plants	Summer Holidays
Green (1.2)	My Local Area			At the Zoo	Sowing and Growing	All around the world
Books	Fiction: Hug Pumpkin soup	Fiction: The Gruffalo We’re going on a bear	Fiction: The train ride Emergency	Fiction: Dear Zoo Farmer duck	Fiction: Jasper’s beanstalk The very hungry	Fiction: What the ladybird heard on holiday

	<p>Room on the Broom Meg and Mog Winnie the Witch Funny Bones Leaf man The Three Little Pigs Handa's Hen</p> <p>Non-fiction: What can you see in Autumn?</p>	<p>hunt/ We're going on a leaf hunt Brown bear, brown bear what do you see? Owl babies Aliens love Panta Claus</p> <p>Non-fiction: China</p>	<p>Guess How Much I love you Lost and Found The Runaway Wok The Colour Monster</p> <p>Non-fiction: Doctors Nurses Teachers Firefighters</p>	<p>The tiger who came to tea Monkey puzzle Mr Wolf's Pancakes Mama Panya's Pancakes We're going on an egg hunt</p> <p>Non-fiction: Sheep Pigs Horses Cows</p>	<p>caterpillar Each, peach, pear plum Come on daisy Jack and the beanstalk We all went on Safari We're going on a lion hunt The tiny seed</p> <p>Non-fiction:</p>	<p>The snail and the whale Lucy and tom at the seaside Lighthouse keepers lunch Handa's surprise Handa's Hen Amazing Grace</p> <p>Non-fiction: Children's Atlas</p>
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Phase 1 Scheme of Work

Autumn 1 Me and my local area

Rationale: Benefits for our pupils are:

- Provides students with the knowledge and skills to identify places within their local area.
- Guides children to make sense of their physical world and their community.
- Allows children to prepare for daily life, for example, practising putting coats on and off, washing hands correctly and sitting at the table correctly for learning.
- Develops listening and rehearsal skills.
- Provides an awareness of safety rules within our local area.
- Provides children with opportunities to make links between families and to know everyone's families are different.
- Provides students with opportunities to communicate with peers and share personal experiences.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p align="center">Planned PFA Links/SMSC</p>	<p>Getting themselves ready for PE Putting coat on and off Sitting at a table correctly to learn. Following school rules and instructions Oral health Washing hands Road safety - crossing roads</p> <p>Visits within the local area e.g shop, library etc. Fortnightly visits to a local library.</p>		
<p align="center">Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p align="center">Planned Key Vocabulary - Subject specific</p>	<p>Family: Me, mam, dad, brother, sister, grandma, grandpa/dad,aunt, uncle, family Parts of the body: heads, shoulders, knees, toes, arms, legs, hands, feet Sense: smell, sight, hearing, touch, taste</p> <p>Local area, library, shop, park, school, United Kingdom, North East of England, South Shields, Jarrow, Epinay School, river, land, grass, recognise, identify, find, map</p> <p>Andy Warhol, pop art, portrait, reflection, primary colours, brilliant blue, brilliant red, brilliant yellow, tripod grip</p>		
	<p align="center">Preparing to play</p> 	<p align="center">Early learning</p> 	<p align="center">School ready</p> 
	<p align="center">Autumn 1 - Me and my local area</p>		
<p>Understanding the World (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> Students will have the opportunity to visit places in their local area. Students will be able to name themselves and know they have family. 	<ol style="list-style-type: none"> Students will be able to name places in their local area. Students will be able to identify their immediate family e.g. parents and siblings. 	<ol style="list-style-type: none"> Students will be able to use a map to identify places within their local area. Students will be able to identify members of their extended family e.g. grandparents, aunts and uncles.

	<ol style="list-style-type: none"> 3. Students will be able to point to basic parts of their body. 4. Students will understand that people celebrate a range of events. 5. Students will explore materials using their five senses. 6. Students will experience environments within a range of seasons. 	<ol style="list-style-type: none"> 3. Students will be able to name basic parts of the body. 4. Students will be able to name harvest festival and halloween. 5. Students will describe some materials using their five senses. 6. Students will begin to identify elements of seasonal change e.g. falling leaves & weather. 	<ol style="list-style-type: none"> 3. Students will name a wider range of body parts and state what they are used for. 4. Students will be able to describe how we celebrate halloween and the harvest festival. 5. Students will compare some materials using their five senses for comparison. 6. Students will be able to identify how seasonal change affects the environment.
Expressive Arts & Design (Leading to Art & Design Technology)	<ol style="list-style-type: none"> 1. Students will be able to make marks. 2. Students will take part in colour mixing and exploration. 3. Students will be able to explore pop art - Andy Warhol. 4. Students will be able to show attention to sounds and music. 5. Students will be able to choose an area to explore. 6. Students will listen and explore a range of different sounds. 	<ol style="list-style-type: none"> 1. Students will be able to make marks linked to facial features. 2. Students will choose colours for a particular purpose. 3. Students will be able to create artwork influenced by Andy Warhol's pop art. 4. Students will be able to join in songs and rhymes. 5. Students will be able to participate in some form of role play. 6. Students will be able to identify a range of different sounds. 	<ol style="list-style-type: none"> 1. Students will be able to draw a self portrait with recognisable facial features. 2. Students will begin to mix colours to create a desired effect. 3. Students will be able to describe pop art (based on Andy Warhol). 4. Students will be able to enjoy and perform action songs such as nursery rhymes. 5. Students will be able to participate and contribute to meaningful play/roleplay within child initiated time. 6. Students will be able to identify a range of instruments and their sounds.
Literacy	<ol style="list-style-type: none"> 1. Students will enjoy songs and rhymes. 2. Students will join in with parts of a rhyme. 	<ol style="list-style-type: none"> 1. Students will be able to spot some rhymes with support. 2. Students will be able to suggest rhyming words. 	<ol style="list-style-type: none"> 1. Students will begin to make up their own simple rhymes and rhyming words. 2. Students will begin to make up their own songs based on familiar songs.

	<p>3. Students will copy finger movements and gestures when listening to rhymes and songs.</p> <p>4. Students will listen and engage in traditional stories.</p> <p>5. Students will begin to identify characters from a story.</p>	<p>3. Students will be able to join in with actions and signs when singing rhymes and songs.</p> <p>4. Students will begin to copy some simple language associated with traditional tales e.g. 'once upon a time'.</p> <p>5. Students will begin to describe characters from a story.</p>	<p>3. Students will begin to make up their own signs and actions for familiar songs.</p> <p>4. Students will begin to understand the structure that a traditional tale follows.</p> <p>5. Students will begin to identify and describe the setting of a story.</p>
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Phase 1 Scheme of Work




Autumn 2 - In the Forest

Rationale: Benefits for our pupils are:

- Provides students with the opportunity to learn about and celebrate different calendar events such as: Diwali, Bonfire Night and Christmas.
- Guides students to discuss their own personal experiences linked to events in the year.
- Provides students with the opportunity to visit local woodland areas and discover new surroundings.
- Allows students to learn about woodland animals, habitats and areas.
- Students gain an understanding of safety regulations when being in a public area and around different woodland animals.
- Students gain an understanding of another artist who completes a different form of artwork called Pointillism.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Getting themselves ready for PE. Behavioural expectations within a public area. Safety rules within a woodland area/forest. Respect for celebrations across the world. Visits to the library fortnightly. Visits to Forests e.g. Hamsterley & Thornely woods. Visit to meet Santa Claus (linked to Christmas). Take part in a Christmas Nativity.</p>
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Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.		
Planned Key Vocabulary - Subject specific	forest, leaves, trees, woodland, forest floor, habitat, weather, seasonal change, Autumn, Winter, Spring, Summer, snow, frost, ice, Christmas, Diwali, celebration of light, colourful, respect, religion, festival George Seurat, pointillism, fingerprinting, dots, primary colours - brilliant yellow, brilliant blue, brilliant red, famous sunflower, peter pointer, index finger		
	Preparing to play 	Early learning 	School ready 
	Autumn 2 - In the Forest		
Understanding the World (Leading to: Science, history, geography, RE, PSHE)	<ol style="list-style-type: none"> 1. Students will explore environments outdoors and indoors. 2. Students will experience environments within a range of seasons. 3. Students will observe some woodland animals and/or minibeasts. 4. Students will observe animals in different habitats. 5. Students will observe traditions within a range of religious celebrations. 	<ol style="list-style-type: none"> 1. Students will be able to name a variety of environments e.g. forest, seaside, town. 2. Students will begin to identify elements of seasonal change e.g. weather. 3. Students will be able to name some woodland animals and/or minibeasts. 4. Students will know that animals live in different habitats. 5. Students will be able to name and describe in simple terms; Christmas and Diwali. 	<ol style="list-style-type: none"> 1. Students will be able to compare different environments, stating what is different and what is the same. 2. Students will be able to identify how seasonal change affects the environment. 3. Students will be able to identify animals and minibeasts in given environments 4. Students will be able to identify some animals that live in a range of habitats. 5. Students will be able to explain how we celebrate Christmas and Diwali and identify differences
Expressive Arts & Design (Leading to Art & Design Technology)	1. Students will be able to make marks.	1. Students will be able to make marks for a specific purpose e.g. linked to environmental ideas	1. Students will be able to draw a landscape picture, with recognisable features of an environment.

	<p>2. Students will recognise and name colours whilst taking part in colour mixing and exploration.</p> <p>3. Students will explore natural art and natural materials.</p> <p>4. Students will be able to start to develop pretend play with peers.</p> <p>5. Students will be able to join in with songs and rhymes (links to Nativity).</p>	<p>2. Students will choose colours for a particular purpose.</p> <p>3. Students will be able to create artwork using natural materials.</p> <p>4. Students will be able to take part in simple pretend play, using an object to represent something.</p> <p>5. Students will be able to sign songs in full (links to Nativity).</p>	<p>2. Students will begin to mix colours to create a desired effect.</p> <p>3. Students will be able to create artwork influenced by Andy Goldsworthy.</p> <p>4. Students will be able to develop storylines in their pretend play with peers.</p> <p>5. Students will be able to sing in a group remembering a full song (links to Nativity).</p>
Literacy	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to recognise a letter.</p> <p>3. Students will be able to know what a letter is.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will be able to identify and name simple features of a letter, e.g who is sending the letter.</p> <p>3. Students will be able to discuss when people send letters.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will be able to identify and name additional features of a letter, e.g address, postcode.</p> <p>3. Students will be able to know why people send letters.</p>




Phase 1 Scheme of Work

Spring 1 - People who help us

Rationale: Benefits for our pupils are:

- Provides students with the opportunity to access outdoor learning.
- Students will gain an understanding of the meaning of Chinese New Year and why it is celebrated across the world.
- Students will learn about people who help us within the community.
- Students will be able to discuss future aspirations.
- Students gain an understanding of another form of artwork by the artist Kandinsky.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Getting themselves ready for PE. Listening to and showing respect for different religious celebrations. Safety rules and regulations within a woodland area. Discuss future job roles and aspirations. Regular forest school visits. Visits from people who help us in the community. Visit places in the community that help us, e.g fire station, opticians etc. Visit a Chinese restaurant to link with learning about Chinese New Year.</p>		
<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p>Planned Key Vocabulary - Subject specific</p>	<p>Chinese New Year, Year of the ... , celebration, bouquet, Chinese cuisine, symbols, signs, flag, Asia, calendar, lunisolar, Lunar New Year, language</p> <p>Doctor, nurse, paramedic, dentist, optician, firefighter, teacher, road crossing patrol, road safety, stop look listen, fire station, hospital, ambulance, thankful, thank you, grateful, respect</p> <p>Kandinsky, artist, abstract artwork, colours, lines, geometric, shapes, circles</p>		
	<p>Preparing to play</p> 	<p>Early learning</p> 	<p>School ready</p> 
	<p>Spring 1 - People who help us</p>		
<p>Understanding the World (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> Students will experience environments within a range of seasons. Students will meet a range of people who help us. Students will be able to name the three emergency services. 	<ol style="list-style-type: none"> Students will begin to identify elements of seasonal change e.g. weather. Students will be able to name the job roles of people who help us. Students will identify in what scenarios the emergency services 	<ol style="list-style-type: none"> Students will be able to identify how seasonal change affects the environment. Students will be able to explain how a range of people help us. Students will be able to identify how the emergency services would help us.




	<p>4. Students will recognise emergency vehicles.</p> <p>5. Students will take part in the celebration of Chinese New Year.</p>	<p>could help us.</p> <p>4. Students will identify which vehicles are used by people who help us.</p> <p>5. Students will recall some basic information about how Chinese New Year is celebrated e.g. dragons.</p>	<p>4. Students will link a range of vehicles to buildings used by people who help us.</p> <p>5. Students will be able to identify key events within the celebration of Chinese New Year.</p>
<p>Expressive Arts & Design (Leading to Art & Design Technology)</p>	<p>1. Students will recognise and name colours whilst taking part in colour mixing and exploration.</p> <p>2. Students will be able to explore Kandinsky & abstract art.</p> <p>3. Students will be able to make marks intentionally.</p> <p>4. Students will identify colours important in the Chinese New Celebration.</p> <p>5. Students will explore how to make a range of sounds.</p>	<p>1. Students will choose colours for a particular purpose.</p> <p>2. Students will be able to create abstract artwork influenced by Kadinsky.</p> <p>3. Students will be able to use drawing to represent their thoughts and ideas.</p> <p>4. Students will choose materials to create artwork based on traditional Chinese decoration.</p> <p>5. Students will identify how to make different sounds e.g. loud, quiet, bang, pluck.</p>	<p>1. Students will begin to mix colours to create a desired effect.</p> <p>2. Students will be able to describe, in very simple terms, abstract (based on Kandinsky).</p> <p>3. Students will be able to draw a piece of artwork to represent their ideas in the style Kandinsky.</p> <p>4. Students will design a large piece based on Chinese decoration.</p> <p>5. Students will identify a range of instruments and the sounds they make.</p>
<p>Literacy</p>	<p>1. Students will be able to listen to a range of different texts.</p> <p>2. Students will know that you can get information from books.</p> <p>3. Students will begin to understand factual information.</p>	<p>1. Students will be able to identify a non-fiction text.</p> <p>2. Students will identify the topic the non-fiction book is about.</p> <p>3. Students will begin to identify what is a fact and what is fiction.</p>	<p>1. Students will be able to sort fiction and non-fiction texts.</p> <p>2. Students will identify key information from non-fiction texts.</p> <p>3. Students will be able to sort fiction and non-fiction information.</p>

Phase 1 Scheme of Work

Spring 2 - Animals

- Students will gain an understanding of how to care for animals in the wider community.
- Students will gain first hand experience of observing animals on the farm or at the zoo.
- Students will learn about celebrated events such as: Pancake Day, Easter and Mothering Sunday.
- Provides students with the knowledge and skills to recognise seasonal change linked to Spring time.
- Students will be given the opportunity to experiment using collage to create abstract pieces of artwork.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC		Caring for animals from different habitats. Getting themselves ready for PE. Celebrating calendar events in the year. Recognising seasonal change linked to clothing needed. Visit to a local farm. Visit to a local zoo. Fortnightly visits to forest school. Time planned to take care and look after school animals (chickens, ducks).	
Planned Reading Opportunities		To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.	
Planned Key Vocabulary - Subject specific		farm, farmshop, farmer, pig, sheep, cow, horse, chicken, goat, looking after, feeding, brushing, taking care zoo, monkey, giraffe, lion, ostrich, animal noises, enclosure, safety, zookeeper collage, overlapping, materials, tissue paper, crepe paper, cardboard, coloured paper, card, press, dip, swipe, spread, abstract	
	Preparing to play 	Early learning 	School ready 
	Spring 2 - Animals		
Understanding the World (Leading to: Science, history, geography, RE, PSHE)	1. Students will experience environments within a range of seasons.	1. Students will begin to identify elements of seasonal change e.g. spring flowers & weather.	1. Students will be able to identify how seasonal change affects the environment.

	<p>2. Students will observe some farm/zoo animals.</p> <p>3. Students will observe animals in different habitats.</p> <p>4. Students will be able to name animals you would find at the zoo/farm.</p> <p>5. Students will name key festivals.</p>	<p>2. Students will be able to name some farm/zoo animals.</p> <p>3. Students will know that animals live in different habitats.</p> <p>4. Students will be able to identify animals and their babies (zoo/farm animals).</p> <p>5. Students will identify some key events within lent and Easter.</p>	<p>2. Students will be able to identify some characteristics of farm/zoo animals.</p> <p>3. Students will be able to identify some animals that live in a range of habitats.</p> <p>4. Students will be able to sequence a life cycle of a range of different animals (including some with metamorphosis).</p> <p>5. Students will be able to sequence key events within the celebration of Lent and Easter.</p>
<p>Expressive Arts & Design (Leading to Art & Design Technology)</p>	<p>1. Students will take part in exploration of a range of materials and textures.</p> <p>2. Students will be able to press easy grip scissors in order to make 'snips' in the paper.</p> <p>3. Students will explore Matisse and collage artwork.</p> <p>4. Students will be able to use tools to mix and stir.</p> <p>5. Students can assemble with support given materials to make a set product.</p> <p>6. Students will listen attentively to a range of nursery rhymes.</p>	<p>1. Students will be able to explain how some materials feel and how they can be manipulated.</p> <p>2. Students will be able to use tools such as easy grip scissors to cut in a specific direction.</p> <p>3. Students will be able to create abstract artwork influenced by Matisse.</p> <p>4. Students can select and name tools for a specific purpose</p> <p>5. Students will make a simple product.</p> <p>6. Students will be able to join in (using their preferred communication method) with a range of nursery rhymes.</p>	<p>1. Students will be able to select and use materials to produce an imaginative creative response</p> <p>2. Students will be able to use tools such as scissors in a controlled manner.</p> <p>3. Students will be able to describe, in very simple terms, abstract (based on Matisse).</p> <p>4. Students will begin to measure using capacity and weight.</p> <p>5. Students will design and make their own product.</p> <p>6. Students will be able to recall a range of nursery rhymes.</p>

Literacy	1. Students will be able to pay attention and respond to pictures and words. 2. Students will be able to listen and engage in narratives. 3. Students will begin to identify characters from a story. 4. Students will be able to repeat words and phrases from a narrative. 5. Students will orally rehearse key vocabulary linked to a story.	1. Students will be able to follow a story from beginning to end. 2. Students will begin to copy some simple language associated with narrative texts. 3. Students will begin to describe characters from a story. 4. Students will be able to sequence some images from a familiar story. 5. Students will be able to write short phrases and keywords linked to the story.	1. Students will be able to re-read books to build up confidence and fluency. 2. Students will understand the structure of a narrative/story. 3. Students will begin to identify and describe the setting of a story. 4. Students will be able to sequence images and phrases from a familiar story. 5. Students will be able to write short sentences linked to the story.
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Phase 1 Scheme of Work

Summer 1 - Growing

- Provides children with the opportunity to visit National Trust sites such as Wallington Hall, Cragside and Gibside.
- Students understand how plants and crops grow and how they are used.
- Students will understand seasonal change linked to Summer Time.
- Students will gain knowledge and understanding of respect towards other cultures and religions.
- Students gain an understanding and skills to appreciate artwork developed by Van Gogh.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	Respect for other cultures and religions. Safety rules while out of school in a public space. How to look after and care for plants. Sun safety. Visit to a local garden centre. Visits to National Trust sites such as Wallington Hall, Cragside and Gibside.
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<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p>Planned Key Vocabulary - Subject specific</p>	<p>flowers, plants, growing, sowing, nutrients, water, sunflower, daffodil, poppy, beanstalk, height, length, growing conditions, garden centre, outdoor plants, indoor plants, sunlight, soil, spade, shovel, pot</p> <p>Summer, Summer Time, seasons, heat, temperature, thermometer, sun, shade, sun cream, sun hat, sun exposure,</p> <p>Van Gogh, famous artist, sunflower, brilliant yellow, primary colours, secondary colours, paint, coloured pencils, coloured pens</p>		
	<p>Preparing to play</p> 	<p>Early learning</p> 	<p>School ready</p> 
	<p>Summer 1 - Growing</p>		
<p>Understanding the World (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> 1. Students will experience environments within a range of seasons. 2. Students will be able to identify a flower. 3. Students will explore seeds and soil and observe how plants grow. 4. Students will help grow plants by watering them with support. 5. Students will identify the weather associated with summer. 	<ol style="list-style-type: none"> 1. Students will begin to identify elements of seasonal change e.g. weather. 2. Students will be able to name parts of a flower e.g. leaves and flower. 3. Students will plant a seed to observe it growing. 4. Students will independently water a plant and store it in sunlight to support it growing. 5. Students will identify the need for sun cream. 	<ol style="list-style-type: none"> 1. Students will be able to identify how seasonal change affects the environment. 2. Students will be able to name and identify main parts of a flower: flower, petals, leaves, stem, roots and seeds. 3. Students will be able to sequence the stages of a plant growing. 4. Students will experiment with water and light to see the effect on a growing plant. 5. Students will identify the dangers of the sun on their bodies/skin.




Expressive Arts & Design (Leading to Art & Design Technology)	1. Students will recognise and name colours whilst taking part in colour mixing and exploration. 2. 3. Students will explore pointillism- George Seurat. 3. Students will be able to make movements. 4. Students will be able to show attention to sound and music (linked to the Mini Sing).	1. Students will choose colours for a particular purpose. 2. Students will be able to create artwork influenced by George Seurat's pointillism. 3. Students will be able to make movements to the music. 4. Students will be able to listen with increased attention to sounds (linked to the Mini Sing).	1. Students will begin to mix colours to create a desired effect. 2. Students will be able to describe, in very simple terms, pointillism (based on George Seurat). 3. Students will be able to make dance movements to the music using the rhythm. 4. Students will be able to listen attentively to music (linked to the Mini Sing).
Literacy	1. Students will be able to follow single instructions given to them. 2. Students will be able to identify when something is an instruction. 3. Students will be able to sequence instructional sentences.	1. Students will be able to follow a 2-step instruction. 2. Students will be able to choose instructional words (imperative words) such as mix, plant, stir etc. 3. Students will be able to create instructions with word banks.	1. Students will be able to follow 3 step instructions e.g. put your coat away, get your whiteboard and sit down. 2. Students will be able to use time words (time adverbials) when writing instructions. 3. Students will be able to create a sequence of instructions.

Phase 1 Scheme of Work

Summer 2 - Summer Holidays

- Provides students with understanding and knowledge around the importance of how to stay safe in the sun.
- Students will gain an understanding of how to care and look after sea life animals.
- Students will be able to name sea life animals within their local environment.
- Students gain an understanding of another form of artwork by the artist Jackson Pollock.
- Provide students with the opportunity to learn about beaches and coastlines.
- Provides students with an understanding of pollution within the sea.
- Students will gain an understanding of holiday destinations across the world and the different means of transportation.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Sun safety. Safety rules when out in a public space. The importance of caring for sea life animals. Beach safety (linked to Beach School). Importance of recycling and how to dispose of rubbish correctly. How to travel to holiday destinations using different means of transport. Visits to National Trust sites such as Wallington Hall, Cragside and Gibside. Visit to local coastlines and beaches. Visit to/from a travel agent to discuss summer holidays.</p>		
<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p>Planned Key Vocabulary - Subject specific</p>	<p>Summer holidays, destinations, tropical paradise, hot weather, sun, warm climate, temperature, travel agent, travel brochure, aeroplane, airport, pilot, air hostess, passengers, security</p> <p>Continents, Africa, Europe, Asia, North America, South America, Australia, Antarctica, comparison, United Kingdom, abroad, England, Scotland, Wales, Northern Ireland</p> <p>Jackson Pollock, paint, paint splatting, bright, colourful, expression, flicking paint, blowing paint, pouring paint, abstract artwork</p>		
	<p>Preparing to play</p> 	<p>Early learning</p> 	<p>School ready</p> 
	<p>Summer 2 - Summer Holidays</p>		
<p>Understanding the World (Leading to: Science, history, geography, RE, PSHE)</p>	<p>1. Students will experience environments within a range of seasons.</p> <p>2. Students will be able to name a holiday destination.</p>	<p>1. Students will begin to identify elements of seasonal change e.g. weather.</p> <p>2. Students will be able to name and describe a holiday destination.</p>	<p>1. Students will be able to identify how seasonal change affects the environment.</p> <p>2. Students will be able to name, describe and discuss a holiday destination.</p>

	<p>3. Students will be able to state that the sun can be dangerous.</p> <p>4. Students will be able to name some sea life animals.</p> <p>5. Students will be able to name means of transport to reach a holiday destination.</p> <p>6. Students will observe celebrations from other cultures.</p>	<p>3. Students will be able to say why the sun can be dangerous to humans.</p> <p>4. Students will be able to know the habitats of those sea life animals.</p> <p>5. Students will be able to name places where you can travel from to reach a holiday destination.</p> <p>6. Students will be able to name a range of celebrations from other cultures.</p>	<p>3. Students will be able to discuss why the sun can be dangerous to humans and how we can prevent too much sun exposure.</p> <p>4. Students will be able to discuss the importance of protecting sea life animals.</p> <p>5. Students will be able to say if a holiday destination is in this country or not</p> <p>6. Students will be able to describe celebrations from other cultures.</p>
<p>Expressive Arts & Design (Leading to Art & Design Technology) (As part of development matters guidance students will have access to junk modelling, play dough and loose parts as part of their continuous provision)</p>	<p>1. Students will recognise and name colours whilst taking part in colour mixing and exploration.</p> <p>2. Students will be able to explore paint using fingers and other parts of their body</p> <p>3. Students will be able to explore artwork by Jackson Pollock.</p> <p>4. Students will be able to express feelings through mark making.</p> <p>5. Students will begin to sing the melodic shape of songs.</p>	<p>1. Students will be able to name the primary colours.</p> <p>2. Students will be able to explore paint using a brush.</p> <p>3. Students will be able to create artwork inspired by Jackson Pollock.</p> <p>4. Students will be able to show emotions through their painting through their choice of colour.</p> <p>5. Students will begin to pitch match the pitch of a song sung by another person.</p>	<p>1. Students will understand what a primary colour is</p> <p>2. Students will explore paint using a range of brushes and tools.</p> <p>3. Students will be able to describe, in very simple terms, abstract artwork (inspired by Jackson Pollock).</p> <p>4. Students will be able to explore and use artistic effects to express their feelings and emotions.</p> <p>5. Students will be able to sing increasingly matching pitch and follow the melody.</p>
<p>Literacy</p>	<p>1. Students will engage through the senses with a range of poetry.</p> <p>2. Students will join in with repeated refrains within poetry.</p>	<p>1. Students will be able to listen to a range of poetry.</p> <p>2. Students will be able to suggest words to create a joint poem.</p>	<p>1. Students will begin to make up their own simple rhymes and rhyming words.</p> <p>2. Students will begin to make up their own very simple poem based on familiar poetry.</p>

	3. Students will explore poetry using their senses.	3. Students will choose descriptive words to describe senses for poetry.	3. Students will identify descriptive words to describe senses for poetry.
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