



Green Pathway (semi- formal) Long Term Topic Planner – Lower Year 1

	Autumn term		Spring term		Summer term	
	My imagination		Around the world		To the rescue	
	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	Witches and Wizards	Toys	Around the world	Circus	People who help us	Superheroes
My Communication	<p>Books: Room on the broom Wizard of Oz Meg Mog & Og Winnie the Witch</p>	<p>Books: Kipper's toybox Toy story Where's my teddy? What shall we do, blue kangaroo? Stanley's stick</p>	<p>Books: Handa's surprise Diary of a wombat The Queen's knickers In Arctic waters Penguin problems</p>	<p>Books: Fabulous Foskett family circus Olivia saves the circus Spot goes to the circus Circus girl Peppa Pig and the backyard circus</p>	<p>Books: Zog and the flying doctors Emergency Fireman Sam My visit to the dentist</p>	<p>Books: Supertato 10 little superheroes Even superheroes have bad days Nat fantastic</p>
Skills progression	<ul style="list-style-type: none"> Join in with sensory stories Point to things on request 	<ul style="list-style-type: none"> Make marks Draw circles and lines 	<ul style="list-style-type: none"> Choose to look at books Initiate interaction in stories 	<ul style="list-style-type: none"> Make marks in a range of media Develop pencil grip 	<ul style="list-style-type: none"> Show awareness a story has been changed Anticipate events in books 	<ul style="list-style-type: none"> Overwrite letter shapes Choose to write Attempt letter shapes
<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p>						
<ul style="list-style-type: none"> Make eye contact Make sounds and vocalisations Make gestures Begin to have a vocabulary of signs or symbols 						



	<ul style="list-style-type: none">• Participate in shared attention activities• Follow 1 key word instructions
My Independence	<p>Road safety, cooking skills (snack time and following recipes) personal care skills (including toileting, hand washing, teeth brushing, dressing skills and daily routines e.g bag unpacking, lunch times), ICT skills (switches and iPads) planned opportunities for increasing independence in all other areas of learning e.g use of visuals, modelling, problem solving scenarios. The focus is for students to recall this knowledge and apply their new skills independently and in different contexts!</p>
Skills progression	<ul style="list-style-type: none">• Dress and undress• Follow basic personal care routines (getting plate for snack)• Explore food• Develop basic cooking skills (mixing)• Increase independence reducing adult support• Focus on learning for longer periods• Travel around familiar classroom and school areas• Explore unfamiliar areas
My Play	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identi play, structured play sessions, lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, Sensory play, art activities, yoga. The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p>
Skills progression	<ul style="list-style-type: none">• Choose something to play with• Move from one activity to another• Play alongside others• Copy play• Participate in adult led activity• Notice others around them• Take toys they want to play with others• Create own games in solitary play• Use imagination



	<ul style="list-style-type: none"> • Control a switch • Activate toys • Engage in interactive activities • Control simple remote control toys • Engage with keyboard, mouse and touch screen 				
<p>My Body and Wellbeing</p> <p>Skills progression</p>	<p style="text-align: center;">My likes and dislikes – identifying emotions, engagement in activities</p> <ul style="list-style-type: none"> • Respond to stimuli • Listen to an adult labelling emotions • Identify happy and sad • Observe emotions using mirrors 	<p style="text-align: center;">Food healthy and unhealthy – encounters & preferences</p> <ul style="list-style-type: none"> • Eat food when given to them • Encounter food • Recognise not everything is edible • Develop preferences for food 	<p style="text-align: center;">Circus skills – exercise, participation & importance</p> <ul style="list-style-type: none"> • Experience exercise through play • Participate in adult led exercise activities • Explore how exercise makes us feel 	<p style="text-align: center;">Getting help in the community – dentist, hospital etc. Looking after ourselves and getting help</p> <ul style="list-style-type: none"> • Explore looking after ourselves (brusing hair/teeth, washing face) • Recognise people who can help us 	<p style="text-align: center;">My superpowers Superhero work – out, body parts, differences and change</p> <ul style="list-style-type: none"> • Identify different body parts • Recognise difference between male and female • Explore animal and human life cycles
<p>Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views. Fine motor activities (fizzy hands, dough disco lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p>					
<ul style="list-style-type: none"> • Complete adult led exercise • Explore how exercise makes us feel • Develop gross motor skills • Develop fine motor skills • Sequence movements together 					



Green Pathway (semi- formal) Long Term Topic Planner – Lower Year 2

	Autumn term		Spring term		Summer term	
	Celebrations		Animal Kingdom		Wonderful water	
	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	Celebrations weddings and births	Celebrating me	Zoo	Habitats	Pirates	Under the sea
My Communication	<p>Books: Scarecrow's wedding Elmer's birthday What do you celebrate? Shh, don't wake the royal baby Mummy laid an egg</p>	<p>Books: Rabbityness I'm the best Giraffes can't dance Amazing you My body, what I say goes</p>	<p>Books: Dear Zoo Poo in the zoo The lion inside Supermarket zoo Elmer</p>	<p>Books: What the ladybird heard We build our homes What's your habitat? Farmer Duck Oi dog</p>	<p>Books: Pirates love underpants Pirate Pat 10 little pirates Shiver me letters</p>	<p>Books: Barry the fish with fingers] Sharing a shell Rainbow fish (story sack) Commotion in the ocean The tail of the whale</p>
Skills progression	<ul style="list-style-type: none"> Look at objects and symbols in the environment Listen to a story being read to them 1:1 and in a group Overwrite letter shapes 	<ul style="list-style-type: none"> Point to pictures in a book on request Recognise letters in the environment Attempt to make letter shapes 	<ul style="list-style-type: none"> Participate in sensory stories Choose to look at books Group shapes together as if writing words 	<ul style="list-style-type: none"> Listen to a story being read to them Write letters of their name 	<ul style="list-style-type: none"> Anticipate events in books Show an awareness a story has been changed Point to pictures in books 	<ul style="list-style-type: none"> Overwrite letter shapes Recognise letters and names a few Participate in sensory stories
<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p>						



	<ul style="list-style-type: none">• Make eye contact when someone talks to them• Make sounds and vocalisation• Make gestures• Communicate using meaningful eye contact• Begin to have a vocabulary of signs or symbols• Understand the permanence of choice
<p>My Independence</p> <p>Skills progression</p>	<p>Road safety, cooking skills (snack time and following recipes) personal care skills (including toileting, hand washing, teeth brushing, dressing skills and daily routines e.g bag unpacking, lunch times), ICT skills (switches and iPads) planned opportunities for increasing independence in all other areas of learning e.g use of visuals, modelling, problem solving scenarios</p> <p>The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Is able to undo and do up buttons, zips• Take off and put on a range of clothing• Follow basic care routines• Recognise when they have been to the toilet• Explore and play with food• Develop basic skills of cutting, mixing etc• Gather resources needed• Clean area• Make progress away from adult dependence• Follow key word instructions• Travel independently around the classroom and school• Explore unfamiliar setting with support
<p>My Play</p> <p>Skills progression</p>	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identity play, structured play sessions, lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, Sensory play, art activities, yoga</p> <p>The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Choose something to play with• Play on their own moving from one object then staying focussed on one• Play alongside but not with someone• Copy play actions



	<p style="text-align: center;">ICT skills – switches, sound beam, IWB, I-Pads</p> <p style="text-align: center;">The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> • Control a switch • Activate toys • Use interactive ICT • Show an interest in interacting 		
<p>My Body and Wellbeing</p> <p>Skills progression</p>	<p style="text-align: center;">The human body and life stages – exploring growth and change, identifying body parts</p> <ul style="list-style-type: none"> • Observe changes • Observe different animals habitats and life cycles • Explore their senses • Identify and move different body parts • Understand difference between male and female • Explore animal life cycles • Order life cycles of animals 	<p style="text-align: center;">Healthy and unhealthy food – encountering different food, recognising food and preference and making choices.</p> <ul style="list-style-type: none"> • Explore different food around the world • Eat food when it is given to them • Identify when they are full and stop eating • Recognise not everything is edible • Develop preferences for food • Make choices about what they eat 	<p style="text-align: center;">Pirate obstacle course – explore the world round them, move in different ways and sequence movements</p> <ul style="list-style-type: none"> • Show awareness and curiosity of the world around them • Observe changes • Observe plants as they grow • Sequence two or more movements together
<p style="text-align: center;">Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views.</p> <p style="text-align: center;">Fine motor activities (fizzy hands, dough disco lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits</p> <p style="text-align: center;">The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> • Show emotional responses to events and listen to an adult labelling emotions • Observe emotions using mirrors • Seeking self calming activities • Identify when I feel happy or sad • Identify what makes me feel happy or sad • Experience exercise through play • Participate in adult led exercises • Explore how exercise makes me feel 			



<p>My World</p> <p>Skills progression</p>	<div data-bbox="349 193 799 288" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>Exploring different cultures including religions and festivals</p> </div> <ul style="list-style-type: none"> • Experience different festivals • Explore same and different • Explores a range of community environments 	<div data-bbox="931 193 1249 459" style="border: 1px solid green; padding: 5px;"> <p>Animals around the world Wow day – visit the zoo Explore and compare animals</p> </div> <ul style="list-style-type: none"> • Compare countries and say same /different • Explore different animals around the world • Explore unfamiliar environments 	<div data-bbox="1279 193 1570 504" style="border: 1px solid green; padding: 5px;"> <p>Different habitats around the world, what do we need to survive? Wow day – forest school session, building habitats and compare</p> </div> <ul style="list-style-type: none"> • Experience life around the world • Compare different countries and habitats 	<div data-bbox="1592 193 1890 456" style="border: 1px solid green; padding: 5px;"> <p>Different cultures and countries Life as a pirate Experience cultures and similarities and differences</p> </div> <ul style="list-style-type: none"> • Experience a wide range of cultural and religious festivals • Explore how people can be the same and different 	<div data-bbox="1917 193 2190 489" style="border: 1px solid green; padding: 5px;"> <p>Exploring places Near and far Sea theme Beach day Experiencing different environments</p> </div> <ul style="list-style-type: none"> • Explore different areas local and further afield (shops, farm, beach) • Explore seasons and weather • Experience life animals and food in different environments
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Green Pathway (semi- formal) Long Term Topic Planner – Lower Year 3

	Autumn term		Spring term		Summer term	
	Once upon a time		Journeys and transport		Green fingers	
	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	Traditional tales	Disney	Journeys	Transport	Minibeasts	Growing
My Communication	Books / Story sacks The three little pigs Goldilocks and the three bears The three Billy goats gruff Little Red Riding Hood	Books Aladdin Frozen Jungle book Lion King	Books Oi get off our train Snail and the whale We're going on a bear hunt Boris goes camping	Books Emma Jane's aeroplane The hundred decker bus Big yellow digger / blue train etc. The cat, the mouse and the runaway train	Books Bumblebear Twist and hop, minibeast bop The bad tempered ladybird Mad about minibeasts Superworm	Books Ten seeds Jasper's beanstalk Jack and the bean stalk Oliver's fruit salad Titch The enormous turnip
Skills progression	<ul style="list-style-type: none"> Join in with sensory stories Point to things on request Make marks in a range of media 	<ul style="list-style-type: none"> Participate in sensory stories Choose to look at books Choose to write Overwrite letter shapes 	<ul style="list-style-type: none"> Recognise letters and names a few Participate in sensory stories Attempt to make letter shapes 	<ul style="list-style-type: none"> Look at objects and symbols in the environment Listen to a story being read to them 1:1 and in a group Choose to write 	<ul style="list-style-type: none"> Show awareness a story has been changed Anticipate events in books 	<ul style="list-style-type: none"> Anticipate events in books Show an awareness a story has been changed Point to pictures in books
<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p>						
<ul style="list-style-type: none"> Make eye contact Make sounds and vocalisations Make gestures Begin to have a vocabulary of signs or symbols 						



	<ul style="list-style-type: none">• Participate in shared attention activities• Follow 1 key word instructions
<p>My Independence</p> <p>Skills progression</p>	<p>Road safety, cooking skills (snack time and following recipes) personal care skills (including toileting, hand washing, teeth brushing, dressing skills and daily routines e.g bag unpacking, lunch times), ICT skills (switches and iPads) planned opportunities for increasing independence in all other areas of learning e.g use of visuals, modelling, problem solving scenarios The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Dress and undress• Follow basic personal care routines (getting plate for snack, pouring drinks)• Explore food• Develop basic cooking skills (cutting, mixing)• Increase independence reducing adult support• Focus on learning for longer periods• Travel around familiar classroom and school areas• Explore unfamiliar areas
<p>My Play</p> <p>Skills progression</p>	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identi play, structured play sessions, lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, Sensory play, art activities, yoga The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Choose something to play with• Move from one activity to another• Play alongside• Copy play• Participate in adult led activity• Notice others around them• Take toys they want to play with others• Create own games in solitary play• Use imagination



<p>My Thinking</p>	<p>Number 1:1 correspondence. Number songs and games</p>	<p>Number 1:1 correspondence. Number songs and games</p>	<p>Number 1:1 correspondence. Number songs and games</p>	<p>Number 1:1 correspondence. Number songs and games</p>	<p>Number 1:1 correspondence. Number songs and games</p>	<p>Number 1:1 correspondence. Number songs and games</p>
<p>Skills progression</p>	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Weight / capacity</p> <ul style="list-style-type: none"> Explore filling/emptying, heavy/light Use measurement implements and vocab in play 	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Money</p> <ul style="list-style-type: none"> Exchange money for items in a shop Sort coins by colour/size Name coins 	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Time</p> <ul style="list-style-type: none"> Show understanding of first/then Anticipate events Recognise day/night Order events Explore passing of time 	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Shape</p> <ul style="list-style-type: none"> Explore shapes Match 2D and 3D shapes Find shapes in the environment 	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Colour and pattern</p> <ul style="list-style-type: none"> Continue a simple pattern Spot a mistake in a given pattern 	<ul style="list-style-type: none"> Participate in number songs Use numbers in play, counts by rote to 3, 5 Recognise numerals Write numerals Count forwards and backwards <p>Height / length</p> <ul style="list-style-type: none"> Use measurement implements in play Identify big/small, long/short Explore using non-standard units of measure
<p>ICT skills – switches, sound beam, IWB, I-Pads</p> <p>The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> Control a switch Activate toys 						



	<ul style="list-style-type: none"> • Use interactive ICT • Show an interest in interacting 		
<p>My Body and Wellbeing</p> <p>Skills progression</p>	<div data-bbox="362 258 743 427" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>How our bodies change and grow Change growth and reproduction</p> </div> <ul style="list-style-type: none"> • Observe and measure bodies changing • Recognise features of growth • Identify how bodies change as they get older • Explore human reproduction 	<div data-bbox="1025 258 1406 411" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>Body movement Move in large and small movements, sequence movements</p> </div> <ul style="list-style-type: none"> • Choose a writing hand • Develop fine and gross motor skills • Become more confident in body movements • Complete two handed activities • Sequence movements 	<div data-bbox="1662 258 2042 450" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>Healthy and unhealthy food Describe healthy and unhealthy and begin to make choices</p> </div> <ul style="list-style-type: none"> • Describe and explore healthy and unhealthy food • Recognise what we should have in moderation • Make healthy choices when eating • Develop preferences for food • Explore a wide range of foods including food from other cultures
<div data-bbox="331 769 2123 938" style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views. Fine motor activities (fizzy hands, dough disco lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> </div> <ul style="list-style-type: none"> • Complete adult led exercise, explore how exercise makes us feel • Develop gross motor skills • Develop fine motor skills • Sequence movements together 			



Green Pathway (semi- formal) Long Term Topic Planner – Upper Year 1

	Autumn term		Spring term		Summer term	
	Travel through time		Homes		My Environment	
	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time periods	Dinosaurs	Castles	Our Homes	My Community	Extreme weather
My Communication	<p>Books/story sacks</p> <p>Sensory stories</p> <p>Egyptians</p> <p>Wild West</p> <p>Romans</p> <p>Ice Age</p>	<p>Books:</p> <p>The dinosaur who lost his roar</p> <p>Dinosaurs love underpants</p> <p>Harry and the dinosaurs go to school</p> <p>T-rex drip</p> <p>Dinosaur dinner</p>	<p>Books:</p> <p>Zog</p> <p>The kiss that missed</p> <p>The knight who wouldn't fight</p> <p>Sandcastle</p>	<p>Books:</p> <p>A squash and a squeeze</p> <p>This is the house that Jack built</p> <p>A new house for mouse</p> <p>The little house</p>	<p>Books:</p> <p>Mama Panya's pancakes</p> <p>Me and my fear</p> <p>A day at the Children's museum</p> <p>My world, your world</p>	<p>Books:</p> <p>Elmer and the wind</p> <p>Bruce's big storm</p> <p>Bear rhymes – Ice</p> <p>Bear Baby</p> <p>Storm</p> <p>Noah's ark</p>
Skills progression	<ul style="list-style-type: none"> Join in with familiar stories Retell familiar story Sequence a familiar story Match letters to words 	<ul style="list-style-type: none"> Match letters and words Copy letter shapes Write familiar words 	<ul style="list-style-type: none"> Recognise letters in name and a few other letters Recognise key words in sentences Write letter shapes from memory 	<ul style="list-style-type: none"> Leave spaces between words when writing sentences Write other familiar words Build sentences using symbols 	<ul style="list-style-type: none"> Read an increasing number of words Join in with familiar stories, songs and poems 	<ul style="list-style-type: none"> Begin to retell stories from memory Show enjoyment in listening and responding to stories
<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p>						
<ul style="list-style-type: none"> Begin to have a vocab of signs and symbols Understand permanence of choice Say or respond in 2,3 key words and whole sentences Ask questions 						



<p>Skills progression</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Colour and pattern</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Time Positional language</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Shape</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Measuring height and weight</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Money</p>	<ul style="list-style-type: none"> Count by rote to 10 and beyond Sequence numerals Identify missing numbers Add and subtract 1 Name and use mathematical signs <p style="text-align: center; border: 1px solid green; padding: 5px;">Capacity</p>
<p style="text-align: center; border: 1px solid green; padding: 10px;">ICT skills – switches, sound beam, IWB, I-Pads</p> <p style="text-align: center; border: 1px solid green; padding: 5px;">The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> Use interactive ICT Swipe / search for a game/app Develop confidence in problem solving 						



<p>My Body and Wellbeing</p> <p>Skills progression</p>	<p>Body movement – sequencing more movements with precision</p> <ul style="list-style-type: none"> • Develop fine and gross motor skills • Choose a writing hand • Sequence two or more movements together 	<p>What our bodies need to survive Importance of exercise and sleep as well as food</p> <ul style="list-style-type: none"> • Explore and describe healthy and unhealthy food • Make healthy choices when eating • Recognise the need for exercise • Recognise the need for sleep 	<p>Dressing for different weather Recognising seasons and appropriate clothing</p> <ul style="list-style-type: none"> • Recognise the seasons • Recongise appropriate clothing for weather conditions and temperatures 			
<p>Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views. Fine motor activities (fizzy hands, dough disco lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none"> • Describe why exercise is good • Show understanding exercise is healthy • Choose to exercise because it is good 						
<p>My World</p> <p>Skills progression</p>	<p>Exploring time past present and future History day Understand time passing and learn about different time periods</p> <ul style="list-style-type: none"> • Look at photos and watch videos of past experiences 	<p>Exploring time past present and future Animals Archelological dig</p> <ul style="list-style-type: none"> • Show anticipation for events • Understand when an activity is finished • Show an understanding of 	<p>Castles and medieval life Wow day – history day Comparing time periods</p> <ul style="list-style-type: none"> • Show recognition of what has happened/could happen next • Identify how life was the same/different 	<p>Different homes around the world Different types of materials Wow day – house building competition Comparing homes and communities</p> <ul style="list-style-type: none"> • Name familiar places 	<p>My town / community Wow day – visits in the community. Comparing different people in communities, exploring views</p> <ul style="list-style-type: none"> • Share views • Listen to views of others • Identify places they like 	<p>Seasons and weather Making TV weather reports Compare climates around the world Comparing seasons and weather in countries</p> <ul style="list-style-type: none"> • Identify and contrast different seasons



	<ul style="list-style-type: none">• Show understanding of time passing• Show understanding of what they did yesterday/last week• Experience life in different time periods	yesterday, last week, last year	<ul style="list-style-type: none">• Experience life in different time periods	<ul style="list-style-type: none">• Recognise communities and cultures• Compare different countries and identify how homes are same/different	<ul style="list-style-type: none">• Recongise people from local communities• Recognise people in the community	<ul style="list-style-type: none">• Show an understanding of time passing• Recognise features of the local environment• Compare same and different weather in countries
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Green Pathway (semi- formal) Long Term Topic Planner – Upper Year 2

	Autumn term		Spring term		Summer term	
	Marvellous me		Out of this world		Food	
	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Growth and emotions	Space	Fantasic beasts	World of food	Best of British
My Communication	<p>Books: Hello World! My Body My amazing body machine Marvellous me – inside and out What I like about me My dad is brilliant</p>	<p>Books: Amazing you The human life cycle – time for kids A little spot of emotions pack The colour monster</p>	<p>Books: What the sun sees The Queen’s lift off Space walk Aliens love underpants 8 little planets Whatever next</p>	<p>Books: Sugarlump and the Unicorn The Koala who could The Yoga Ogre Where the wild things are Dragons love tacos</p>	<p>Books: I only like acorns Monsters don’t eat broccoli Bilal cooks daal The sandwich swap Kitchen disco</p>	<p>Books: Who was Beatrix Potter? Peter Rabbit Jemima Puddle-Duck Katie in London The Queen’s hat</p>
Skills progression	<ul style="list-style-type: none"> Recognise letters in their name and a few other letters Match letters and words Recognise key words in sentences Write letter shapes from memory Write letters of their name 	<ul style="list-style-type: none"> Sequence parts of a familiar story Join in with familiar stories and songs Build sentences using symbols Use capital letters and full stops 	<ul style="list-style-type: none"> Read familiar words Build sentences using symbols Leave spaces between words when writing a sentence 	<ul style="list-style-type: none"> Retell a familiar story Identify parts of books on request Copy and write letter shapes from memory Build sentences using symbols Read familiar words 	<ul style="list-style-type: none"> Read an increasing number of words Leave spaces between words when writing a sentence Use capital letters and full stops Write other familiar words 	<ul style="list-style-type: none"> Retell a familiar story Match letters to words Write letters and combinations of letters from memory to form words Use capital letters and full stops



	<p>Daily communication activities including PECS, individual SALT programmes, colourful semantics, switch work, eye gaze, Tac Pac, sound beam, attention autism, sensology. Mark making, phonics, Reading Eggs, sensory stories, circle time, choices activities, music box, sensory drama, play circles, resonance board (see individual progression plans for each intervention).</p> <ul style="list-style-type: none">• Participate in shared attention activities• Follow 1 key word instruction progressing to multi steps• Ask questions• Take turns speaking and listening to build attention• Communicate to a wide range of people
<p>My Independence</p> <p>Skills progression</p>	<p>Road safety, travel skills, cooking skills (snack time and following recipes) personal care skills (including toileting, hand washing, teeth brushing, dressing skills and daily routines e.g bag unpacking, lunch times), ICT skills (switches and iPads) planned opportunities for increasing independence in all other areas of learning e.g use of visuals, modelling, problem solving scenarios. The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Complete toileting routine independently• Independently follow instructions to create a simple dish• Remember a dish or simple task (making toast) from memory• Complete learning activities independently• Follow multi step instructions• Develop a growth mindset• Explore safety awareness• Stop, look and listen when crossing a road• Identify where they need to go and how they will get there
<p>My Play</p> <p>Skills progression</p>	<p>Play circles, sensory drama, music box, resonance board, sound beam, role play activities, identi play, structured play sessions, Lego therapy, outdoor play, choosing time, soft play, lights room. IWB games, sensory play, art activities, yoga. The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.</p> <ul style="list-style-type: none">• Invite a peer to play• Is a leader in an activity• Independently play in a group• Play as part of a group• Identify who is important to us• Explore different relationships



	<ul style="list-style-type: none"> • Use imagination in drawing and composing • Participate in role play 					
My Thinking	Number 1:1 correspondence. Number songs and games	Number 1:1 correspondence. Number songs and games	Number 1:1 correspondence. Number songs and games	Number 1:1 correspondence. Number songs and games	Number 1:1 correspondence. Number songs and games	Number 1:1 correspondence. Number songs and games
Skills progression	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs 	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs 	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs 	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs 	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs 	<ul style="list-style-type: none"> • Find 1 more/less • Add and subtract • Sequence numerals • Find missing numbers • Name and use mathematical signs
	Time	Measuring length and weight	Shapes	Colour and pattern	Measuring capacity	Money
	<ul style="list-style-type: none"> • Name and order months of the year • Read the clock to the hour, half and quarter past, the hour, read time in 5 minutes • Read a digital clock 	<ul style="list-style-type: none"> • Order and compare tallest to shortest, heaviest to lightest • Measure using non standard and standard measures 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes in the environment • Use and apply maths vocabulary • Recongise properties of shapes 	<ul style="list-style-type: none"> • Identify unit of repeat • Represent pattern in different ways 	<ul style="list-style-type: none"> • Order and compare full to empty • Measure using non standard measures • Measure a liquid using standard units 	<ul style="list-style-type: none"> • Add two coins together • Read price tags and select coins • Name coins and notes



ICT skills – switches, sound beam, IWB, I-Pads
 The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.

- Show interest in interacting
- Swipe hands and fingers across the screen
- Search for a game or app
- Develop basic keyboard and mouse skills

My Body and Wellbeing

Skills progression

How bodies grow and change
 5 senses, observing change and comparing in animals and humans

- Explore their senses
- Explore animal and human reproduction
- Observe how our bodies change (height, weight)

Body movements – space training
 Alternative movements and sequencing together

- Sequence two or more movements together

Body movements – animals
 Different ways of moving and sequencing more complex movements

- Explore how animals move and compare to humans
- Sequence two or more movements

Healthy eating
 Making healthy choices based on prior knowledge, describing why

- Explore healthy and unhealthy food
- Make healthy choices when eating
- Describe healthy and unhealthy food

Feelings and emotions, my voice, likes and dislikes, making choices/sharing their views.
 Fine motor activities (fizzy hands, dough disco lego therapy) sensory mark making, gross motor activities trim trail, obstacle course, swimming, rebound. Yoga, music and movement/dance, community walks, sensory circuits
 The focus is for students to recall this knowledge and apply their new skills independently and in different contexts.

- Identify how they are feeling with increased levels of accuracy
- Seek support when experiencing negative emotions
- Develop skills to regulate emotions
- Describe why exercise is good
- Choose to exercise because it is good for their bodies
- Choose a writing hand
- Develop fine motor skills

