Long Term plan for: Pathway 1, Year 1 → Warwick

	Autumn 2023	Spring 2024	Summer 2024
Topic Title	**Me and my community**	**Stories and Rhymes (World Book Day)**	**How many pebbles on the beach?**
Physical Development	**Gross Motor** Lying Programme: Learning ways of solution through change of place and position lying, standing, sitting. Developing balance, coordination, spatial awareness, symmetry, weight bearing, limb isolation. Increasing muscle strength, core stability, head control, energy levels, problem solving sills Learning ways of solution through change of place and position- transferring from sitting to the floor, lying, rolling, creeping, crawling, kneeling, high knelling, standing, walking. Developing balance, coordination, spatial awareness, symmetry, weight bearing through legs and arms, limb isolation, transference of weight, gait control. Increasing muscle strength, core stability, energy levels, problem solving sills. Standing/Walking Programme: Learning ways of solution through change of place and position sitting, standing, stepping. Developing balance, coordination, spatial awareness, symmetry, weight bearing through legs and arms, limb isolation, transference of weight, gait control. Increasing muscle strength, core stability, energy levels, problem solving sills. Transference of skills across day: Range of dynamic sitting positions depending on activity e.g. stool sitting, peanut ball, Heathfield chair. Active transfers between activities e.g. rolling, stepping, crawling. Outdoor play- negotiating obstacles and different terrain. Balance, stability. Grasp/release; throwing/catching. Personal care. Music and movement: moving bodies to music and rhythm using gross motor movements. Learning about classroom instruments- using them to tap/bang a beat. Using music to describe their feelings. **Fine Motor** Hand Task Series: Development of hand-eye-coordination, grasp and release, arm/hand/finger isolation, palmer and tripod grasp. Transference of skills across day: Mark making. Eating and drinking, dressing and undressing.		
Personal, Social and Emotional Development	**Self-Regulation** Involvement in setting goals and self-evaluation at beginning and end of sessions, using switches to share their news and achievements. Daily talking about and identifying own feelings, using symbol boards on entry each morning; relating feelings to memories about past/present and changes in the future. Awareness of feelings of others and how to respond kindly and fairly using AAC. Awareness of their peers and the need to play cooperatively, taking turns and wait. Awareness of own needs compared to needs of others- similarities and differences. Growing awareness of the need to listen to grown-ups, learning about changes in the class and responding to simple instructions and boundaries.		

	Managing Self Personal care- developing desire to be independent in bathroom and at mealtimes in new classroom environment. Lunch/snack: awareness of different foods, expressing preferences, making healthy choices. Developing understanding of hygiene and cleanliness through regular handwashing and wiping faces at the end of meals. Toileting- developing success on potty/toilet; asking when needed. Perseverance with challenging physical tasks- knowing how/when to ask for help. Becoming familiar with school/class rules- responding to simple boundaries, reward charts, assembly certificates. Anticipating and indicating what comes next within daily routine. **Building Relationships** Daily name and group songs to gain awareness of importance of friendships. Awareness of children in other classes- shared lessons with children from other classes classes. Knowing names of children in other classes and which children are in which learning group. Group sharing of goals and celebrating successes together. Sharing resources. Turn taking, playing opportunities sharing opportunities throughout structured sessions, outdoor play, team games and free-play times.					
Communication and Language	**Listening, Attention and Understanding** Develop attentive listening to stories and non-fiction texts. Develop sound discrimination skills. Develop, extend and understand topic related vocabulary. Focused listening to classroom, their friends and weather sounds- distinguishing between, copying sounds. Throughout term encourage children to share their news, talk or use switches or symbols to share what they are doing and ask their friends questions using communication aids. Recalling previous learning – presenting in fact books. **Speaking** Developing individual communication skills including objects of reference, Core Vocabulary symbols, Makaton signing and speaking and listening. Role playing different stories- speaking as characters-projecting voice, using switches. Communicating their ideas about stories and characters by vocalising and using communication aids. Asking questions to find out more. Communicating appropriately with people in community- library visits, visit to the park Recalling visits- saying thank you Joining in with repeated refrains and rhymes. Expressing opinions and articulating their ideas and thoughts by selecting symbols and picture cards. Sharing own art work creations and communicating choices to others. Daily oral skills programme to encourage speech production and intentional vocalisations Encourage independent communication and individual work.					
Literacy	**The Rainbow Fish** Exploring characters Retelling story Labelling Mark making	**The Square Pumpkin** **Superhero Dad** **Not All Superheroes Wear Capes**	**Cinderella** **Princess Daisy and the Dragon and the Nincompoop Knights** **The Worst Princess** **Goldilocks**	**Little Red Riding Hood** **The Three Little Pigs** **Spring, Easter poems** **The Teeny Weeny Tadpole**	**Poems:** **Sand** **The Soundkeeper** **Pirate Pete** Explore rhymes	**The Holiday Train** **Goodnight Beach** **At the Seaside** **Chu's Day at the Beach** **Explore rhymes**

	Supported writing simple phrases	Bonfire sounds – Recognising and writing names Mark making Describing environments Exploring non-fiction- how people help us Supported writing captions	Re-tell story Identify characters Role-play story Comparing stories Expressing opinions/preferences about stories Writing a spell	Making predictions Identifying features of front cover Re-tell story Describing characters Comparing stories Repeated refrains Contributing ideas to poem Rhyming words Ordering lines of poems Matching spring words and pictures	Clapping syllables Explore alliteration Onomatopoeia Rhyming strings	Fill in rhyming words Alliteration/onomatopoeia Pictures/symbols/words associated with stories Sequence Make predictions Answer simple questions about character Relate to own experiences
Mathematics	Matching/sorting/counting using objects, pictures and people 1 & lots One-to-one correspondence Number songs Tall/short Full/empty		Developing a deep understanding in numbers to 5 Exploring quantities to 5 in different contexts Identifying numbers 1-5 and begin to put in order One-to-one correspondence Exploring, comparing and ordering size, weight, height, capacity		Recognising numerals and linking to amounts Counting/comparing quantities Exploring money Counting sets Recognising numerals and linking to amounts Counting/comparing quantities Matching patterns	
World	Seasonal change Exploring classroom and school environment. Exploring differences/similarities with others How have I changed? Who is in my family, who is important to me? Play corner: Post office; police station; doctors surgery, Santa's workshop		Exploring the royal family Exploring sparkly/shiny materials Features of winter Past and present: kings and queens; old/new clothes Woodland walk Hot/cold Wet/dry	Making pancakes Comparing and celebrating costumes: WBD Library visit- interacting with community, features of a library Houses- old/new, same/different Building materials Signs of spring New life- tadpoles	Exploring sea-side items Ice cream shops- who works there? What is your favourite ice-cream? Going fishing Floating/sinking Beach activities Planning a picnic Father's Day Play corner: Fishing, ice cream shops	

			Play corner: royal dressing up; goldilocks house and woods	Easter story Play corner: bakery, flower shop	
Accessing technology/Computing	See separate planning				
Expressive Art and Design	Rainbows- matching colours, colour mixing Making sensory playdough Printing with fruit and vegetables Making fruit faces Making music shaker, harvest song Expression biscuits- Sensory activities	Toy vehicles to paint, junk modelling emergency vehicles Christmas cards, Christingle, fairies, Christmas tree decorations Rehearsing Christmas songs for performance Peppermint creams, Santa's cookies. Sensory activities	Princess songs with classroom instruments Designing/making a coach for Cinderella Junk modelling houses Creating fairytale houses	Decorating cakes Choosing props Pancake fillings Designing/making dens Junk modelling houses Easter garden, baking Spring music-listening, create own	Sun collage Sand art Star prints Junk modelling trains Nursery rhymes a Seaside songs Moving body to music Explore 'high/low', 'loud/quiet', 'fast/quick/slow' sounds. Using instruments to tap rhythms Designing an invitation Experimenting with blocks and marks Decorating cakes and tablecloths
RE (topic days)	Yom Kippur Harvest	Diwali Christmas		Shrove Tuesday Lent	Eid
Educational Visits	Library Pumpkin Patch Supermarket Gulliver's Valley		Library Castle Farm		Beach visit Seaside shop Train station
Whole school events/celebrations/ festivals	Music Workshop Harvest Bonfire Night Christmas Songs & Plays		Chinese New Year Comic Relief Easter World Book Day		Sports Day Summer fete Arts week Music festival

Long Term plan for: Pathway 1, Year 2 → Warwick

	Autumn 2024	Spring 2025	Summer 2025
Topic Title	**My School- Long Ago**	**Animal Safari**	**Sunshine and Flowers**
Physical Development	**Gross Motor** Daily Plinth Lying Programme: Learning ways of solution through change of place and position lying, standing, sitting. Developing balance, coordination, spatial awareness, symmetry, weight bearing, limb isolation. Increasing muscle strength, core stability, head control, energy levels, problem solving sills. Daily Standing/Walking Programme: Learning ways of solution through change of place and position sitting, standing, stepping. Developing balance, coordination, spatial awareness, symmetry, weight bearing through legs and arms, limb isolation, transference of weight, gait control. Increasing muscle strength, core stability, energy levels, problem solving sills. Transference of skills across day: Range of dynamic sitting positions depending on activity e.g. stool sitting, peanut ball, Heathfield chair. Active transfers between activities e.g. rolling, stepping, crawling. Outdoor play- negotiating obstacles and different terrain. Balance, stability. Grasp/release; throwing/catching. Personal care. Music and movement: moving bodies to music and rhythm using gross motor movements. Listening and responding to music through movement. Moving body to replicate movements of animals. **Fine Motor** Hand Task Series: Development of hand-eye-coordination, grasp and release, arm/hand/finger isolation, palmer and tripod grasp. Transference of skills across day: mark making. Eating and drinking, dressing and undressing.		
Personal, Social and Emotional Development	**Self-Regulation** Involvement in setting goals and self-evaluation at beginning and end of sessions. Daily talking about and identifying own feelings, using symbol boards on entry each morning; relating feelings to animals. Awareness of feelings of others and how to respond kindly and fairly using AAC. Awareness of own needs compared to needs of others- similarities and differences. Awareness of needs of animals and how to look after them. Listening to grown-ups and responding to simple instructions and boundaries. **Managing Self** Personal care- developing desire to be independent in bathroom and at mealtimes. Lunch/snack: awareness of different foods, expressing preferences, making healthy choices. Developing understanding of hygiene and cleanliness through regular handwashing and wiping faces at the end of meals. Toileting- developing success on potty/toiler; asking when needed. Perseverance with challenging physical tasks- knowing		

	how/when to ask for help. Becoming familiar with school/class rules- responding to simple boundaries, reward charts. Anticipating and indicating what comes next within daily routine. Staying safe in the sun **Building Relationships** Daily name and group songs to gain awareness of peers and beginnings of new friendships. Group sharing of goals and celebrating successes together. Sharing resources. Turn taking, playing opportunities sharing opportunities throughout structured sessions, outdoor play, team games and free-play times,.				
Communication and Language	**Listening, Attention and Understanding** Develop attentive listening to stories. Develop sound discrimination skills. Develop, extend and understand topic related vocabulary. Focused listening to animal sounds- distinguishing between, copying sounds. Throughout term encourage children to talk about what they are doing and ask their friends questions. **Speaking** Developing individual communication skills including objects of reference, Core Vocabulary symbols, Makaton signing and speaking and listening. Asking and answering questions- learning about discussion Role playing different stories- speaking as characters-projecting voice Role play pet shops- taking on roles and communicating accordingly. Communicating about stories and characters. Communicating appropriately with people in community- library visits, visitor bringing pets, Animal Club visit Recalling visits- saying thank you Joining in with repeated refrains Expressing opinions about favourite animals Sharing own art work creations and communicating choices to others. Daily oral skills programme to encourage speech production and intentional vocalisations Encourage independent communication and individual work.				
Literacy	**The Tiger who Came to Tea** **Major Glad and Major Dizzy** **Going to School- Past and Present** **One Year with Kipper** Exploring features of book	**Pumpkin Soup** **The Elves and the Shoemaker** **Peepo!** **Christmas poems** Answering questions story Retelling story in own words Matching captions to pictures	**Dear Zoo** **Doing the Animal Bop** **Handa's Hen** **Little Red and the Very Hungry Lion** Recalling/retelling story Using story template Choosing adjectives	**Jump or Jiggle** **Animal rhymes** **Monkey and Me** **Looking after dogs and puppies** Sensory poem – props Rhyming pairs, strings-switches/symbols Contributing to class poem Illustrating poem	**Sun** **How Does a Butterfly Grow?** **Errol's Garden** **My Butterfly Bouquet** **Jump and Shout!** **Sunny days (poem)** Characters, plots and settings Familiar words and signs Poems Rhyming words Composing own poem

	Matching print to pictures Comparing story to own experiences Comparing fiction and non-fiction Fact finding	Writing labels for new classroom Learning and using new vocabulary Fact finding	Identifying features of front cover Story settings Repeated refrains Comparing story settings	Identifying title Using adjectives Reciting poems-	Writing sentences (butterfly lifecycle)
Mathematics	Sorting/matching Developing a deep understanding in numbers to 5 Exploring quantities to 5 in different contexts Adding one more Identifying numbers 1-10 and begin to put in order One-to-one correspondence Exploring, sorting, matching, naming 2D and 3D shapes		Sorting/matching animals, animal patterns Developing a deep understanding in numbers to 5 Exploring quantities to 5 in different contexts Identifying numbers 1-10 and begin to put in order One-to-one correspondence Exploring, comparing and ordering size- short/tall, big/small Sorting/matching/counting items for pet shop Role play shop		Sorting/matching/counting seeds, ladybird spots Developing a deep understanding in numbers to 5 Exploring quantities to 5 in different contexts Identifying numbers 1-10 and begin to put in order One-to-one correspondence Exploring, comparing and ordering size- short/tall, big/small Exploring money- ice cream shop Role play shop with coins
World	What does the past mean? Observing changes. Comparing past and present- homes, toys, schools Seasonal change Harvest	Animals Pets vs zoo animals Pet visit- looking after animals Where do animals live? People from different countries and cultures- similarities and differences Identifying animal body parts	Animals Pets vs zoo animals Pet visit- looking after animals Where do animals live? People from different countries and cultures- similarities and differences Identifying animal body parts		Living things live in different habitats. Weather, plants and animals in the local environment Observation- butterfly life cycle Growing and caring for seeds/observing, questioning, recording Habitat scavenger hunts
Accessing technology/Computing	See separate planning				

Expressive Art and Design	Songs about me Songs about school Role play Canvas art	Junk modelling Making changes to clothes using basic sewing techniques Bonfire craft Christmas craft/baking/role-play	Animal patterns Printing Comparing scales/fur/feathers Moving to music like animals	Creating dens Animal songs Making a fruit salad/juice Nature frames	Garden rhymes Expressive sunflower pictures CD mobiles	Pebble art Making sunhats
RE (topic days)	Yom Kippur Harvest	Diwali Christmas	Lent Easter		Eid	
Educational Visits	Library Gulliver's Valley		Library visit Pet shop Yorkshire wildlife park		Sunflower field Flower shop/garden centre Buttery farm	
Whole school events/celebrations/ festivals	Music Workshop Harvest Bonfire Night Christmas Songs & Plays		Comic Relief Easter World Book Day		Sports Day Preparing stall for summer fete Arts week Music festival	

Long Term plan for: Pathway 1, Year 3 → Warwick

	Autumn 2025	Spring 2026	Summer 2026
Topic Title	**Big Wide World**	**Dangerous Dinosaurs** Puddles and Rainbows	**Ready, Steady Grow!**
Physical Development	**Gross Motor** Daily Plinth Lying Programme: Learning ways of solution through change of place and position lying, standing, sitting. Developing balance, coordination, spatial awareness, symmetry, weight bearing, limb isolation. Increasing muscle strength, core stability, head control, energy levels, problem solving sills. Daily Standing/Walking Programme: Learning ways of solution through change of place and position sitting, standing, stepping. Developing balance, coordination, spatial awareness, symmetry, weight bearing through legs and arms, limb isolation, transference of weight, gait control. Increasing muscle strength, core stability, energy levels, problem solving sills. Transference of skills across day: Range of dynamic sitting positions depending on activity e.g. stool sitting, peanut ball, Heathfield chair. Active transfers between activities e.g. rolling, stepping, crawling. Outdoor play- negotiating obstacles and different terrain. Balance, stability. Grasp/release; throwing/catching. Sports day- participating Personal care. Music and movement: moving bodies to music and rhythm using gross motor movements. Learning about classroom instruments- using them to tap/bang a beat. **Fine Motor** Hand Task Series: Development of hand-eye-coordination, grasp and release, arm/hand/finger isolation, palmer and tripod grasp. Transference of skills across day: Mark making. Eating and drinking, dressing and undressing, using scissors, using utensils to chop fruit..		
Personal, Social and Emotional Development	**Self-Regulation** Involvement in setting goals and self-evaluation at beginning and end of sessions. Daily talking about and identifying own feelings, using symbol boards on entry each morning; relating feelings to memories about past/present and changes in the future. Awareness of feelings of others and how to respond kindly and fairly using AAC. Re-capping and exploring feelings as explored in The Colour Monster in the previous half term- inking feelings to colours as they are mentioned and shared.. Awareness of their peers and the need to play cooperatively, taking turns and wait. Awareness of own needs compared to needs of others- similarities and differences. Growing awareness of the need to listen to grown-ups, learning about changes in the class and responding to simple instructions and boundaries. **Managing Self**		

	Personal care- developing desire to be independent in bathroom and at mealtimes in new classroom environment. Lunch/snack: awareness of different foods, expressing preferences, making healthy choices- particularly considering fruit/veg as learnt about in Handa's Surprise. Developing understanding of hygiene and cleanliness through regular handwashing and wiping faces at the end of meals. Greater awareness of oral health and foods that keep teeth healthy and those that don't. Toileting- developing success on potty/toilet; asking when needed. Perseverance with challenging physical tasks- knowing how/when to ask for help. Becoming familiarity with school/class rules- responding to simple boundaries, reward charts, assembly certificates. Anticipating and indicating what comes next within daily routine. **Building Relationships** Daily name and group songs to gain awareness of importance of friendships. Awareness of children in other classes- shared lessons with children from Durham and Hardwick classes. Knowing names of children in other classes through whole school activities- multicultural arts week, sports day and the music festival.. Group sharing of goals and celebrating successes together. Sharing resources. Turn taking, playing opportunities sharing opportunities throughout structured sessions, outdoor play, team games during sports day and free-play times				
Communication and Language	**Listening, Attention and Understanding** Develop attentive listening to stories and rhymes. Develop sound discrimination skills. Develop, extend and understand topic related vocabulary. Retelling story in own words. Focused listening to classroom, weather and animal/farm sounds- distinguishing between, copying sounds. Throughout term encourage children to talk about what they are doing and ask their friends questions. Recalling previous learning- presenting in factbook **Speaking** Developing individual communication skills including objects of reference, Core Vocabulary symbols, Makaton signing and speaking and listening. Role playing different stories- speaking as characters-projecting voice. Communicating their ideas about stories and characters. Asking questions to find out more. Communicating appropriately with people in community- shop visits, visit to the farm Recalling visits- saying thank you Joining in with repeated refrains and rhymes. Expressing opinions and articulating their ideas and thoughts in well-formed sentences. Describe events using some detail. Sharing own art work creations and communicating their opinions about their own and others' work- including a famous artist. Daily oral skills programme to encourage speech production and intentional vocalisations Encourage independent communication and individual work				
Literacy	**Our World: A First Book of Geography** **All Are Welcome** **Fatou, Fetch the Water** **Under the Same Sky** **Clean Up!** **Christmas stories/poeme**	**One Snowy Day** **If I had a dinosaur** **Dear Dinosaur** **Little Kids First Book of Dinosaurs**	**Cave Baby** **Prehistoric phonics** **Rainbow Rhymes** **Easter story**	**The Colour Monster** **Non-fiction** **The Gigantic Turnip**	**Handa's Surprise** **A Sari for Ammi** **Rosie's Walk** Reading captions Following text from left to right

	Creating word banks Writing sentences to match pictures Describing characters, events and settings Rhyming words Reading aloud	Exploring features of book Answering questions about story Retelling story in own words Repeating refrains and rhymes Letter writing Comparing fiction and non-fiction Making own fact books.	Answering questions about story Retelling story in own words Counting and clapping syllables Exploring rhymes Rhyming games	**Jack and the Beanstalk** **Jasper's Beanstalk** Matching pictures to captions Answering questions about story Asking questions and making suggestions (non-fiction) Describing characters Roleplaying story	Communicating ideas through writing- seed packets Re-telling and roleplaying story Communicating ideas through writing- recipes Communicating ideas through writing- letter to Rosie
Mathematics	Sorting/matching Developing a deep understanding in numbers to 10 Number-lines One-to-one correspondence 2D shapes Repeating patterns Positional language	Sorting/matching dinosaurs, dinosaur patterns Developing a deep understanding in numbers to 10 Exploring quantities to 10 in different contexts Adding and taking away 1 Identifying numbers 1-10 and begin to put in order Addition and subtraction, number bonds to 5. One-to-one correspondence Exploring measures practically. Comparing mass and length/height practically		Sorting/matching Developing a deep understanding in numbers to 10 Exploring quantities to 10 in different contexts Adding and taking away 1 Ordering numbers to 10 Composition of numbers 6, 7, 8 Addition and subtraction, One-to-one correspondence Exploring time and money practically	
World	Comparing weather, plants and animals Globes and maps Hot/cold/dry/wet climates Comparing children around the world Comparing food around the world Comparing buildings around the world Significant people- Darwin Caring for the environment Recycling	Dinosaurs- features/names Comparing, grouping animals Exploring prehistoric world Exploring maps Herbivores/carnivores	Dinosaur features to protect from predators. Spring weather Weather forecasting Weather charts Easter symbols and objects	Materials- waterproof Asking scientific questions Making comparisons Different people/different feelings	Planting seeds- What do seeds need to grow? Making scientific observations Food sources- plants and animals Kenya- exploring a different culture

			Chinese New Year Play corner: winter clothes	Mother's Day Play corner: small world dinosaurs, archaeologists	Farms Food sources Exploring seeds Growing beans Making scientific observations	Healthy lifestyle Multi-cultural arts week Foods changing state Healthy food Farm equipment-tractors Maps
Accessing technology/Computing	See separate planning					
Expressive Art and Design	Small world habitats Animal masks Aboriginal-style paintings and patterns Upcycled art		Role-play story Snow pictures Explore rhythm-moving bodies like a dinosaur. Sensory activities Moving part dinosaurs	Designing a dinosaur Designing pancakes Exploring and mixing colours Musical weather story Mother's day cards Raindrop threading Making Easter cards Easter baking	Experimenting with colour Cloud dough Fam music Making seed shakers Role play stories	Prime colours Fruit art- Giuseppe Arcimboldo-expressing opinions Roleplay Multicultural art Different musical genres Designing salads Building vehicles
RE (topic days)	Yom Kippur Harvest	Diwali Christmas	Shrove Tuesday Holi Easter			
Educational Visits	Recycling centre Gulliver's Valley		Dinosaur park		Farm visit Garden centre	
Whole school events/celebrations/ festivals	Music Workshop Harvest Bonfire Night Christmas Songs & Plays		Comic Relief Easter World Book Day		Sports Day Preparing stall for summer fete Arts week	