3D2 Class - Discovery Curriculum - Subjects/Lessons weekly

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025- 2026	Topic: All about me and my family	Topic: Celebrations	Topic: Once Upon a Time	Topic: Amazing animals	Topic: Our Wonderful World	Topic: Let it Grow
	Focus Retell part of a simple story.	Focus Recount Texts:	Focus Traditional Tales	Focus Letters Texts:	<u>Focus</u> Settings	<u>Focus</u> Labels, lists, captions
	Texts: Owl Babies	Pip and Posy: The Birthday Party Cake	Little Pigs	Rumble in the Jungle Dear Zoo	<mark>Texts:</mark> We're going on a bear hunt	<mark>Texts:</mark> A Seed Grows The Enormous
	Super Duper You	Maisy's Surprise birthday party	Goldilocks	Rumble the the the the the the the the the th	The Train Ride We're Going on a Bear Hunt Michael Rosen	Turnip Seed Grows
	SUP R PER	Contre Pers' Avridentine		Gele Schwart Wijfwyse.	The Train Ride	Antoinette Portis
	Suggested Key Questions: Super Duper You: What is your name?	Suggested Key Questions:	Suggested Key Questions: The three little pigs: How many pigs are there?	Rod Campbell Suggested Key		Entend & Greger Universe
	What colour is your hair? Can you show me a	Pip and Posy- The Birthday Party: Who is having a	What do the pigs build? Can you point to the	Questions: Rumble in the Jungle:	une Crebbin answerty Stephen Lambert	Suggested Key Questions:
	happy face? Can you show me something you love?	party? What do you see on the birthday cake?	pig's house? What is the house made of? (straw,	What letter does the word " Zoo " start with? Can you say	Questions: The Train Ride: Can you see the	A Seed Grows: Can you find the leaf? (Encourage pointing or
	Owl Babies:		sticks, bricks)	the letter? What is	farm?	placing a label sticker)

Curriculu	Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.							
	Who are the babies	Can you count how		the first letter of the	Is the train going to	Let's label the plant!		
	waiting for?	many balloons there	Goldilocks and the	animal that is sent	the town?	(Provide labels or		
	Who is in your	are?	three bears:	first? (e.g., "elephant"	Can you point to the	Velcro cards: seed,		
	family?	What games do Pip	Which porridge was	— E!)	town?	roots, stem, leaf,		
	Are the owl babies	and Posy play?	just right?	Can you say the first	Where is the sea?	flower)		
	happy or sad?	Cake:	What does she sit	sound in "lion"? (L, I,	(Point to picture in	What happens on this		
	How many owl	What is the cake	on?	lion!) Which animal's	the book or use	page?		
	babies are there?	doing? (e.g., is it	What happens to	name starts with	symbols).	What do we need to		
		smiling, jumping?).	Baby Bear's chair?	" G "? (Giraffe!)	"What shall I see?	grow a plant?		
	Key Skills and	What colors do you	Can you make a big		What shall I see?" —			
	Knowledge:	see on the cake?	voice like Papa	Dear Zoo:	Child names what	The Enormous		
	<mark>Speaking &</mark>	Can you find the	Bear?	Which animal's name	they see in picture	Turnip:		
	Listening	candle on the cake?	Can you pretend to	starts with "T"?	l	What is this vegetable		
	Linguistic	What happens to the	eat porridge?	(Tiger!) Can you say	We're going on a	called? (Show turnip –		
	Vocabulary, asking &	cake in the story?		"T, t, tiger"?	bear hunt:	ask child to label or		
	answer questions,	Maisy's Surprise		Can you find a word	What do they walk	match the word).		
	orally develop own	birthday party:		that starts with the	through here? (Use	Let's label the people		
	narratives.	Who is the surprise	Key Skills and	letter " B "?	image support:	helping! (Use		
	Physical	for?	Knowledge:	(Butterfly!)	"grass" / "snow")	character cutouts or		
	Voice and good	What color is Maisy's	Speaking &	Can you make the	What is the weather	Velcro pieces with		
	control of small	party hat?	Listening	sound of the first	like now? (cold,	names)		
	movements.	Can you find the	Linguistic	letter in "crocodile"?	windy, snowy)	Can we list the animals		
	<u>Cognitive</u>	cake in the pictures?	Vocabulary, asking &	(C, c, crocodile!)	"What did they go	we saw?		
	Content, ask &	What do you think is	answer questions,		through?" – "Swishy	What happens on this		
	answer questions,	inside the presents?	orally develop own		swashy the grass!"	page?		
	use of		narratives.	Key Skills and	What's in the cave?			
	imaginary/memory	Key Skills and	Physical	Knowledge:				
	skills, increasing	Knowledge:	Voice and good	Speaking &				
	attention span and		control of small	Listening	Key Skills and	Key Skills and		
	being more active in	Speaking &	movements.	Linguistic	Knowledge:	Knowledge:		
	the learning process,	Listening	Cognitive	Vocabulary, asking &	Speaking &	Speaking & Listening		
	Clarifying and	Linguistic	Content, ask &	answer questions,	Listening Linguistic	Linguistic Vocabulary,		
	summarizing	Vocabulary, asking &	answer questions,	orally develop own	Linguistic	asking & answer		
	Social and	answer questions,	use of	narratives.	Vocabulary, asking &	questions, orally		
	<u>emotional</u> Confident to speak in	orally develop own narratives.	imaginary/memory skills, increasing	<u>Physical</u> Voice and good	answer questions, orally develop own	develop own narratives.		
	a familiar group, take	Physical	attention span and	control of small	narratives.	Physical		
	turns and work co-	Voice and good	being more active in	movements.	Physical	Voice and good control		
	operatively, listening	control of small	the learning process,	Cognitive	Voice and good	of small		
	and responding.	movements.	Clarifying and	Content, ask &	control of small	movements. Cognitive		
	and responding.	Cognitive	summarizing	answer questions,	movements.	Content, ask & answer		
	Word Reading:	Content, ask &	Social and	use of	Cognitive	questions, use of		
	Hora Reading.	answer questions,	emotional	imaginary/memory		imaginary/memory		
		ลารพยา นุนธรแบบร,	enivuonai	imaginai y/memory		imayinai y/memory		

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 Pay attention and 	use of	Confident to speak in	skills, increasing	Content, ask &	skills, increasing		
respond to the	imaginary/memory	a familiar group, take	attention span and	answer questions,	attention span and		
pictures or the words.	skills, increasing	turns and work co-	being more active in	use of	being more active in		
 Notice some print, 	attention span and	operatively, listening.	the learning process,	imaginary/memory	the learning process		
such as the first letter	being more active in		Clarifying and	skills, increasing	Clarifying and		
of their name, a bus	the learning process,	Word Reading	summarizing	attention span and	summarizing		
or door number, or a	Clarifying and	 Understand the five 	Social and	being more active in	Social and emotion		
familiar logo.	summarizing	key concepts about	emotional	the learning process,	Confident to speak		
	Social and	print:	Confident to speak in	Clarifying and	familiar group, take		
Reading	emotional	- print has meaning	a familiar group, take	summarizing	turns and work co-		
Comprehension:	Confident to speak in	- print can have	turns and work co-	Social and	operatively, listening		
 Have favourite 	a familiar group, take	different purposes	operatively, listening	emotional	and responding.		
books and seek them	turns and work co-	- we read English text	and responding.	Confident to speak in			
out, to share with an	operatively, listening	from left to right and		a familiar group, take	Word Reading		
adult, with another	and responding	from top to bottom	Word Reading	turns and work co-	 Understand the fiv 		
child, or to look at		- the names of the	 Understand the five 	operatively, listening	key concepts about		
alone.	Word Reading:	different parts of a	key concepts about	and responding.	print:		
 Repeat words and 	 Pay attention and 	book.	print:		- print has meaning		
phrases from familiar	respond to the	 page sequencing 	- print has meaning	Word Reading	 print can have 		
stories.	pictures or the words.	 Develop their 	- print can have	 Understand the five 	different purposes		
 Ask questions about 		phonological	different purposes	key concepts about	- we read English te		
the book.	such as the first letter	awareness, so that	- we read English text	print:	from left to right and		
 Make comments 	of their name, a bus	they can:	from left to right and	- print has meaning	from top to bottom		
and shares their own	or door number, or a	 spot and suggest 	from top to bottom	- print can have	 the names of the 		
ideas.	familiar logo.	rhymes	- the names of the	different purposes	different parts of a		
		- count or clap	different parts of a	- we read English text	book		
Writing:	Reading	syllables in a word	book	from left to right and	 page sequencing 		
 Copy finger 	Comprehension:	 recognise words 	 page sequencing 	from top to bottom	 Develop their 		
movements and	 Have favourite 	with the same initial	 Develop their 	- the names of the	phonological		
other gestures	books and seek them	sound, such as	phonological	different parts of a	awareness, so that		
 Enjoy drawing 	out, to share with an	money and mother.	awareness, so that	book	they can:		
freely. Add some	adult, with another	Reading	they can:	 page sequencing 	- spot and suggest		
marks to their	child, or to look at	Comprehension:	- spot and suggest	 Develop their 	rhymes		
drawings, which they	alone.	 Understand key 	rhymes	phonological	 count or clap 		
give meaning to. For	 Repeat words and 	concepts about print:	- count or clap	awareness, so that	syllables in a word		
example:	phrases from familiar	- print has meaning	syllables in a word	they can:	 recognise words v 		
"That says mummy."	stories.	- print can have	 recognise words 	 spot and suggest 	the same initial sour		
 Make marks on 	Ask questions about	different purposes	with the same initial	rhymes	such as money and		
their picture to stand	the book.	 Engage in extended 	sound, such as	- count or clap	mother. Reading		
for their name.	 Make comments 	conversations about	money and mother.	syllables in a word	Comprehension:		
	and shares their own	stories, learning new	Reading	 recognise words 	 Understand key 		
	ideas.	vocabulary.	Comprehension:	with the same initial	concepts about prin		
		Writing:		sound, such as	print has meaning -		

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		Writing: • Copy finger movements and other gestures • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.	 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	 Understand key concepts about print: print has meaning - print can have different purposes Engage in extended conversations about stories, learning new vocabulary. Writing: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately 	money and mother. Reading Comprehension: • Understand key concepts about print: - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. Writing: • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately	print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. Writing: • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately			
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: Social Worker/ Child care worker	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:			

	prepares students for adulthood.								
	2026-2027 Autumn 1	2026-2027 Autumn 2	2026-2027 Spring 1	2026-2027 Spring 2	2026-2027 Summer 1	2026-2027 Summer 2			
2026-	Topic: All about Me	Topic:	Topic:	<u>Topic:</u> Under the Sea	<u>Topic:</u> The Natural World	Topic:			
2026-	All about me	My Community	Fairy Tales	Under the Sea	The Natural World	Holidays			
	Focus	Focus	Focus	Focus	Focus	Focus			
	Early writing/ mark making	Speaking and Listening: Role Play	Early reading skills	Story telling	Labelling, lists and captions.	Sentence structure (colourful semantics			
			Texts:	Texts:					
	<u>Texts:</u>	<u>Texts:</u>		Our man a facel Manu	<u>Texts:</u>	<u>Texts:</u>			
			Suggested Key	Suggested Key Questions:	Suggested Key	Suggested Key			
		Suggested Key	Questions:		Questions:	Questions:			
	Suggested Key	Questions:							
	Questions:			Key Skills and					
			Key Skills and	Knowledge:	Key Skills and	Key Skills and			
		Key Skills and	Knowledge:	Speaking &	Knowledge:	Knowledge:			
	Key Skills and Knowledge:	Knowledge: Speaking &	Speaking & Listening	Listening Use simple words to	Speaking & Listening	Speaking & Listening Use simple words to			
	Knowledge.	Listening	Use simple words to	express needs or	Use simple words to	express needs or			
	Speaking &	Use simple words to	express needs or	describe familiar	express needs or	describe familiar			
	Listening Use simple words to	express needs or describe familiar	describe familiar	objects. Respond to simple	describe familiar	objects. Respond to simple			
	express needs or	objects.	objects. Respond to simple	questions using	objects. Respond to simple	questions using word			
	describe familiar	Respond to simple	questions using	words or gestures.	questions using	or gestures.			
	objects.	questions using	words or gestures.	Begin to join in with	words or gestures.	Begin to join in with			
	Respond to simple questions using	words or gestures. Begin to join in with	Begin to join in with repetitive phrases in	repetitive phrases in familiar stories.	Begin to join in with repetitive phrases in	repetitive phrases in familiar stories.			
	words or gestures.	repetitive phrases in	familiar stories.	Physical	familiar stories.	Physical			
	Begin to join in with	familiar stories.	Physical	Use a loud or quiet	Physical	Use a loud or quiet			
	repetitive phrases in	Physical	Use a loud or quiet	voice when	Use a loud or quiet	voice when prompted			
	familiar stories. Physical	Use a loud or quiet voice when	voice when prompted.	prompted. Explorer mark-	voice when prompted.	Explorer mark-makin tools with support.			
	Use a loud or quiet	prompted.	Explorer mark-	making tools with	Explorer mark-	Cognitive			
	voice when	Explorer mark-	making tools with	support.	making tools with	Engage in adult-led			
	prompted. Explorer mark-	making tools with support.	support. Cognitive	Cognitive Engage in adult-led	support. Cognitive	activities for short periods.			
	making tools with	Cognitive	Engage in adult-led	activities for short	Engage in adult-led	Ask simple questions			
	support.		activities for short	periods.	activities for short	To use familiar object			
	Cognitive		periods.		periods.	in imaginative play.			

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		p	repares students fo	or adulthood.			
Links to	4. Linking curriculum	4. Linking curriculum	4. Linking curriculum	4. Linking curriculum	4. Linking curriculum	4. Linking curriculum	
Gatsby Benchmarks:	learning to careers:	learning to careers:	learning to careers:	learning to careers:	learning to careers:	learning to careers:	
	2027-2028 Autumn 1	2027-2028 Autumn 2	2027-2028 Spring 1	2027-2028 Spring 2	2027-2028 Summer 1	2027-2028 Summer 2	
2027-	Topic: My Family and	Topic: Journeys and	Topic: Fairy tales and	Topic: Jobs and	Topic: Animal and Habitats	Topic: Toys and Games	
2028	Friends <u>Focus</u>	Transport <u>Focus</u>	traditional stories	Community Helpers	Focus Sentence structure:	<u>Focus</u> Social	
	Letter formation	Word Reading: Rhyming/ Initial	Sequencing stories	Labelling, list and captions.	colourful semantics.	communication skills.	
	<u>Texts:</u>	sounds	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	
	Suggested Key Questions:	<u>Texts:</u> Suggested Key Questions:	Suggested Key Questions:	Suggested Key Questions:	Suggested Key Questions:	Suggested Key Questions:	
	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject). Begin to ask and answer "What?" and "Where?" questions.	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject).	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject). Begin to ask and answer "What?" and "Where?" questions.	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject).	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject).	Key Skills and Knowledge: Speaking & Listening Use simple sentences (including a subject). Begin to ask and answer "What?" and "Where?" questions.	

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1	Retell parts of stories	Begin to ask and	Retell parts of stories	Begin to ask and	Begin to ask and	Retell parts of stories		
	using props, pictures	answer "What?" and	using props, pictures	answer "What?" and	answer "What?" and			
	or sequencing cards.	"Where?" questions.	or sequencing cards.	"Where?" questions.	"Where?" questions.	using props, pictures or sequencing cards.		
	Physical	Retell parts of stories	Physical	Retell parts of stories	Retell parts of stories	Physical		
	Speak at an	using props, pictures	Speak at an	using props, pictures	using props, pictures	Speak at an		
	appropriate level	or sequencing cards.	appropriate level	or sequencing cards.	or sequencing cards.	appropriate level when		
	when in class	Physical	when in class	Physical	Physical	in class (utilising		
	(utilising Makaton	Speak at an	(utilising Makaton	Speak at an	Speak at an	Makaton and aids if		
	and aids if needed).	appropriate level	and aids if needed).	appropriate level	appropriate level	needed).		
	Begin to form basic	when in class	Begin to form basic	when in class	when in class	Begin to form basic		
	shapes and lines with	(utilising Makaton	shapes and lines with	(utilising Makaton	(utilising Makaton	shapes and lines with		
	control.	and aids if needed).	control.	and aids if needed).	and aids if needed).	control.		
	Hold writing tools	Begin to form basic	Hold writing tools	Begin to form basic	Begin to form basic	Hold writing tools with		
	with a tripod (or	shapes and lines with	with a tripod (or	shapes and lines with	shapes and lines with	a tripod (or adapted)		
	adapted) grip.	control.	adapted) grip.	control.	control.	grip.		
	Cognitive	Hold writing tools	Cognitive	Hold writing tools	Hold writing tools	Cognitive		
	Follow two-step	with a tripod (or	Follow two-step	with a tripod (or	with a tripod (or	Follow two-step		
	instructions.	adapted) grip.	instructions.	adapted) grip.	adapted) grip.	instructions.		
	Recall and retell 2-3	Cognitive	Recall and retell 2-3	Cognitive	Cognitive	Recall and retell 2-3		
	key events from a	Follow two-step	key events from a	Follow two-step	Follow two-step	key events from a		
	story/ individual	instructions.	story/ individual	instructions.	instructions.	story/ individual		
	experience.	Recall and retell 2-3	experience.	Recall and retell 2-3	Recall and retell 2-3	experience.		
	Social and	key events from a	Social and	key events from a	key events from a	Social and emotional		
	emotional	story/ individual	emotional	story/ individual	story/ individual	Share resources with		
	Share resources with	experience.	Share resources with	experience.	experience.	peers during adult-led		
	peers during adult-	Social and	peers during adult-	Social and	Social and	play.		
	led play.	emotional	led play.	emotional	emotional	Begin to take on		
	Begin to take on	Share resources with	Begin to take on	Share resources with	Share resources with	simple group roles		
	simple group roles	peers during adult-	simple group roles	peers during adult-	peers during adult-	(helper/ reader/ writer).		
	(helper/ reader/	led play.	(helper/ reader/	led play.	led play.	Word Reading:		
	writer).	Begin to take on	writer).	Begin to take on	Begin to take on	Begin to clap syllables		
	Word Reading:	simple group roles	Word Reading:	simple group roles	simple group roles	in names and familiar		
	Begin to clap	(helper/ reader/	Begin to clap	(helper/ reader/	(helper/ reader/	words.		
	syllables in names	writer).	syllables in names	writer).	writer).	Recognise that print		
	and familiar words.	Word Reading:	and familiar words.	Word Reading:	Word Reading:	tells a story (DEAR/		
	Recognise that print	Begin to clap	Recognise that print	Begin to clap	Begin to clap	Phonics).		
	tells a story (DEAR/	syllables in names	tells a story (DEAR/	syllables in names	syllables in names	Identify words with the		
	Phonics).	and familiar words.	Phonics).	and familiar words.	and familiar words.	same initial sounds		
	Identify words with	Recognise that print	Identify words with	Recognise that print	Recognise that print	(eg. Dad, Dog) with		
	the same initial	tells a story (DEAR/	the same initial	tells a story (DEAR/	tells a story (DEAR/	support.		
	sounds (eg. Dad,	Phonics).	sounds (eg. Dad,	Phonics).	Phonics).	Reading		
	Dog) with support.	Identify words with	Dog) with support.	Identify words with	Identify words with	Comprehension:		
	<i>c,</i> , , , ,	the same initial	<i>c,</i> , , , ,	the same initial	the same initial			

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Links to	Reading Comprehension: Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Writing: Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.	sounds (eg. Dad, Dog) with support. Reading Comprehension: Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Writing: Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.	Reading Comprehension: Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Writing: Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.	sounds (eg. Dad, Dog) with support. Reading Comprehension: Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.	sounds (eg. Dad, Dog) with support. Reading Comprehension: Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.	Match pictures to key events in stories. Learn and use 2-3 new topic-specific words weekly. Answer basic questions: Who/ What/ Where with visual aids. Writing: Write some/ all letters of own name. Use/ recognise correct letter shapes for a few sounds.		
Gatsby Benchmarks:	learning to careers:	learning to careers:	learning to careers:	learning to careers:	learning to careers:	learning to careers:		