

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## 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	<p><b>Topic:</b> All about me and my family</p> <p><b>Focus</b> Retell part of a simple story.</p> <p><b>Texts:</b> Owl Babies Super Duper You</p>   <p><b>Suggested Key Questions:</b> Super Duper You: What is your name? What colour is your hair? Can you show me a happy face? Can you show me something you love? Owl Babies:</p>	<p><b>Topic:</b> Celebrations</p> <p><b>Focus</b> Recount</p> <p><b>Texts:</b> Pip and Posy: The Birthday Party Cake Maisy's Surprise birthday party</p>   <p><b>Suggested Key Questions:</b> Pip and Posy- The Birthday Party: Who is having a party? What do you see on the birthday cake?</p>	<p><b>Topic:</b> Once Upon a Time</p> <p><b>Focus</b> Traditional Tales</p>   <p><b>Suggested Key Questions:</b> The three little pigs: How many pigs are there? What do the pigs build? Can you point to the pig's house? What is the house made of? (straw, sticks, bricks)</p>	<p><b>Topic:</b> Amazing animals</p> <p><b>Focus</b> Letters</p> <p><b>Texts:</b> Rumble in the Jungle Dear Zoo</p>   <p><b>Suggested Key Questions:</b> Rumble in the Jungle: What letter does the word "Zoo" start with? Can you say the letter? What is</p>	<p><b>Topic:</b> Our Wonderful World</p> <p><b>Focus</b> Settings</p> <p><b>Texts:</b> We're going on a bear hunt The Train Ride</p>   <p><b>Suggested Key Questions:</b> The Train Ride: Can you see the farm?</p>	<p><b>Topic:</b> Let it Grow</p> <p><b>Focus</b> Labels, lists, captions</p> <p><b>Texts:</b> A Seed Grows The Enormous Turnip</p>   <p><b>Suggested Key Questions:</b> A Seed Grows: Can you find the leaf? (Encourage pointing or placing a label sticker)</p>

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<p><i>Who are the babies waiting for? Who is in your family? Are the owl babies happy or sad? How many owl babies are there?</i></p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b> Content, ask &amp; answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. <b>Social and emotional</b> Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p><b>Word Reading:</b></p>	<p><i>Can you count how many balloons there are? What games do Pip and Posy play?</i> <b>Cake:</b> <i>What is the cake doing? (e.g., is it smiling, jumping?). What colors do you see on the cake? Can you find the candle on the cake? What happens to the cake in the story?</i> <b>Maisy's Surprise birthday party:</b> <i>Who is the surprise for? What color is Maisy's party hat? Can you find the cake in the pictures? What do you think is inside the presents?</i></p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b> Content, ask &amp; answer questions,</p>	<p><b>Goldilocks and the three bears:</b> <i>Which porridge was just right? What does she sit on? What happens to Baby Bear's chair? Can you make a big voice like Papa Bear? Can you pretend to eat porridge?</i></p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b> Content, ask &amp; answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. <b>Social and emotional</b></p>	<p><i>the first letter of the animal that is sent first? (e.g., "elephant" — E!)</i> <i>Can you say the first sound in "lion"? (L, l, lion!)</i> Which animal's name starts with "G"? (Giraffe!)</p> <p><b>Dear Zoo:</b> <i>Which animal's name starts with "T"? (Tiger!)</i> Can you say "T, t, tiger"? <i>Can you find a word that starts with the letter "B"? (Butterfly!)</i> <i>Can you make the sound of the first letter in "crocodile"?</i> (C, c, crocodile!)</p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b> Content, ask &amp; answer questions, use of imaginary/memory</p>	<p><i>Is the train going to the town? Can you point to the town? Where is the sea? (Point to picture in the book or use symbols). "What shall I see? What shall I see?" — Child names what they see in picture</i></p> <p><b>We're going on a bear hunt:</b> <i>What do they walk through here? (Use image support: "grass" / "snow") What is the weather like now? (cold, windy, snowy) "What did they go through?" — "Swishy swashy... the grass!" What's in the cave?</i></p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b></p>	<p><i>Let's label the plant! (Provide labels or Velcro cards: seed, roots, stem, leaf, flower) What happens on this page? What do we need to grow a plant?</i></p> <p><b>The Enormous Turnip:</b> <i>What is this vegetable called? (Show turnip – ask child to label or match the word). Let's label the people helping! (Use character cutouts or Velcro pieces with names) Can we list the animals we saw? What happens on this page?</i></p> <p><b>Key Skills and Knowledge:</b> <b>Speaking &amp; Listening</b> <b>Linguistic</b> Vocabulary, asking &amp; answer questions, orally develop own narratives. <b>Physical</b> Voice and good control of small movements. <b>Cognitive</b> Content, ask &amp; answer questions, use of imaginary/memory</p>
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	<ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book.</li> <li>• Make comments and shares their own ideas.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Copy finger movements and other gestures</li> <li>• Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<p>use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing..</p> <p><b>Social and emotional</b></p> <p>Confident to speak in a familiar group, take turns and work co-operatively, listening and responding</p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book.</li> <li>• Make comments and shares their own ideas.</li> </ul>	<p>Confident to speak in a familiar group, take turns and work co-operatively, listening.</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book.</li> </ul> </li> <li>- page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> </li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Understand key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Writing:</b></p>	<p>skills, increasing attention span and being more active in the learning process, Clarifying and summarizing..</p> <p><b>Social and emotional</b></p> <p>Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>- page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> </li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Reading Comprehension:</b></p>	<p>Content, ask &amp; 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		<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Copy finger movements and other gestures</li> <li>• Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key concepts about print: - print has meaning - print can have different purposes</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<p>money and mother.</p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Understand key concepts about print: - print has meaning - print can have different purposes</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<p>print can have different purposes</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>
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:

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



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<p>Engage in adult-led activities for short periods. Ask simple questions. To use familiar objects in imaginative play.</p> <p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>	<p>Engage in adult-led activities for short periods. Ask simple questions. To use familiar objects in imaginative play.</p> <p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>	<p>Ask simple questions. To use familiar objects in imaginative play.</p> <p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>	<p>Ask simple questions. To use familiar objects in imaginative play.</p> <p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>	<p>Ask simple questions. To use familiar objects in imaginative play.</p> <p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>	<p><b>Social and emotional</b> Join in group activities with adult support. Begin to take turns in small groups (games/ circle time).</p> <p><b>Word Reading:</b> Handle books correctly. Begin to notice print in their wider environment (signs or labels). Recognise rhyme and rhythm through songs and rhyming stories.</p> <p><b>Reading Comprehension:</b> Listen to short stories with pictures. Take part in small discussions about their favourite characters/ parts.</p> <p><b>Writing:</b> Recognise their name visually. Copy vertical, horizontal and circular shapes.</p>
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Links to Gatsby Benchmarks:	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:	4. Linking curriculum learning to careers:
	<b>2027-2028 Autumn 1</b>	<b>2027-2028 Autumn 2</b>	<b>2027-2028 Spring 1</b>	<b>2027-2028 Spring 2</b>	<b>2027-2028 Summer 1</b>	<b>2027-2028 Summer 2</b>
2027-2028	<p><b><u>Topic:</u></b> My Family and Friends</p> <p><b><u>Focus</u></b> Letter formation</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject). Begin to ask and answer “What?” and “Where?” questions.</p>	<p><b><u>Topic:</u></b> Journeys and Transport</p> <p><b><u>Focus</u></b> Word Reading: Rhyming/ Initial sounds</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject).</p>	<p><b><u>Topic:</u></b> Fairy tales and traditional stories</p> <p><b><u>Focus</u></b> Sequencing stories</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject). Begin to ask and answer “What?” and “Where?” questions.</p>	<p><b><u>Topic:</u></b> Jobs and Community Helpers</p> <p><b><u>Focus</u></b> Labelling, list and captions.</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject).</p>	<p><b><u>Topic:</u></b> Animal and Habitats</p> <p><b><u>Focus</u></b> Sentence structure: colourful semantics.</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject).</p>	<p><b><u>Topic:</u></b> Toys and Games</p> <p><b><u>Focus</u></b> Social communication skills.</p> <p><b><u>Texts:</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Key Skills and Knowledge:</u></b> <b>Speaking &amp; Listening</b> Use simple sentences (including a subject). Begin to ask and answer “What?” and “Where?” questions.</p>

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