Curriculum Overview KS3

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ME, MYSELF & I		**THE UNIVERSE**		**FLORA & FAUNA**	
	Science: Healthy Eating-Food and digestion **Art:** Natural and Manmade **History:** Coal Mining in the NE **PSHE:** Self-Care and Independence; Myself and those around Me **PfA:** Healthy Living, Food technology		**Science:** Earth and Space/ Scientific Enquiry (science week) **Art:** Ceramics **RE:** Where did the universe come from? **PSHE:** Self-Awareness; The World I live in **PfA:** Personal Hygiene, Home Living Skills		**Science:** Flora and Fauna of the Oaks **Art:** Metamorphosis **Geography:** The weather **PSHE:** Developing Friendships; Nature and the Environment **PfA:** Safety 999, ICT	
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	JOURNEYS		**THE WORLD AROUND ME**		**PLANET EARTH – OUR HOME**	
	Science: Light and Sound **Art:** Impressionist Landscape **RE:** Judaism- Hannukha **PSHE:** Self-Care and Independence; Myself and those around Me **PfA:** Healthy Living; Food technology		**Science:** Materials and their properties/ Sci En **Art:** Local Landmarks **History:** The Western Front **PSHE:** Self-Awareness; The World I live in **PfA:** Personal Hygiene; Home Living Skills		**Science:** Eco-Systems/Habitats **Art:** African Art **Geography:** Angry Earth **PSHE:** Emotional regulation; Re-cycling **PfA:** First Aid; ICT	
Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	FESTIVALS		**NATIVE AMERICA**		**WHERE THE RIVER FLOWS**	
	Science: The Senses **Art:** Frida Khalo **RE: Islam** **PSHE:** Self-help and independence; **PfA:** Healthy Living; Food technology		**Science:** Forces / Scientific Enquiry (sci week) **Art:** Native American Art **History:** Native Americans **PSHE:** Self-Awareness; The World I live in **PfA:** Personal Hygiene; Home Living Skills		**Science: Reactions** **Art:** The Beach **Geography:** Water **PSHE:** Practising Social Interactions Café scenario **PfA:** First Aid; ICT	

*** Humanities to be taught on a rolling programme ** See attached for further detail on PfA and Maths units

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Preparation for Adulthood

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Healthy Living** Importance of a healthy diet and lifestyle	**Food technology** Safety in the kitchen; making snacks (hot and cold)- using a range of appliances	**Personal Hygiene** The importance on personal hygiene; personal hygiene routine, focus from EHCP	**Home Living Skills** Safety in the home; recognising and using appliances, focus on clothes	**Safety 999** What is an emergency?; who to contact in an emergency?	**ICT** The parts of a computer; logging into the network and searching the web; using Microsoft Office
Year 8	**Healthy Living** Keeping your body healthy, as you get older; what's too much (sugar, salts and fats)?	**Food technology** **Safety in the kitchen; making a simple meal (hot and cold)-** using a range of appliances	**Personal Hygiene** The importance on personal hygiene; personal hygiene routine, focus from EHCP	**Home Living Skills** Safety in the home; recognising and using appliances, focus on cleaning	**First Aid** Recognising different types of injury; applying first aid to burns, cuts and scalds.	**ICT** Features of Microsoft Office; using Excel, Word and PowerPoint. Using camera and photo editing apps
Year 9	**Healthy Living** Substance abuse; smoking; alcohol; lack of a healthy lifestyle; physical activity	**Food technology** Safety in the kitchen; making desserts (hot and cold)- using a range of appliances	**Personal Hygiene** The importance on personal hygiene; personal hygiene routine, focus from EHCP **<u>Food Hygiene /Technology continued (LA)</u>** Hygiene in the kitchen Making full meals with a range of appliances	**Home Living Skills** Safety in the home; recognising and using appliances, focus on the bathroom	**First Aid** Recognising different types of injury; applying first aid to unconscious individuals, asthma attacks, chocking.	**ICT** Using Scratch

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Maths

	Autumn		Spring		Summer	
Topic:	**Number**	**Shape Measure- Weight and volume**	**Number**	**Measure- Length and Height Money**	**Number**	**Position and direction Measure: Time**
Responding	• Respond to repetitive actions eg pressing a switch to change something in the sensory room • Respond to changes in quantities eg feeling two toys, lots of balls in ball pool	• Respond to a range of objects (size, shape, colour, texture, sound)	• Respond to repetitive actions eg pressing a switch to change something in the sensory room • Respond to changes in quantities eg feeling two toys, lots of balls in ball pool	• Respond to a range of objects (size, shape, colour, texture, sound)	• Respond to repetitive actions eg pressing a switch to change something in the sensory room • Respond to changes in quantities eg feeling two toys, lots of balls in ball pool	• **Respond to a range of objects (size, shape, colour, texture, sound)**
Awareness	• Show interest in repetitive actions eg pressing a switch to change something in the sensory room. • Explore changes in quantities eg feeling two toys, lots of balls • Explore the concepts of 'more' and 'some' in functional, play or social situations • Respond to 'gone' or 'none' in functional situations	• Co-actively feel and observe objects or various sizes (height, weight, length, capacity) • Begin to show anticipation for favourite activity or an interaction • Develop awareness of the position of his/her own body and parts of the body in space eg aware of changes in position	• Show interest in repetitive actions eg pressing a switch to change something in the sensory room. • Explore changes in quantities eg feeling two toys, lots of balls • Explore the concepts of 'more' and 'some' in functional, play or social situations • Respond to 'gone' or 'none' in functional situations	• Co-actively feel and observe objects or various sizes (height, weight, length, capacity) • Begin to show anticipation for favourite activity or an interaction • Develop awareness of the position of his/her own body and parts of the body in space eg aware of changes in position	• Show interest in repetitive actions eg pressing a switch to change something in the sensory room. • Explore changes in quantities eg feeling two toys, lots of balls • Explore the concepts of 'more' and 'some' in functional, play or social situations • Respond to 'gone' or 'none' in functional situations	• Co-actively feel and observe objects or various sizes (height, weight, length, capacity) • Begin to show anticipation for favourite activity or an interaction • Develop awareness of the position of his/her own body and parts of the body in space eg aware of changes in position • Change the position of objects (with support)

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	• Show anticipation towards patterns of numbers eg 1,2,3, Go	• Co-actively explore objects of various shapes • Change the position of objects (with support) • Experience putting objects in containers and taking them out • Co-actively explore malleable materials	• Show anticipation towards patterns of numbers eg 1,2,3, Go	• Co-actively explore malleable materials	• Show anticipation towards patterns of numbers eg 1,2,3, Go	
Acquisition	• Attempt to repeat an action eg pressing a switch to change something in the sensory room. • Show some awareness of changes in quantities (increasing or decreasing) eg reaching for something that is given or taken away • Respond to the terms 'more' or 'some' in functional or social situations • Explore difference between 'one' and 'lots' • Begin to show awareness of 'gone' or 'none' in functional, play or social situations	• React to objects of different size (height, weight, length, capacity) • Show anticipation for immediate events in a play or functional situation. • Purposefully initiate changes in positions of body or parts of the body • React to activities linked to body shapes eg moving when looking in a mirror • Purposefully explore objects of different shapes • Show interest in putting object in containers and taking them out • Increasing independence exploring malleable materials	• Attempt to repeat an action eg pressing a switch to change something in the sensory room. • Show some awareness of changes in quantities (increasing or decreasing) eg reaching for something that is given or taken away • Respond to the terms 'more' or 'some' in functional or social situations • Explore difference between 'one' and 'lots' • Begin to show awareness of 'gone' or 'none' in	• React to objects of different size (height, weight, length, capacity) • Show anticipation for immediate events in a play or functional situation • Purposefully initiate changes in positions of body or parts of the body • React to activities linked to body shapes eg moving when looking in a mirror	• Attempt to repeat an action eg pressing a switch to change something in the sensory room. • Show some awareness of changes in quantities (increasing or decreasing) eg reaching for something that is given or taken away • Respond to the terms 'more' or 'some' in functional or social situations • Explore difference between 'one' and 'lots' • Begin to show awareness of 'gone' or 'none' in	• **Purposefully initiate changes in positions of body or parts of the body** • • **React to activities linked to body shapes eg moving when looking in a mirror** • **Purposefully explore objects of different shapes** • **Attempt to change the position of an object**

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	• Respond to familiar number sequences		functional, play or social situations • Respond to familiar number sequences		functional, play or social situations • Respond to familiar number sequences	
Application	• Consistently repeat (or seek repetition of) actions for pleasure or a purpose eg pressing a switch to change something in the sensory room • Show interest in changing the quantity of objects (increasing or decreasing) • Indicate a desire for 'more' or 'some' • Show an awareness of 'one' or 'lots' in functional, play and social situations • Aware of 'none' or 'gone' in functional, play or social situations • Request or actively engage in number rhymes and stories • Use numbers randomly in play or functional situations	• Aware of differences in size (weight, capacity) • Aware of differences in the shapes of objects • Begin to build small towers with appropriate shapes • Take objects in and out of containers including moving between containers • Show some purpose when exploring malleable materials	• Consistently repeat (or seek repetition of) actions for pleasure or a purpose eg pressing a switch to change something in the sensory room • Show interest in changing the quantity of objects (increasing or decreasing) • Indicate a desire for 'more' or 'some' • Show an awareness of 'one' or 'lots' in functional, play and social situations • Aware of 'none' or 'gone' in functional, play or social situations • Request or actively engage in number rhymes and stories	• Aware of differences in size (height, length,) • Copy simple instructions relating to moving/positioning body parts • Begin to build small towers with appropriate shapes	• Consistently repeat (or seek repetition of) actions for pleasure or a purpose eg pressing a switch to change something in the sensory room • Show interest in changing the quantity of objects (increasing or decreasing) • Indicate a desire for 'more' or 'some' • Show an awareness of 'one' or 'lots' in functional, play and social situations • Aware of 'none' or 'gone' in functional, play or social situations • Request or actively engage in number rhymes and stories	• Show anticipation of routine activities eg swimming • Copy simple instructions relating to moving/positioning body parts • Experiment with his/her own body and the shapes of parts of the body eg creating finger or handprints, movements in sensory materials • Experiment with changing the position of an object

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	• Join in with numbers eg 1, 2, 3 go		• Use numbers randomly in play or functional situations • Join in with numbers eg 1, 2, 3 go		• Use numbers randomly in play or functional situations • Join in with numbers eg 1, 2, 3 go	
Pre Step 2	• Notice a change in quantity • Know things exist out of sight	• Reaches out for, touches and begins to hold objects	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	**Length and height** • Makes lines and towers with blocks in play situations- long/short	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	• **Position and direction** • Holds an object in each hand and brings them together in the middle, e.g. Holds two blocks and bangs them together
Pre Step 3	• Show an interest in number rhymes and songs. • Make vocalisations/indications linked to counting • Count with random numbers • Notice a change in quantity • Know things exist out of sight	**Shape** • Matches identical objects **Weight and Volume** • Explores filling and emptying containers (Capacity)	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	**Length and height** • Makes lines and towers with blocks in play situations- long/short	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	• **Position and direction** • Passes toys from one hand to another
Pre Step 4	• . Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	**Shape** • Matches two shapes without knowing their names.	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	• Length and height • Makes lines and towers with blocks in play situations- long/short	• Listen to number names • Join in with number songs and rhymes • Rote count to 3 • Subitise 1,2 and none	**Position and direction** • Can follow some positional instruction.

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Pre Step 5	• Understands the concept of 1. • Knowing 1 and lots • Know numbers identify how many objects are in a set. • Shows an understanding of 1:1 correspondence.	**Shape** • Attempts, sometimes successfully, to fit shapes into spaces • Matches objects to a 2 dimensional representation • Sorts objects by colour **Weight and Volume** • Explores filling and emptying containers water/sands(Capacity)	• Understands the concept of 1. • Knowing 1 and lots • Know numbers identify how many objects are in a set. • Shows an understanding of 1:1 correspondence.	**Length and height** • Begins to show an understanding of the concepts big and small	• Understands the concept of 1. • Knowing 1 and lots • Know numbers identify how many objects are in a set. • Shows an understanding of 1:1 correspondence.	**Position and direction** • Look for objects not in usual place (permanence). • In, on, under, inside, outside next to **Time** • Understanding now and next • Day and night • Follows a visual timetable to anticipate familiar activities
Pre Step 6	• Number to 3; counting out sets to 3; counting toys or pictures • Recognising numerals of significance • ordinal numbers • Rote counting to 5 • Rote count to 10 • Use one to one correspondence to count 5 identical objects • Use one to one correspondence to match the same amount of different objects eg have 6 bananas and 6 monkeys give one banana to each monkey	**Shape** • Manipulate 3d shapes • Pick out described shapes ie circles in the room. • Basic 2d shapes • Sorts objects by colour • Weight and Volume • Explores filling and emptying containers (Capacity) • Using a range of materials	• Number to 3; counting out sets to 3; counting toys or pictures • Recognising numerals of significance • ordinal numbers • Rote counting to 5 • Rote count to 10 • Use one to one correspondence to count 5 identical objects • Use one to one correspondence to match the same amount of different objects eg have 6	**Length and height** • Comparing size of objects big and small, • Uses construction materials to create their own simple structures and arrangements	• Number to 3; counting out sets to 3; counting toys or pictures • Recognising numerals of significance • ordinal numbers • Rote counting to 5 • Rote count to 10 • Use one to one correspondence to count 5 identical objects • Use one to one correspondence to match the same amount of different	**Position and direction** • Look for objects not in usual place (permanence). • In, on, under, inside outside, next to, above **Time** • Now, next • Today, tomorrow

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			bananas and 6 monkeys give one		objects eg have 6 bananas and 6 monkeys give one	
Pre Step 7	• Number to 5: rote counting to 10; matching; sequencing; collecting items • Recognising numerals 1-5; ordinal numbers • Understands concept of 'more', e.g. knows that more cups are required so that all children have one • Count all within 3 Count all within 5 • Count what is left within 3 • Count what is left with 5 • Use rough estimating eg when more are added to an amount they give a bigger number • Make number bonds for 2 and 3 by putting amounts together eg 1 and 2 numicon to make the 3. • Splits appropriate objects to share • Subitise to 5 with regular patterns (dots on dice, objects, 5 frames, 10 frames,	**Shape** • Recognising repeating patters with shapes • Basic 2D shapes • Copies simple patterns and makes arrangements with shapes • Begins to sort objects according to properties such as shape, size or type for identical objects • Weight and Volume • Explores filling and emptying containers (Capacity) • Choosing appropriate containers • Bigger/smaller capacity •	• Number to 5: rote counting to 10; matching; sequencing; collecting items • Recognising numerals 1-5; ordinal numbers • Understands concept of 'more', e.g. knows that more cups are required so that all children have one • Count all within 3 Count all within 5 • Count what is left within 3 • Count what is left with 5 • Use rough estimating eg when more are added to an amount they give a bigger number • Make number bonds for 2 and 3 by putting amounts together eg 1 and 2 numicon to make the 3. • Splits appropriate objects to share	**Length and height** • long, longer, short, shorter, tall, taller- using concrete apparatus • Can identify biggest and smallest items/objects	• Number to 5: rote counting to 10; matching; sequencing; collecting items • Recognising numerals 1-5; ordinal numbers • Understands concept of 'more', e.g. knows that more cups are required so that all children have one • Count all within 3 Count all within 5 • Count what is left within 3 • Count what is left with 5 • Use rough estimating eg when more are added to an amount they give a bigger number • Make number bonds for 2 and 3 by putting amounts together eg 1 and 2 numicon to make the 3. • Splits appropriate objects to share	**Position and direction** • Forwards and backwards • Explore position of objects **Time** • Now, next • Today, tomorrow

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	fingers)Subitise to 5 with irregular patterns (dots on dice, objects, 5 frames, 10 frames,)		• Subitise to 5 with regular patterns (dots on dice, objects, 5 frames, 10 frames, fingers) • Subitise to 5 with irregular patterns (dots on dice, objects, 5 frames, 10 frames,)		• Subitise to 5 with regular patterns (dots on dice, objects, 5 frames, 10 frames, fingers) • Subitise to 5 with irregular patterns (dots on dice, objects, 5 frames, 10 frames,)	
Pre Step 8	• Number to 5; rote counting to 10; counting aloud • Recognise anything can be counted. • Recognising numerals 1-9;; ordinal numbers • Finds the total number of items in two groups by counting all of them • Counts out up to six objects from a larger group • Use one to one correspondence to count 10 objects • Count out 5 objects from a larger group • Know the last number said when counting gives to amount (Cardinal Principle)	**Shape** • Circle, square, triangle, rectangle – recognition, sorting, describing. • *Simple patterns* **Weight and Volume** • Explores filling and emptying containers (Capacity) • Choosing appropriate containers • Bigger/smaller capacity	• Number to 5; rote counting to 10; counting aloud • Recognise anything can be counted. • Recognising numerals 1-9;; ordinal numbers • Finds the total number of items in two groups by counting all of them • Counts out up to six objects from a larger group • Use one to one correspondence to count 10 objects • Count out 5 objects from a larger group • Know the last number said when counting	**Length and height** • long, longer, short, shorter, tall, taller. • Orders three or more items by length or height **Money** • coin recognition; find all the coins like this; • Amounts of money in 1ps	• Number to 5; rote counting to 10; counting aloud • Recognise anything can be counted. • Recognising numerals 1-9;; ordinal numbers • Finds the total number of items in two groups by counting all of them • Counts out up to six objects from a larger group • Use one to one correspondence to count 10 objects • Count out 5 objects from a larger group • Know the last number said when counting gives to	**Position and direction** Forwards and backwards • Uses positional language (e.g. in, out, on, off, over, under) **Time** • Now, next • Today, tomorrow • Before, after

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	• Begin to match numeral and quantity • Know that the order and way objects are counted does not change the quantity (Order-irrelevance principal) • Count sounds, actions and objects which cannot be moved		gives to amount (Cardinal Principle) • Begin to match numeral and quantity • Know that the order and way objects are counted does not change the quantity (Order-irrelevance principal) • Count sounds, actions and objects which cannot be moved •		amount (Cardinal Principle) • Begin to match numeral and quantity • Know that the order and way objects are counted does not change the quantity (Order-irrelevance principal) • Count sounds, actions and objects which cannot be moved	
Pre Step 9	• Number 5-10 • number recognition; sequencing; matching quantities; Number bonds to 5. • Comparing non-identical groups; Sorting collections into sets. • Can add two groups by counting on from first group total • Can share up to ten items in practical situations • Uses the language of 'more' and 'less' to compare two sets of objects • Make it N (not staring at 1 eg start with 3 objects	**Shape** • Circle, square, triangle, rectangle – recognition, sorting, describing. patterns **Weight and Volume** • Recognises and uses the language of 'heavy' and 'light' • • Can compare two volumes or weights	• Number 5-10 • number recognition; sequencing; matching quantities; Number bonds to 5. • Comparing non-identical groups; Sorting collections into sets. • Can add two groups by counting on from first group total • Can share up to ten items in practical situations • Uses the language of 'more' and 'less' to compare two sets of objects	**Length and height** • Correct vocabulary – long, longer, short, shorter, tall, taller. Comparing length of classroom objects; using non-standard items to measure length / height (eg,cubes, hands, straws) Money • Coin matching, coin recognition; find all the coins like this; coin sorting role play; using	• Number 5-10 • number recognition; sequencing; matching quantities; Number bonds to 5. • Comparing non-identical groups; Sorting collections into sets. • Can add two groups by counting on from first group total • Can share up to ten items in practical situations • Uses the language of 'more' and 'less' to compare two sets of objects	**Position and direction** • Forwards, backwards • describe position using: 'top', 'in between', 'bottom', 'above' and 'below' • Can describe their • relative position such as • 'behind' 'in front of' or • 'next to' **Time** Days of the week; now, next, later. • How many sleeps until...; what can we do in a given period of time? Birthdays on a calendar;

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	teacher askes “Make it five”		• Make it N (not staring at 1 eg start with 3 objects teacher askes “Make it five”	money in real-life contexts.	• Make it N (not staring at 1 eg start with 3 objects teacher askes “Make it five”	
Pre Step 10	• Counting forwards and backwards to 10 or 20; recognising and sequencing numbers to 10 or 20; find 1 more or 1 less than; use terms ‘more than’, ‘less than’, ‘most’ and ‘least’. • Knows that number of objects remains the same when they are rearranged with nothing taken away • Estimates how many • objects they can see and • checks by counting them for up to 10 object • Understands the concepts of ‘add’, ‘take away’ and ‘equals’ up to 10 • Can double and half up to • 10 items in practical situations • Compare numbers with reasoning eg which box of sweets would you pick and why?	**Shape** • Recognising and naming 2D shapes – rectangle, square, circle, triangle. • Recognising and naming 3d shapes – cuboid, cube, pyramid, sphere • Patterns **Weight and Volume** • Vocabulary relating to weight and volume comparing length and height; • Orders three items by weight or capacity	• Counting forwards and backwards to 10 or 20; recognising and sequencing numbers to 10 or 20; find 1 more or 1 less than; use terms ‘more than’, ‘less than’, ‘most’ and ‘least’. • Knows that number of objects remains the same when they are rearranged with nothing taken away • Estimates how many • objects they can see and • checks by counting them for up to 10 object • Understands the concepts of ‘add’, ‘take away’ and ‘equals’ up to 10 • Can double and half up to • 10 items in practical situations • Compare numbers with reasoning eg	**Length and height** • Correct vocabulary – long, longer, short, shorter, tall, taller. Comparing length of classroom objects; using non-standard items to measure length / height (eg, cubes, hands, straws) **Money** • Coin recognition; coin sorting; equivalent values; making amounts in different ways.	• Counting forwards and backwards to 10 or 20; recognising and sequencing numbers to 10 or 20; find 1 more or 1 less than; use terms ‘more than’, ‘less than’, ‘most’ and ‘least’. • Knows that number of objects remains the same when they are rearranged with nothing taken away • Estimates how many • objects they can see and • checks by counting them for up to 10 object • Understands the concepts of ‘add’, ‘take away’ and ‘equals’ up to 10 • Can double and half up to • 10 items in practical situations	**Position and direction** • Forwards, backwards, left, right, up, down; half turn, quarter turn; give directions for routes on a grid; • describe position using: ‘top’, ‘in between’, ‘bottom’, ‘above’ and ‘below’ **Time** • Before & after; ordering events; days of the week; special dates; today, yesterday, tomorrow; months of the year • Clock faces; o’clock; half past, quarter past.

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			which box of sweets would you pick and why?		• Compare numbers with reasoning eg which box of sweets would you pick and why?	
Links to RRS / PFA and SMSC:	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**	**Articles 28, 29 Employment Independent Living Community Inclusion Moral & Social**