



KS1 Roots Long Term Curriculum Overview Cycle B

	1	2	3	4	5	6
Unit	What’s in the box?	Crash, Bang, Wallop	Splish, splash, splosh	What’s on my plate?	Minibeasts	Stepping out
Opportunities for Wider Learning	Large Box Play	Sensory Celebrations (Bonfire Night, Diwali and Christmas)	Water Play Exploring Environment and Weather	Exploring Food by Tasting, Playing and Making	Encountering Minibeasts in the Forest	Bus Ride Nature Trail
Suggested Texts And Stimuli	Fiction Not a Box by Antoinette Portis Non-Fiction What’s in the Box by Isabel Otter Poetry Unbox a Nursery Rhyme – Humpty Dumpty Baa Baa Black Sheep	Fiction & Non-Fiction Fireworks Sensations (Sensory Soup – adapted) The Diwali Sensory Story (Sensory Soup - adapted) Jesus, Joseph and Mary – Very Easy Christmas Nativity Story Poetry Twinkle Twinkle Christmas Poems/Rhymes	Fiction The Big Umbrella by Amy June Bates Non-Fiction April Showers (Sensory Soup) Poetry It’s Raining it’s Pouring I Hear Thunder Incy Wincy Spider	Fiction Spot Goes Shopping by Eric Hall Handa’s Surprise by Eileen Browne Non-Fiction Food Photo Pack Poetry Five Currant Buns Five Fat Sausages	Fiction The Very Hungry Caterpillar by Eric Carle Non-Fiction Mad about Mini-Beasts (Sensory Story) Poetry Wiggly Woo Ants Go Marching	Fiction Finding Wild by Megan Wagner Lloyd (Adapted Sensory Story) Nature Trail by Benjamin Zephaniah Non-Fiction Nature Photo Pack Poetry What a Wonderful World by Louis Armstrong (Sensory Soup)
Little Wandle Rhyme Time	Wind the Bobbin Up The Wheels on the Bus Row, Row, Row Your Boat Baa Baa Black Sheep 1, 2, 3, 4, 5 Once I Caught a Fish Alive Incy Wincy Spider Hey Diddle Diddle		Hickory Dickory Dock Humpty Dumpty Jack and Jill Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Pat-a-Cake Ring-a-Ring-a-Roses		A Sailor Went to Sea Down at the Station The Grand Old Duke of York Miss Molly Had a Dolly Twinkle Twinkle Little Star Round and Round the Garden	
English Early Reading Skills	Children will develop individualised, developmentally appropriate early reading and communication skills through meaningful sensory experiences, interaction and engagement with stories, songs and texts. This may include: • Visual Discrimination • Sound Discrimination – Environmental, Instrumental and Body Percussion Sounds • Rhythm and Rhyme • Alliteration • Voice Sounds • Oral Blending and Segmenting • Whole School Systematic Synthetic Phonics Programme			Children will develop a love of reading and communication through: • Sensory Stories • Reading for Pleasure • Interacting and Engaging with Books • Familiar Rhymes and Songs • Visits to the School Library • Blank’s Levels of Questioning • Story-Related Sensory Exploration and Play • Role Play and Small World Experiences • Shared Attention and Communication Activities • Object Exploration Linked to Stories and Themes English learning is personalised through individual EHCP targets, communication needs and developmental next steps rather than topic-specific literacy outcomes.		
English Early Writing Skills	Children will develop early writing and communication skills through progressive individual targets as indicated on their bespoke medium-term plans. Learning may include: • Daily Gross Motor Activities • Daily Fine Motor Activities • Daily Mark Making and Writing Opportunities • Object Manipulation • Visual Perception • Tactile Awareness • Cause and Effect Mark Making • Shared Meaning Making Through Marks, Objects and Symbols • Sensory Exploration of Materials and Tools • Hand Strengthening and Coordination Activities • Opportunities for Communication Through Play, Interaction and Creative Exploration Writing development is embedded throughout sensory experiences, play, communication opportunities and meaningful real-life contexts linked to individual developmental needs			Children will develop communication, interaction and engagement skills through individualised, developmentally appropriate targets linked to their EHCP outcomes, communication systems and developmental next steps. Communication opportunities are embedded throughout daily routines, sensory experiences, play, storytelling and meaningful interactions. Learning may include: • Shared Attention and Engagement • Intensive Interaction • Anticipation and Response • Attention and Listening Skills • Turn Taking and Interaction • Expressing Preferences and Choices • Eye Contact, Facial Expression and Body Communication • Gesture, Sign and Symbol Use • Objects of Reference and Visual Supports • Use of AAC and Total Communication Approaches • Developing Understanding of Familiar Words, Routines and Instructions • Developing Vocalisation, Sound Play and Early Speech Skills • Blank’s Levels of Questioning • Communication Through Sensory Play, Storytelling and Real-Life Experiences • Opportunities for Communication Through Songs, Rhymes, Role Play and Shared Exploration Communication development is supported through consistent adult interaction, repetition, modelling and meaningful experiences across the curriculum and daily routines.		



KS1 Roots Long Term Curriculum Overview Cycle B

Maths	Assessment – Getting to Know You Number – Hear and Say Number Names Begin to Order Numbers I See 1, 2, 3 Shape and Pattern - Explore and Build with Shapes and Objects Explore Repeats Join in With Repeats Matching and Sorting - More Than, Fewer Than, Same Measure - Explore, Position and Space		Number – Show Me 1, 2, 3 Move and Label 1, 2, 3 Talk about Dots Take and Give 1, 2, 3 Shape and Pattern – Explore Own First Patterns Match Talk Push and Pull Matching and Sorting – Compare and Sort Collections Explore Position and Routes Assessment		Number – Make Games and Actions Show Me 5 Stop at 1, 2, 3, 4, 5 Shape and Pattern – Making Patterns Together My Own Pattern Matching and Sorting – Match, Sort and Compare Measure – Start to Puzzle Assessment							
	PSHE	Self-Awareness Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others Online Safety Online relationships		Self-Care, Support & Safety Taking care of ourselves Keeping safe Trust Keeping safe online Public and Private Online Safety Self-image and identity		Changing & Growing Baby to adult Changes at puberty Dealing with touch Different types of relationships Online Safety Privacy and security Copyright and ownership						
Taught through our RE & PSHE Schemes as well as incidental learning: Social, Moral, Spiritual and Cultural development and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance), Emotional Literacy - self-awareness, social skills, empathy, motivation and managing feelings												
Life Skills	My Social Self Coping with Change Transitions Problem Solving and Thinking My Play and Leisure Play Skills		My Learning Organisation and Independent Learning Evaluating Learning Engagement and Motivation My Play and Leisure Leisure and Special Interests		My Independence Meal and Dining Budgeting Shopping My Play and Leisure Leisure and Special Interests		My Personal Care and Health Personal Care and Hygiene Dressing and Appearance Home Management My Play and Leisure Play Skills		My Travel Road Safety and Travelling Planning Journeys and Commuting My Play and Leisure Play Skills		My Safety Safety at Home and School Safety With People Personal Information My Play and Leisure Leisure and Special Interests	
Understanding the World	People and Communities Awareness of Self Exploring reflections, photographs, favourite objects and familiar sensory experiences The World Sensory Exploration and Investigation Using the senses to explore hidden, familiar and unfamiliar objects and materials Technology Digital Exploration Engaging with photographs, sound buttons and simple interactive media through shared exploration		People and Communities Awareness of Community and Culture Experiencing familiar celebrations, music, lights and shared cultural events The World Sensory Exploration and Investigation Exploring sound, light, vibration and sensory changes through interactive experiences Technology Cause and Effect Technology Exploring buttons, switches, lights and sound-making objects through cause-and-effect play		People and Communities Awareness of Others Taking part in shared movement, water and sensory play alongside others The World Sensory Exploration and Investigation Exploring water, weather, natural materials and sensory changes through play and outdoor experiences Technology Technology in Everyday Life Exploring water play equipment, containers and simple tools through sensory investigation		People and Communities Awareness of Self Expressing preferences, choices and responses during sensory food experiences The World Living Things and Environments Exploring food, planting, growing and natural ingredients through sensory experiences Technology Technology in Everyday Life Using simple kitchen tools, role play equipment and everyday technology during food exploration		People and Communities Awareness of Others Participating in collaborative role play, songs and sensory activities with others The World Living Things and Environments Experiencing minibeasts, animals and habitats through sensory exploration and outdoor encounters Technology Cause and Effect Technology Exploring lights, sounds and moving objects linked to animals and sensory play		People and Communities Awareness of Community and Culture Experiencing familiar people, places and community environments through shared outings and role play The World Exploration of Place and Space Exploring outdoor spaces, journeys, movement and familiar environments through sensory experiences Technology Cause and Effect Technology Exploring moving toys, vehicles and objects through pushing, pulling and activating	
Forest School & Woodland	Autumn (Sept/Oct/Nov) Observations and interactions with seasons and the weather <i>Forest School – one term per year</i>		Winter (Dec/Jan/Feb) Observations and interactions with seasons and the weather <i>Forest School – one term per year</i>		Spring (Mar/Apr/May) Observations and interactions with seasons and the weather <i>Forest School – one term per year</i>			Summer (June/July/August) Observations and interactions with seasons and the weather <i>Forest School – one term per year</i>				



KS1 Roots Long Term Curriculum Overview Cycle B

Expressive Arts and Design	Creating with Materials Sensory Exploration and Mark Making Using hands, fingers and bodies to explore materials, textures and marks through sensory play and self-exploration Being Imaginative and Expressive Shared Storytelling and Play Using small world play, movement and sensory storytelling to explore and retell familiar stories	Creating with Materials Sensory Exploration and Mark Making Using sensory materials, tools and movement to explore marks, patterns and sensory effects Being Imaginative and Expressive Responding Through Music and Movement Responding to celebration music, rhythm and sensory sound experiences through movement and play	Creating with Materials Exploring Materials and Creative Processes Exploring natural materials, water and sensory changes through transient art and outdoor creative experiences Being Imaginative and Expressive Expressive Sound and Performance Exploring sounds, music and sensory movement using interactive music equipment and sound-making experiences	Creating with Materials Sensory Exploration and Mark Making Exploring food, textures, sensory marks and natural materials through creative and messy play Being Imaginative and Expressive Shared Storytelling and Play Participating in imaginative role play linked to food, cooking and familiar experiences	Creating with Materials Manipulating and Constructing Manipulating malleable materials and natural objects through sensory exploration and exploratory play Being Imaginative and Expressive Shared Storytelling and Play Using small world play, movement and sensory storytelling to explore animals and habitats	Creating with Materials Manipulating and Constructing Exploring joining, stacking and combining materials through sensory construction and outdoor creative play Being Imaginative and Expressive Shared Storytelling and Play Participating in imaginative role play linked to familiar people, places and community experiences
Music	Introducing Instruments Explore different instruments	Exploring Instruments Explore different instrument sounds using hands or beaters	Choosing Instruments Choose an instrument to play a solo spot	Introducing Sway Choose a tuned percussion instrument/wind chimes to play a solo spot	Introducing March Play a drum with the beat using a choice of hands or beaters	Introducing Loud and Quiet Explore loud and quiet sounds with the use of instruments during the 'Big Sound' section
PE	Strength and Stability Heavy Work Activities: Pushing Weighted Objects, Carrying Small Loads	Strength and Stability Crawling and Stretching Through Tunnels and Sensory Paths Simple Relay Games	Co-ordination and Fine Motor Integration Beanbag and Ballon Play for Hand-Eye Coordination	Co-ordination and Fine Motor Integration Partner Assisted Movement Games for Interaction and Turn Taking	Functional Play and Outdoor Learning Trike and Scooter Use for Bilateral Coordination	Functional Play and Outdoor Learning Ball Rolling and Kicking in Open Spaces to Support Gross Motor Coordination
RE	Living by Rules	Sharing and Being Generous	Creating Unity and Harmony	Caring for Others, Animals and the Environment	Being Attentive to the Sacred as well as the Precious	Appreciating Beauty
Special Events	Harvest Festival - Food donation, BCM Assembly, Sensory Harvest Safety Week – Curriculum Focused Sessions	Remembrance Day – Curriculum Focused Session Anti-Bullying Week - Curriculum Focused Sessions Children in Need - Donations, Non-Uniform Day and Afternoon Activities Diwali – Drop Down Day Christmas - Visit to Church, Sensory Christmas and Activities Whole School Saints Days - Curriculum Focused Sessions	Holi - Curriculum Focused Session Children's Mental Health Week – Sessions to Promote Well Being Safer Internet Day - Curriculum Focused Sessions	Eid Al Fitr – Afternoon Activities World Book Day - Non-Uniform and Book Focused Activities Easter - Easter Activities, Assembly, Sensory Whole School Saints Days - Curriculum Focused Sessions	Earth Day – Curriculum Focused Sessions Health Week - Curriculum Focused Sessions Whole School Saints Days - Curriculum Focused Sessions Number Day – Curriculum Focus	Sports Day – Focused Sessions Eid al Adha – Afternoon Activities Sky Arts Week – Curriculum Focused Sessions Friendship Day - Curriculum Focused Sessions