



KS1 Roots Long Term Curriculum Overview Cycle A

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Unit	This is Me!	That’s Not My	Movers and Shakers	Colour and Light	Pets	If You Go Down to the Woods
Opportunities for Wider Learning	Mirror Walls	Sensory Spells Puppet Play	Dance Workshop	Sensory Light Show	Meeting the School Dog Mobile Petting Zoo	Exploring the Woods at School
Suggested Texts And Stimuli	Fiction Titch by Pat Hutchins Non-Fiction Peekaboo by Cambell Books Playtime Peekaboo by DK Books Noisy Toys by DK Books Poetry Peekaboo – Song	Fiction & Non-Fiction That’s not my Monster by Fiona Watt That’s not my Dragon by Fiona Watt That’s not my Witch by Fiona Watt Poetry Christmas Songs	Fiction & Non-Fiction Clap Hands by Helen Oxenbury Are you Wiggly by Tim Button Poetry Action Songs - Everybody Do This I’ve Got a Body Shake My Sillies Out	Fiction Brown Bear Brown Bear by Bill Martin Jr and Eric Carle Hooray for Hoppy by Tim Hopgood Non-Fiction Colour Band (Sensory Sensations) Poetry Sing a Rainbow	Fiction Dogs by Emily Gravett Non-Fiction Touch and Feel Pets by DK Books Who am I? Playful Pets by Igloo Books... Poetry I Have a Pet – Super Simple Songs	Fiction Owl Babies by Martin Waddell Non-Fiction Woodland Sounds (Noisy Book) by Sam Taplin Poetry Text We’re Going Bear Hunt by Michael Rosen (adapted)
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 and Communication 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.		



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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 The World I Live In Respecting differences between people Jobs people do Rules and Law Taking care of the environment Belonging to a community Online Safety Online reputation Managing online information		Managing Feelings Identifying and expressing feelings Managing strong feelings Online Safety Online bullying		Healthy Lifestyles Healthy eating Taking care of physical health Keeping well Online Safety Health, wellbeing and lifestyle	
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 familiar objects, belongings, reflections and personal preferences through sensory play and shared interactions The World Sensory Exploration and Investigation Using the senses to explore familiar and unfamiliar objects, textures, sounds and materials Technology Cause and Effect Technology Exploring cause-and-effect toys and interactive objects through repeated play		People and Communities Awareness of Others Participating in collaborative sensory play and interactive experiences with others The World Living Things and Environments Experiencing seasonal changes, sensory artefacts and celebration-themed environments Technology Digital Exploration Engaging with interactive stories, sound books and simple digital media through shared sensory experiences		People and Communities Awareness of Self Expressing preferences and responding to favourite movements, actions and sensory experiences The World Exploration of Place and Space Exploring movement, position, direction and body awareness through active play and sensory movement experiences Technology Technology in Everyday Life Exploring music players, microphones, sensory movement equipment and everyday technology through active play experiences	
	Whole School Cultural Exploration Day Explore different countries of the world through special theme days		Whole School Cultural Exploration Day Explore different countries of the world through special theme days		Whole School Cultural Exploration Day Explore different countries of the world through special theme days	
Forest School & Wood	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>	



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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 Responding Through Music and Movement Moving expressively and responding to familiar songs, rhymes and sensory experiences	Creating with Materials Exploring Materials and Creative Processes Beginning to use tools, textures and sensory materials to create marks and effects through exploratory play Being Imaginative and Expressive Expressive Sound and Performance Exploring sounds, rhythm and sensory music experiences using voices, bodies and simple instruments	Creating with Materials Manipulating and Constructing Exploring joining, stacking and combining materials through sensory construction and exploratory play Being Imaginative and Expressive Responding Through Music and Movement Exploring pulse, rhythm and movement through music, sound makers and sensory movement experiences	Creating with Materials Sensory Exploration and Mark Making Exploring colour, light, marks and sensory changes through movement, mixing and creative exploration Being Imaginative and Expressive Expressive Sound and Performance Using puppets, light and sensory effects to explore imaginative storytelling and expressive play	Creating with Materials Manipulating and Constructing Exploring malleable materials, textures and sensory modelling through animal-themed play and creation Being Imaginative and Expressive Shared Storytelling and Play Participating in imaginative role play linked to animals, care routines and familiar experiences	Creating with Materials Exploring Materials and Creative Processes Exploring natural materials, textures and sensory experiences through outdoor and transient art Being Imaginative and Expressive Shared Storytelling and Play Participating in imaginative play, storytelling and shared sensory experiences linked to outdoor adventures and familiar routines
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	Sensory Exploration and Basic Movements Large apparatus: climbing, stepping and crawling through tunnels	Sensory Exploration and Basic Movements Hand-eye co-ordination: rolling balls, reaching, grasping objects	Co-ordination and Spatial Awareness Obstacle course incorporating crawling, stepping and reaching movements	Co-ordination and Spatial Awareness Throwing and rolling activities Small group movement games	Functional Movement and Choice-Based Activities Trikes and scooters to support bilateral co-ordination	Functional Movement and Choice-Based Activities Movement stations
RE	Creating Inclusion Identity and Belonging	Expressing Joy	Being Fair and Just	Being Loyal and Steadfast	Remembering Roots	Being Curious and Valuing Knowledge
Special Events	Harvest Festival - Food donation, BCM Assembly, Sensory Harvest Whole School Art Project - 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	Chinese New Year - Curriculum Focused Session Children's Mental Health Week – Sessions to Promote Well Being Safer Internet Day - Curriculum Focused Sessions Whole School Cultural Day – Curriculum Focused Sessions	Eid Al Fitr – Afternoon Activities World Book Day - Non-Uniform and Book Focused Activities Easter - Easter Activities, Assembly, Sensory Kindness Day - Curriculum Focused Sessions	Whole School Cultural Day – Curriculum Focused Sessions Neurodiversity Awareness - Curriculum Focused Sessions Outdoor Learning Day - Curriculum Focused Sessions Number Day – Curriculum Focused Sessions	World Environment Day - Curriculum Focused Sessions Whole School Cultural Day – Curriculum Focused Sessions Sports Day – Focused Sessions Eid al Adha – Afternoon Activities