



# Newton-le-Willows Primary School

## Willow Room Curriculum Long Term Plan 2025-2026

	Autumn Term		Spring Term		Summer Term	
	All about me	Celebrations and Light	Animals and Winter	Growing and Change	Transport and Journeys	Summer, Water and Holidays
	Curriculum Enhancement Activities TBC					
My Communication Key Concepts						

**Communication as Connection**  
All learners communicate in some way; every behaviour can carry meaning.  
The curriculum seeks to give pupils effective, meaningful ways to connect with others.

**Progression from Pre-intentional to Intentional Communication**  
Development moves from basic responses (e.g. reflexive, reactive) → to purposeful, intentional communication (e.g. requesting, greeting, commenting).

**Total Communication Approach**  
All forms of communication are valued: speech, vocalisation, gesture, facial expression, body language, signs, symbols, objects of reference, photographs, switches and AAC.

**Reciprocity and Interaction**  
The heart of communication lies in turn-taking, anticipation, shared attention, and the back-and-forth rhythm of interaction.

**Functional and Meaningful Use of Communication**  
Focus is on communication that serves a purpose in daily life: expressing needs, making choices, greeting, rejecting, asking for help, sharing enjoyment.

**Contextual and Embedded Learning**  
Communication is not taught in isolation; it is embedded in routines, play, relationships, and all areas of the curriculum.

**Consistency and Repetition**  
Repeated opportunities across settings, staff, and times of day help secure and generalise communication skills.

**Emotional Security and Relationships**  
Communication flourishes when learners feel safe, regulated, and supported by trusting relationships.

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence

<b>My Communication Basic Principle</b>	<p><b>Child-Centred</b> Communication follows the learner's lead, interests, and motivations.</p> <p><b>Interaction Before Instruction</b> Focus on building shared attention and interaction rather than teaching isolated skills.</p> <p><b>Total Communication Approach</b> Respect, model and encourage all modes of communication (speech, gesture, symbols, objects, AAC, body language).</p> <p><b>Consistency and Repetition</b> Repeated opportunities across familiar routines, people and environments build understanding and confidence.</p> <p><b>Functional Purpose</b> Prioritise communication that is useful and meaningful (choices, requests, greetings, sharing feelings, asking for help).</p> <p><b>Embedding Across the Day</b> Communication is integrated into daily routines, play, sensory experiences, and classroom life — not taught as a standalone subject.</p> <p><b>Positive Relationships</b> Secure, trusting relationships are the foundation for communication to flourish.</p> <p><b>Supportive Environments</b> Structured, predictable settings with clear cues enable learners to anticipate, engage and respond.</p>						
<b>My Communication</b>	<table border="1"> <tr> <td data-bbox="152 606 525 1368"> <b>Autumn 1 – Awareness &amp; Early Interaction</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Building trust, recognising familiar people, responding to sounds/voices.</li> <li><b>Activities:</b> Hello/goodbye routines, action songs, sensory stories, intensive interaction.</li> <li><b>Outcomes:</b> Learners begin to show anticipation, respond to familiar cues, and engage in very early exchanges.</li> </ul> </td><td data-bbox="525 606 826 1368"> <b>Autumn 2 – Making Choices</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Developing intentional communication.</li> <li><b>Activities:</b> photos or symbols for preferred items/activities; choosing songs or snacks.</li> <li><b>Outcomes:</b> Learners start to make simple choices and show clear preferences using gesture, vocalisation, symbols or AAC.</li> </ul> </td><td data-bbox="826 606 1176 1368"> <b>Spring 1 – Requesting &amp; Initiating</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Learners use communication to get needs met and start to initiate interactions.</li> <li><b>Activities:</b> Requesting more/finished at snack, pressing a switch for music, asking for a favourite toy, approaching peers/adults.</li> <li><b>Outcomes:</b> Pupils show purposeful communication to request and begin to initiate contact rather than only responding.</li> </ul> </td><td data-bbox="1176 606 1482 1368"> <b>Spring 2 – Turn-Taking &amp; Early Conversation</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Reciprocal exchanges and the back-and-forth rhythm of communication.</li> <li><b>Activities:</b> Rolling ball games, call-and-response songs, simple conversation routines (e.g. "hello" – "hello").</li> <li><b>Outcomes:</b> Learners take short turns, wait for a response, and sustain interaction for longer.</li> </ul> </td><td data-bbox="1482 606 1823 1368"> <b>Summer 1 – Expressing Feelings &amp; Sharing Experiences</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Moving beyond requests to expressing emotions and sharing attention.</li> <li><b>Activities:</b> Using symbols/photos for feelings, joining in emotion songs, commenting during sensory stories, showing excitement with peers.</li> <li><b>Outcomes:</b> Learners communicate feelings (happy, sad, tired) and begin to share enjoyment or comment on what they experience</li> </ul> </td><td data-bbox="1823 606 2160 1368"> <b>Summer 2 – Consolidation &amp; Functional Use</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Embedding communication skills across contexts and preparing for next steps.</li> <li><b>Activities:</b> Using communication in different settings (class, playground, assemblies, snack time), role-play or performances, celebration of progress.</li> <li><b>Outcomes:</b> Learners generalise communication skills, show independence with different partners, and consolidate progress made over the year.</li> </ul> </td></tr> </table>	<b>Autumn 1 – Awareness &amp; Early Interaction</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Building trust, recognising familiar people, responding to sounds/voices.</li> <li><b>Activities:</b> Hello/goodbye routines, action songs, sensory stories, intensive interaction.</li> <li><b>Outcomes:</b> Learners begin to show anticipation, respond to familiar cues, and engage in very early exchanges.</li> </ul>	<b>Autumn 2 – Making Choices</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Developing intentional communication.</li> <li><b>Activities:</b> photos or symbols for preferred items/activities; choosing songs or snacks.</li> <li><b>Outcomes:</b> Learners start to make simple choices and show clear preferences using gesture, vocalisation, symbols or AAC.</li> </ul>	<b>Spring 1 – Requesting &amp; Initiating</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Learners use communication to get needs met and start to initiate interactions.</li> <li><b>Activities:</b> Requesting more/finished at snack, pressing a switch for music, asking for a favourite toy, approaching peers/adults.</li> <li><b>Outcomes:</b> Pupils show purposeful communication to request and begin to initiate contact rather than only responding.</li> </ul>	<b>Spring 2 – Turn-Taking &amp; Early Conversation</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Reciprocal exchanges and the back-and-forth rhythm of communication.</li> <li><b>Activities:</b> Rolling ball games, call-and-response songs, simple conversation routines (e.g. "hello" – "hello").</li> <li><b>Outcomes:</b> Learners take short turns, wait for a response, and sustain interaction for longer.</li> </ul>	<b>Summer 1 – Expressing Feelings &amp; Sharing Experiences</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Moving beyond requests to expressing emotions and sharing attention.</li> <li><b>Activities:</b> Using symbols/photos for feelings, joining in emotion songs, commenting during sensory stories, showing excitement with peers.</li> <li><b>Outcomes:</b> Learners communicate feelings (happy, sad, tired) and begin to share enjoyment or comment on what they experience</li> </ul>	<b>Summer 2 – Consolidation &amp; Functional Use</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Embedding communication skills across contexts and preparing for next steps.</li> <li><b>Activities:</b> Using communication in different settings (class, playground, assemblies, snack time), role-play or performances, celebration of progress.</li> <li><b>Outcomes:</b> Learners generalise communication skills, show independence with different partners, and consolidate progress made over the year.</li> </ul>
<b>Autumn 1 – Awareness &amp; Early Interaction</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Building trust, recognising familiar people, responding to sounds/voices.</li> <li><b>Activities:</b> Hello/goodbye routines, action songs, sensory stories, intensive interaction.</li> <li><b>Outcomes:</b> Learners begin to show anticipation, respond to familiar cues, and engage in very early exchanges.</li> </ul>	<b>Autumn 2 – Making Choices</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Developing intentional communication.</li> <li><b>Activities:</b> photos or symbols for preferred items/activities; choosing songs or snacks.</li> <li><b>Outcomes:</b> Learners start to make simple choices and show clear preferences using gesture, vocalisation, symbols or AAC.</li> </ul>	<b>Spring 1 – Requesting &amp; Initiating</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Learners use communication to get needs met and start to initiate interactions.</li> <li><b>Activities:</b> Requesting more/finished at snack, pressing a switch for music, asking for a favourite toy, approaching peers/adults.</li> <li><b>Outcomes:</b> Pupils show purposeful communication to request and begin to initiate contact rather than only responding.</li> </ul>	<b>Spring 2 – Turn-Taking &amp; Early Conversation</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Reciprocal exchanges and the back-and-forth rhythm of communication.</li> <li><b>Activities:</b> Rolling ball games, call-and-response songs, simple conversation routines (e.g. "hello" – "hello").</li> <li><b>Outcomes:</b> Learners take short turns, wait for a response, and sustain interaction for longer.</li> </ul>	<b>Summer 1 – Expressing Feelings &amp; Sharing Experiences</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Moving beyond requests to expressing emotions and sharing attention.</li> <li><b>Activities:</b> Using symbols/photos for feelings, joining in emotion songs, commenting during sensory stories, showing excitement with peers.</li> <li><b>Outcomes:</b> Learners communicate feelings (happy, sad, tired) and begin to share enjoyment or comment on what they experience</li> </ul>	<b>Summer 2 – Consolidation &amp; Functional Use</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Embedding communication skills across contexts and preparing for next steps.</li> <li><b>Activities:</b> Using communication in different settings (class, playground, assemblies, snack time), role-play or performances, celebration of progress.</li> <li><b>Outcomes:</b> Learners generalise communication skills, show independence with different partners, and consolidate progress made over the year.</li> </ul>		

<b>Personal Care and Daily Living Skills</b> Building independence in self-care routines (washing, dressing, toileting, eating, hygiene). Learning to make choices and develop preferences. Encouraging responsibility for belongings and personal organisation.
<b>Healthy Living</b> Understanding food, nutrition, and healthy choices. Awareness of exercise and physical activity. Developing strategies for self-regulation, wellbeing, and personal safety.
<b>Life Skills and Functional Independence</b> Practising practical skills for home and community life (e.g., cooking, cleaning, shopping). Developing independence in travel and moving safely within the environment. Using money and recognising its value in everyday contexts.
<b>Community Participation</b> Exploring the local community and how to access it safely. Understanding rules, routines, and expectations in different community settings. Building confidence in engaging with others, from shops to public services.
<b>Decision-Making and Problem-Solving</b> Encouraging independence through choice-making. Learning to solve everyday problems with increasing autonomy. Building resilience and adaptability when faced with challenges.
<b>Preparation for Adulthood</b> Developing independence for future transitions into adult life. Fostering responsibility, confidence, and self-advocacy. Promoting independence in work-related or vocational contexts where appropriate.

**Promoting Autonomy**

Supporting pupils to do as much for themselves as possible, at their own level and pace.

Encouraging choice, control, and decision-making in daily life.

**Functional Learning**

Focusing on real-life, practical skills that pupils can use at home, school, and in the community.

Ensuring learning links directly to everyday situations.

**Personalisation**

Tailoring experiences to individual needs, abilities, and interests.

Recognising that independence looks different for each learner.

**Progression and Preparation for Adulthood**

Building on small steps to gradually increase independence.

Preparing pupils for life beyond school by teaching transferable skills.

**Dignity and Self-Worth**

Promoting respect, privacy, and personal responsibility.

Developing pupils' confidence, resilience, and sense of identity.

**Community and Belonging**

Supporting safe access to the wider community.

Building understanding of rights, responsibilities, and social expectations.

**Health and Wellbeing**

Encouraging healthy lifestyles, self-care, and emotional regulation.

Supporting independence in managing health and safety.

<b>My Independence</b>	Autumn 1: Building Foundations <ul style="list-style-type: none"> <li>Introduce routines for personal care and self-help (washing hands, dressing support, snack time).</li> <li>Encourage simple choice-making (snacks, activities, clothing).</li> <li>Begin teaching respect for privacy and dignity in self-care.</li> </ul>	Autumn 2: Everyday Responsibilities <ul style="list-style-type: none"> <li>Develop organisation skills (looking after belongings, tidying work area).</li> <li>Explore healthy habits (tooth brushing, healthy food choices, simple hygiene routines).</li> <li>Practise independence in class jobs (handing out resources, helping with tidying).</li> </ul>	Spring 1: Functional Daily Living <ul style="list-style-type: none"> <li>Introduce basic life skills (helping prepare simple snacks, pouring drinks, setting tables).</li> <li>Begin exploring community awareness (knowing familiar places, recognising people who help us).</li> <li>Promote decision-making through everyday classroom and home-life scenarios.</li> </ul>	Spring 2: Expanding into the Community <ul style="list-style-type: none"> <li>Practise safe travel and movement (walking with awareness, road safety basics).</li> <li>Explore money skills in structured play (role-play shops, recognising coins).</li> <li>Encourage problem-solving in practical activities (what to do if something spills, breaks, or is lost).</li> </ul>	Summer 1: Developing Confidence <ul style="list-style-type: none"> <li>Increase independence in meal preparation and simple cooking.</li> <li>Practise accessing the local community (visiting shops, parks, or cafés with support).</li> <li>Strengthen resilience and adaptability by introducing small challenges and supporting pupils to find solutions.</li> </ul>	Summer 2: Preparing for Transition <ul style="list-style-type: none"> <li>Consolidate personal independence routines (washing, dressing, managing belongings with less support).</li> <li>Deepen community participation with real-life experiences (shopping, using public spaces).</li> <li>Focus on preparation for adulthood by reinforcing transferable skills for the next stage of learning.</li> </ul>

Nurture the Potential to Succeed

Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

### Connection with Nature

Developing curiosity, appreciation, and respect for the natural environment.  
Exploring seasonal changes, weather, plants, animals, and natural materials.

### Practical Outdoor Skills

Learning to use tools safely and appropriately.  
Building, creating, and problem-solving with natural resources.  
Developing resilience and independence in outdoor contexts.

### Physical Development

Encouraging movement, balance, coordination, and gross motor skills through outdoor exploration.  
Promoting health and wellbeing through active play and outdoor exercise.

### Risk Awareness and Safety

Understanding boundaries, safety rules, and how to manage risks.  
Developing confidence in assessing situations and making safe choices outdoors.

### Collaboration and Social Skills

Encouraging teamwork, cooperation, and communication in shared outdoor activities.  
Building respect for others and the environment through group tasks.

### Creativity and Imagination

Using natural materials for creative expression and open-ended play.  
Encouraging imaginative problem-solving and storytelling inspired by the outdoors.

### Wellbeing and Mindfulness

Promoting calm, reflection, and sensory engagement with nature.  
Using outdoor experiences to support emotional regulation and positive mental health.

Nurture the Potential to Succeed

Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

- **Learning Through Nature**
  - The outdoors provides a unique and stimulating environment for exploration, discovery, and learning.
    - Nature is used as both the classroom and the resource.
    - **Holistic Development**
    - Outdoor experiences support physical, emotional, social, and cognitive growth.
    - Activities build resilience, confidence, and independence as well as practical skills.
  - **Experiential and Hands-On**
  - Pupils learn by doing — through real experiences like planting, building, or exploring.
    - Mistakes and problem-solving are seen as valuable parts of learning.
    - **Child-Led Exploration**
    - Encourages curiosity and creativity by following pupils' interests outdoors.
    - Promotes choice, independence, and ownership of learning.
  - **Risk and Challenge**
    - Risk-taking is seen as a positive, necessary element of development.
    - Pupils are supported to identify, assess, and manage risks safely.
  - **Connection and Responsibility**
  - Building respect for the natural world and understanding our role in caring for it.
  - Encouraging sustainability and responsibility towards the environment.
- **Wellbeing and Mindfulness**
- Outdoor learning supports calmness, sensory regulation, and mental health.
  - Time in nature is used to nurture positive emotional wellbeing.

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence

	Autumn 1: Exploring Nature and Routines <ul style="list-style-type: none"> <li>Establish outdoor routines, boundaries, and safety rules.</li> <li>Explore seasonal changes in early autumn (colours, weather, leaves).</li> <li>Encourage child-led exploration of natural materials (sticks, leaves, stones).</li> <li>Begin mindfulness outdoors (listening walks, noticing nature).</li> </ul>	Autumn 2: Building Practical Skills <ul style="list-style-type: none"> <li>Introduce simple tool use (digging, collecting, building with sticks).</li> <li>Explore outdoor problem-solving (building dens, transporting natural objects).</li> <li>Encourage teamwork activities (group games, shared tasks outdoors).</li> <li>Strengthen risk awareness (slippery ground, colder weather, fire safety basics if appropriate).</li> </ul>	Spring 1: Growth and New Beginnings <ul style="list-style-type: none"> <li>Learn about planting and growing (seeds, bulbs, looking after plants).</li> <li>Explore wildlife and habitats emerging in spring.</li> <li>Encourage responsibility for the environment (litter picking, watering plants).</li> <li>Develop independence outdoors through small personal tasks (own planting pot, collecting materials).</li> </ul>	Spring 2: Creativity and Imagination Outdoors <ul style="list-style-type: none"> <li>Use natural resources for creative expression (mud painting, stick weaving, clay).</li> <li>Encourage storytelling inspired by nature (outdoor role play, making up stories about animals/plants).</li> <li>Continue developing resilience through outdoor challenges (balancing, climbing, building).</li> <li>Explore collaborative projects (group garden patch, shared construction).</li> </ul>	Summer 1: Adventure and Exploration <ul style="list-style-type: none"> <li>Extend exploration to wider outdoor spaces (woodlands, fields, community green spaces if possible).</li> <li>Promote physical development through active challenges (obstacle courses, nature trails).</li> <li>Encourage risk-taking in a safe context (climbing logs, balancing beams).</li> <li>Deepen environmental awareness (minibeast hunts, caring for wildlife areas).</li> </ul>	Summer 2: Celebration and Reflection <ul style="list-style-type: none"> <li>Consolidate outdoor skills (using tools, independence in outdoor tasks).</li> <li>Reflect on seasonal changes across the year and celebrate learning outdoors.</li> <li>Prepare for transition by encouraging confidence, independence, and teamwork outdoors.</li> <li>Celebrate with a shared outdoor project or event (nature art display, picnic, outdoor performance).</li> </ul>
--	---	--	--	---	---	--

	<p><b>Exploration through the Senses</b> Encouraging pupils to explore the world using sight, sound, touch, taste, smell, movement, proprioception (body awareness), and interoception (internal body signals). Providing opportunities to notice, attend to, and respond to sensory experiences.</p> <p><b>Engagement and Interaction</b> Using sensory activities as a foundation for engagement, attention, and communication. Creating shared sensory experiences that foster interaction with peers and adults.</p> <p><b>Emotional Regulation and Wellbeing</b> Supporting pupils to use sensory play as a way of calming, stimulating, or regulating their emotions. Helping pupils to recognise and begin to manage their own sensory needs.</p> <p><b>Cognitive Development</b> Developing cause-and-effect understanding through sensory activities. Building anticipation, memory, and problem-solving skills in sensory contexts.</p> <p><b>Creativity and Imagination</b> Providing open-ended opportunities for expression through sensory media such as sand, water, paint, sound, and movement. Encouraging curiosity and imaginative play rooted in sensory exploration.</p> <p><b>Physical Development</b> Strengthening fine and gross motor skills through sensory-rich experiences (e.g., squeezing, pouring, climbing, balancing). Supporting coordination, body awareness, and movement through active sensory play.</p> <p><b>Personalisation and Inclusion</b> Ensuring sensory activities are tailored to individual needs, preferences, and tolerances. Recognising that sensory play looks different for each learner and should be adapted accordingly.</p>
--	--

### **The Senses as a Foundation for Learning**

Sensory experiences are the starting point for understanding and engaging with the world.  
Every sense (including movement, proprioception, and interoception) plays a vital role in development.

### **Engagement before Learning**

Sensory play builds **attention, focus, and curiosity**, which are the foundations for communication and cognition.  
Engagement is prioritised over outcomes — the process matters more than the product.

### **Personalised and Inclusive**

Activities are adapted to meet individual sensory profiles, tolerances, and interests.  
Recognises that sensory preferences and responses vary widely and should be respected.

### **Emotional Regulation and Wellbeing**

Sensory play supports pupils to **self-regulate**, either by calming, alerting, or balancing their emotions.  
Experiences are used to promote comfort, joy, and positive wellbeing.

### **Development through Exploration**

Provides opportunities to develop **cause-and-effect understanding**, anticipation, and problem-solving.  
Strengthens both **fine and gross motor skills** through tactile, movement-based, and exploratory play.

### **Creativity and Expression**

Sensory play enables **imaginative and creative expression**, often without words.  
Pupils can explore, create, and communicate through a range of sensory media.

### **Shared Experiences and Communication**

Sensory activities are used to foster **interaction with peers and adults**, supporting turn-taking, joint attention, and early communication.  
Encourages **social connection** through shared discovery and play.

<b>My Sensory Play</b>	<b>Autumn 1: Awakening the Senses</b> <ul style="list-style-type: none"> <li>Introduce a variety of sensory experiences (touch, sound, movement, light, smell).</li> <li>Focus on engagement and attention — noticing, exploring, and responding.</li> <li>Establish predictable routines to help pupils feel safe and secure during sensory play.</li> </ul>	<b>Autumn 2: Building Interaction</b> <ul style="list-style-type: none"> <li>Use sensory activities for shared experiences (turn-taking with sound makers, joint exploration of light or textures).</li> <li>Encourage anticipation and cause-and-effect (pressing buttons, splashing water, shaking instruments).</li> <li>Support emotional regulation by introducing calming sensory opportunities (soft textures, gentle lights, deep pressure).</li> </ul>	<b>Spring 1: Exploring Preferences and Control</b> <ul style="list-style-type: none"> <li>Offer choices between sensory experiences to promote independence and decision-making.</li> <li>Deepen exploration of fine and gross motor skills through tactile play (pouring, squeezing, climbing, balancing).</li> <li>Support pupils to begin recognising what helps them to feel calm, alert, or engaged.</li> </ul>	<b>Spring 2: Creativity and Expression</b> <ul style="list-style-type: none"> <li>Use sensory media (paint, clay, sand, water, music) for creative expression and imagination.</li> <li>Encourage pupils to express preferences, ideas, or emotions through sensory play.</li> <li>Foster social connection through collaborative sensory activities (group art, shared music-making, building together).</li> </ul>	<b>Summer 1: Problem-Solving and Challenge</b> <ul style="list-style-type: none"> <li>Provide open-ended, multi-sensory activities that involve problem-solving (building with loose parts, exploring cause and effect with water or ramps).</li> <li>Encourage risk-taking in safe contexts (climbing, messy play, outdoor sensory exploration).</li> <li>Build resilience and adaptability by gradually increasing the complexity of tasks.</li> </ul>	<b>Summer 2: Consolidation and Celebration</b> <ul style="list-style-type: none"> <li>Revisit favourite sensory experiences, allowing pupils to show progress, confidence, and independence.</li> <li>Encourage pupils to lead sensory play (choosing materials, guiding group activities).</li> <li>Celebrate achievements through a shared sensory project or event (sensory garden, art installation, sensory performance).</li> </ul>

### Health and Self-Care

Developing independence in personal hygiene, eating, drinking, toileting, and dressing.  
Understanding the importance of routines that keep the body clean, healthy, and safe.

### Healthy Lifestyles

Exploring the benefits of exercise, rest, nutrition, and hydration.  
Beginning to make healthy choices in daily life (food, drink, activity).

### Physical Development

Building **gross motor skills** (balance, coordination, strength, mobility).  
Developing **fine motor skills** for daily tasks and independence.

### Body Awareness and Movement

Understanding how the body works and what it can do.  
Exploring movement in different contexts — structured activity, play, relaxation.

### Safety and Risk Awareness

Learning how to stay safe indoors, outdoors, and in the community.  
Developing awareness of personal boundaries and recognising dangers.

### Emotional Regulation and Relaxation

Using physical activity and calming strategies to support emotional wellbeing.  
Exploring mindfulness, relaxation, and sensory regulation as part of physical health.

### Preparation for Adulthood

Building confidence to take responsibility for health and physical needs.  
Developing lifelong habits that promote independence, wellbeing, and resilience.

### **The Body as a Foundation for Learning**

A healthy, regulated body enables engagement, attention, and progress in all areas of learning.

Physical wellbeing is central to independence, communication, and emotional stability.

### **Developing Independence in Self-Care**

Pupils are supported to manage their own hygiene, eating, drinking, and dressing routines.

Skills are built step by step, fostering confidence and self-reliance.

### **Healthy Choices and Lifestyles**

Pupils learn about the importance of good nutrition, hydration, exercise, rest, and sleep.

Habits are developed to promote long-term health and resilience.

### **Movement and Physical Development**

A focus on both gross motor (strength, coordination, balance, mobility) and fine motor skills (dexterity, precision).

Activities are structured to strengthen the body and promote control.

### **Safety, Awareness, and Boundaries**

Pupils learn to recognise risks, respect personal space, and understand how to keep themselves safe in different environments.

Safety is embedded through everyday routines, play, and community experiences.

### **Wellbeing, Regulation, and Relaxation**

Pupils are supported to understand and regulate emotions through physical activity and calming strategies.

Relaxation, mindfulness, and sensory activities are used to support emotional balance.

### **Preparation for Adulthood**

Emphasis on lifelong physical health, independence, and responsibility for personal wellbeing.

Pupils are equipped with transferable skills for managing their own health and safety beyond school.

My Physical Wellbeing	<p><b>Autumn 1: Establishing Routines and Awareness</b></p> <ul style="list-style-type: none"> <li>Introduce daily self-care routines (washing hands, drinking water, snack routines).</li> <li>Explore body awareness through movement games and songs.</li> <li>Begin discussing simple ideas about healthy choices (healthy/unhealthy foods, importance of sleep).</li> </ul>	<p><b>Autumn 2: Building Independence in Self-Care</b></p> <ul style="list-style-type: none"> <li>Practise dressing skills (zips, buttons, shoes) and personal organisation.</li> <li>Explore toileting routines and hygiene with growing independence.</li> <li>Encourage safety awareness in the classroom and playground (personal space, safe use of equipment).</li> </ul>	<p><b>Spring 1: Strengthening Movement and Skills</b></p> <ul style="list-style-type: none"> <li>Focus on gross motor activities (balancing, climbing, jumping, ball games).</li> <li>Develop fine motor control through threading, cutting, using tools, and mark-making.</li> <li>Embed healthy lifestyle choices (exercise, hydration, food groups).</li> </ul>	<p><b>Spring 2: Regulation and Relaxation</b></p> <ul style="list-style-type: none"> <li>Introduce strategies for emotional regulation through movement (yoga, stretching, sensory walks).</li> <li>Explore mindfulness activities such as breathing exercises and calm spaces.</li> <li>Strengthen understanding of personal safety (road safety basics, recognising hazards).</li> </ul>	<p><b>Summer 1: Expanding Confidence and Resilience</b></p> <ul style="list-style-type: none"> <li>Apply physical skills in outdoor challenges (nature trails, obstacle courses, outdoor games).</li> <li>Encourage problem-solving and risk assessment in active play.</li> <li>Develop responsibility for health (knowing what helps their bodies feel strong, calm, or safe).</li> </ul>	<p><b>Summer 2: Consolidation and Preparation for Adulthood</b></p> <ul style="list-style-type: none"> <li>Revisit and consolidate self-care routines with less support.</li> <li>Celebrate independence in healthy lifestyle choices (planning snacks, choosing active play).</li> <li>Reflect on progress and prepare pupils for transition, emphasising lifelong habits of health, safety, and wellbeing.</li> </ul>
	<p>Play as learning: All development is rooted in sensory-rich, play-based experiences.</p> <p>Stages of play: Learners progress from sensorimotor exploration → relational play → functional use of objects → symbolic play → cooperative play.</p> <p>Social development: Play progresses socially from solitary → parallel → shared → turn-taking → cooperative.</p> <p>Holistic growth: Sensory play supports communication, regulation, independence, physical skills, and emotional wellbeing.</p> <p>Individual progression: Pace is highly personalised; repetition and flexibility are essential</p>					

<b>My Play and Leisure Basic Principles</b>	<p>Sensory-rich environments – Provide a wide variety of textures, movements, sounds, and visual experiences (e.g., sand, water, food play, tactile fabrics, light/dark).</p> <p>Child-led exploration – Adults scaffold but do not dominate; the learner's curiosity drives play.</p> <p>Progressive social interaction – From tolerating others nearby → sharing materials → taking turns → cooperating.</p> <p>Functional and symbolic play – Moving beyond exploration to meaningful use of objects (e.g., blocks as). Autonomy and regulation – Encouraging independence, emotional control, and problem-solving within play.</p> <p>Thematic links – Play themes reflect wider curriculum ideas (e.g., seasons, colours, space, animals).</p>
<b>My Play and Leisure</b>	<p><b>One-Year Progression (by Term)</b></p> <p><b>Autumn 1 – Exploration &amp; Solitary Play</b></p> <ul style="list-style-type: none"> <li>Focus: Sensorimotor play, early exploration.</li> <li>Activities: Sand, water, ooobleck, pouring, filling/emptying.</li> <li>Goals: Attention, sensory tolerance, engagement with materials.</li> </ul> <p><b>Autumn 2 – Parallel Play &amp; Awareness of Others</b></p> <ul style="list-style-type: none"> <li>Focus: Play alongside peers, early relational play.</li> <li>Activities: Textures, food play, containers, heuristic items.</li> <li>Goals: Comfort with peers nearby, noticing others' actions.</li> </ul> <p><b>Spring 1 – Shared Play</b></p> <ul style="list-style-type: none"> <li>Focus: Beginning to share resources and spaces.</li> <li>Activities: Heuristic toys, blocks, soft toys, mirroring and copying.</li> <li>Goals: Interest in others' play, imitation, resource sharing.</li> </ul> <p><b>Spring 2 – Turn-Taking</b></p> <ul style="list-style-type: none"> <li>Focus: Social reciprocity and patience.</li> <li>Activities: Limited-resource play (e.g., one jug at the water tray, simple board or rolling games).</li> <li>Goals: Wait for a turn, tolerate delays, understand "my go/your go."</li> </ul> <p><b>Summer 1 – Cooperative Play</b></p> <ul style="list-style-type: none"> <li>Focus: Working with others in joint play.</li> <li>Activities: Small group play (ramps, trikes, building games, role play).</li> <li>Goals: Solve small conflicts, cooperate to achieve shared goals, autonomy in choices.</li> </ul> <p><b>Summer 2 – Consolidation &amp; Celebration</b></p> <ul style="list-style-type: none"> <li>Focus: Revisiting all levels of play.</li> <li>Activities: Mixed sensory and play settings linked to thematic topics.</li> <li>Goals: Reinforce skills, build confidence, assess progress, prepare next steps</li> </ul>

Nurture the Potential to Succeed

Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

### **Imagination and Creativity**

Children's imagination allows them to be creative and resourceful.

Creativity is their unique response to what they see, hear, feel, and experience.

Individual responses to materials, experiences, and ideas inspire creativity and imagination.

Encouraging children to develop their own curiosity and creativity is essential.

### **Self-Expression**

Self-expression is how children represent themselves, their thoughts, and feelings.

Through exploring materials, painting, sculpting, singing, dancing, and role-playing, children express their understanding and emotions.

Creative expression supports children's emotional wellbeing and reduces anxiety.

### **Communicating through Arts**

Children communicate and express their responses to what they see, hear, and experience through various art forms.

This includes using materials, music, movement, and role-play to convey their ideas and emotions.

Creative expression provides a means for children, including those with English as an additional language, to communicate and connect.

**N**urture the **P**otential to **S**succeed

Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

### **Encouraging Imagination and Creativity**

Children should have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The development of children's artistic and cultural awareness supports their imagination and creativity.

### **Supporting Self-Expression**

Children should be encouraged to express their thoughts, feelings, and ideas through various forms of creative expression.

### **Fostering Communication through the Arts**

Creative activities provide opportunities for children to communicate and respond to culture through art, music, dance, and role-play.

### **Promoting Cultural Awareness**

Engaging with the arts helps children develop an awareness of different cultures and the world around them.

### **Building Confidence and Resilience**

Participation in creative activities can enhance children's confidence and resilience, supporting their personal, social, and emotional development.

**N**urture the **P**otential to **S**succeed

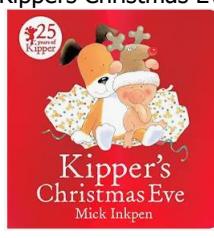
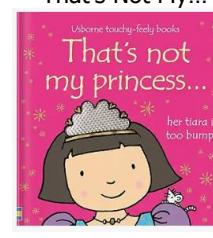
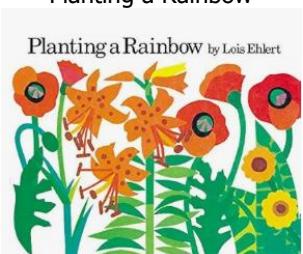
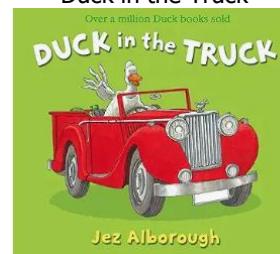
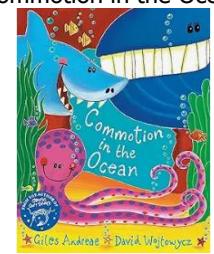
Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

My Creative Expression	<p><b>Autumn 1: Exploring Materials and Senses</b></p> <ul style="list-style-type: none"> <li>• Introduce a range of materials and media (paint, clay, fabrics, natural materials).</li> <li>• Encourage sensory exploration — touching, mixing, listening, and observing.</li> <li>• Promote curiosity and imagination through open-ended creative experiences.</li> <li>• Emphasis on engagement and enjoyment, not the outcome.</li> </ul>	<p><b>Autumn 2: Self-Expression Through Media</b></p> <ul style="list-style-type: none"> <li>• Focus on expressing feelings and ideas through creative media.</li> <li>• Introduce basic mark-making, movement, and music activities.</li> <li>• Encourage personal choices in materials and methods.</li> <li>• Begin collaborative creative tasks (shared painting, role-play scenarios).</li> </ul>	<p><b>Spring 1: Developing Skills and Techniques</b></p> <ul style="list-style-type: none"> <li>• Explore techniques in different media (mixing colors, using tools, constructing with materials).</li> <li>• Encourage storytelling through art, music, and movement.</li> <li>• Promote confidence in creative decision-making.</li> <li>• Continue fostering communication through arts, using expression to share ideas with peers and adults.</li> </ul>	<p><b>Spring 2: Creativity Through Imagination and Role-Play</b></p> <ul style="list-style-type: none"> <li>• Deepen imaginative play (story-based role-play, small-world scenarios).</li> <li>• Encourage problem-solving and planning in creative tasks (designing, building, creating patterns).</li> <li>• Support children to express emotions and ideas through creative mediums.</li> <li>• Introduce collaborative projects with shared goals (group performance, art display).</li> </ul>	<p><b>Summer 1: Cultural and Environmental Exploration</b></p> <ul style="list-style-type: none"> <li>• Explore themes from the local community, different cultures, or nature.</li> <li>• Promote creative interpretation and response to real-life experiences.</li> <li>• Encourage confidence and independence in expressing ideas through art, music, and movement.</li> <li>• Develop awareness of aesthetic and cultural diversity through observation and creative response.</li> </ul>	<p><b>Summer 2: Consolidation, Celebration, and Personal Projects</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for self-directed creative projects, consolidating learned skills.</li> <li>• Celebrate creative achievements (art exhibitions, performances, displays).</li> <li>• Encourage children to reflect on their creative journey, sharing preferences and ideas.</li> <li>• Focus on preparing for transition by fostering confidence, resilience, and ongoing engagement with creative expression.</li> </ul>

Nurture the Potential to Succeed

Nurture the Potential to Succeed

Self-motivation   Teamwork   Resilience   Independence   Vision   Emotional Intelligence

		Autumn Term		Spring Term		Summer Term	
		All about me	Celebrations and Light	Animals and Winter	Growing and Change	Transport and Journeys	Summer, Water and Holidays
		We're all Wonders 	Kippers Christmas Eve 	That's Not My... 	Planting a Rainbow 	Duck in the Truck 	Commotion in the Ocean 
Literacy / Theme Texts	Text	<ul style="list-style-type: none"> <li>From Head to Toe – Eric Carle</li> <li>I Like Myself! – Karen Beaumont</li> <li>Marvellous Me: Inside and Out – Lisa Bullard</li> <li>We're All Wonders – R. J. Palacio (simplified)</li> <li>So Much – Trish Cooke</li> </ul>	<ul style="list-style-type: none"> <li>Lighting a Lamp: A Diwali Story – Jonny Zucker</li> <li>Binny's Diwali – Thrity Umrigar</li> <li>The Christmas Story (Board Book, Usborne)</li> <li>Spot's Birthday Party – Eric Hill</li> <li>Kipper's Christmas Eve – Mick Inkpen</li> </ul>	<ul style="list-style-type: none"> <li>Dear Zoo – Rod Campbell</li> <li>Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr &amp; Eric Carle</li> <li>That's Not My... (series) – Fiona Watt (e.g., That's Not My Puppy)</li> <li>Polar Bear, Polar Bear, What Do You Hear? – Bill Martin Jr &amp; Eric Carle</li> <li>Say Hello to the Animals! – Ian Whybrow</li> </ul>	<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar – Eric Carle</li> <li>Jasper's Beanstalk – Nick Butterworth</li> <li>Ten Seeds – Ruth Brown</li> <li>From Caterpillar to Butterfly – Deborah Heiligman</li> <li>Planting a Rainbow – Lois Ehlert</li> </ul>	<ul style="list-style-type: none"> <li>The Wheels on the Bus – Annie Kubler (song book)</li> <li>Mr Gumpy's Motor Car – John Burningham</li> <li>Duck in the Truck – Jez Alborough</li> <li>Naughty Bus – Jan Oke</li> <li>The Train Ride – June Crebbin</li> </ul>	<ul style="list-style-type: none"> <li>Commotion in the Ocean – Giles Andreae</li> <li>Lucy and Tom at the Seaside – Shirley Hughes</li> <li>Spot Goes on Holiday – Eric Hill</li> <li>Maisy Goes to the Beach – Lucy Cousins</li> <li>Peppa Goes on Holiday – Neville Astley</li> </ul>

Grammar: text

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence