

# The Brow Resource Base Curriculum

Our Resource Base learning journeys are designed to mirror the themes, topics and wider experiences taught within the mainstream curriculum so that pupils remain connected to whole-school learning. While mainstream learning journeys focus primarily on the progressive development of subject knowledge and skills, Resource Base learning journeys prioritise the developmental skills pupils need in order to access learning successfully. Each topic is adapted through the five curriculum strands — Engagement, Exploration & Cognition, Communication, Independence, and Understanding & Application — ensuring pupils can participate in meaningful learning experiences appropriate to their individual developmental stage while still accessing the same broad curriculum themes as their peers.

## The Brow Resource Base Curriculum Pathways



### Curious Minds

All activities are delivered through a balance of adult-led and child-initiated activities. Activities are determined by the pupil's individual needs and interests and learning is personalised. Activities may be linked to a theme or topic.



### Knowledge Seekers

Our Knowledge Seeker pathway supports learners in focusing on developing social communication and supporting sensory processing difficulties. Pupils following this pathway learn best through real-life experiences. Some may learn through structured play; others will learn more effectively through functional activities; others will respond well to a topic-based approach. All children will work towards developing the prerequisite skills required to access the semi-formal curriculum.



### Learning Leaders

Pupils following our semi-formal to formal curriculum pathway access the range of subjects modified in the light of their developmental level and special educational needs. This is designed to meet specific needs and pupils follow a personalised pathway which links to individual interests. Pupils will engage in subject-specific learning

## OUR PURPOSE



We provide a safe, inclusive and nurturing environment where every pupil is supported to make meaningful progress from their starting point and achieve their potential.

# OUR RESOURCE BASE CURRICULUM

*Meaningful learning. Personalised pathways. Real progress.*

A curriculum designed to develop the foundational skills our pupils need to engage, communicate, become independent and apply learning across life and learning.

## OUR CURRICULUM IN ACTION

- Inclusive**  
Connected to whole-school learning and experiences
- Personalised**  
Matched to individual needs, interests and next steps
- Engaging**  
Sensory, practical and communication rich
- Empowering**  
Building confidence, independence and aspiration

## INTENT

Our curriculum is built around five developmental strands that run through every subject, topic and experience.

- ENGAGEMENT**  
Building attention, anticipation and curiosity.
- EXPLORATION & COGNITION**  
Exploring, investigating, making connections and solving problems.
- COMMUNICATION**  
Developing expressive, receptive and social communication.
- INDEPENDENCE**  
Developing choice, routines, self-help and participation.
- UNDERSTANDING & APPLICATION**  
Remembering, transferring and applying learning in different contexts.

★ We mirror whole-school topics to ensure pupils remain connected to the same broad curriculum themes and experiences.

## IMPLEMENTATION

Our four-year thematic curriculum cycle provides breadth, repetition and opportunities for deep learning.



Learning is planned to create purposeful links across subjects.



### PLANNING INCLUDES:

- ✓ Curriculum Intent
- ✓ Key Vocabulary
- ✓ Learning Journeys
- ✓ Engagement Opportunities
- ✓ Communication Focus
- ✓ Curriculum Links
- ✓ EYFS Links
- ✓ Birmingham Toolkit Links
- ✓ Evidence of Progress

### TEACHING APPROACHES



## IMPACT

Our curriculum helps pupils to:

- ✓ Engage more consistently
- ✓ Communicate more effectively
- ✓ Become increasingly independent
- ✓ Sustain attention and persistence
- ✓ Apply skills across different contexts
- ✓ Build confidence and self-belief

★ Progress is celebrated through small steps that lead to meaningful, long-term outcomes for each individual.

## ASSESSMENT & PROGRESSION

Progress is assessed across the five strands using a four-stage developmental model.



Evidence is gathered through:



## HOW IT ALL LINKS TOGETHER

Our curriculum, teaching and assessment are connected in one simple system that supports every pupil to make meaningful progress.



♥ Every pupil. Every step. Every day.

| We celebrate progress in all its forms.

| We are proud of our learners and their unique journeys.

| Together we achieve more.





The Brow C.P School  
We respect. We learn. We are happy.

# The Brow Resource Base Curriculum Long Term Topic Overview



Year



Autumn term



Spring term



Summer term



A

Year A



ourselves



our school



weather & seasons



B

Year B



toys



spring & growth



creatures great & small



C

Year C



colour & light



communities & culture



on the move



D

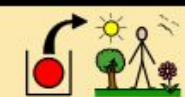
Year D



journeys



houses & homes









































out & about



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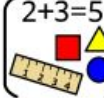






























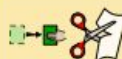



# The Brow Resource Base Curriculum Year A Topic Overview

	 English	 Maths	 Science	 Computing	 Art & DT	 History/ Geography	 PHSE/RE	 Music & PE	
 Autumn term	 Ourselves	 Modern stories & rhymes	 123 Number geometry	 Humans, teeth, eating	 i Information about me	 Magnifying glass Tactile exploration	 People around the world	 Stick figure with question mark Who am I?	 Speaker Sounds around us
 Spring term	 Our school	 Green book with checkmark Non-fiction	 Scales and ruler Measures fractions	 Block, glass, paper Materials	 i, house, person Information in class & school	 Camera and photo Photo frames	 School building School environment	 Stick figure in house My school & me	 Drum and pencil Instruments, beat & tempo
 Summer term	 Sun, clouds, rain, wheelchair Weather & seasons	 Globe Stories from other countries	 Cylinder, cube, cone Capacity 3D shape	 Potted plant, water Plants, floating & sinking	 Picture frame, speaker Pictures & sounds	 Scissors, paper, glue Wrappers collage	 Sun, clouds, rain Weather conditions	 Stick figures with heart Relationships	 Trees Woodland soundscape



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# The Brow Resource Base Curriculum Year B Topic Overview

	 English	 Maths	 Science	 Computing	 Art & DT	 History/ Geography	 PHSE/RE	 Music & PE		
Autumn term	 Autumn term	 Traditional stories & rhymes	 Number, position & movement, money	 Pushes & pulls, forces & motion	 Sorting & recording data	 Shape - solid forms, moving toys	 Toys old & new	 sharing, daily routines, celebrations & festivals	 Turn taking, imaginative play games	
Spring term	 Spring term	 Non-fiction, captions, modern stories	 Weight, patterns & shape	 Health, growth & plants	 Cause & effect	 Dough, pastry, sensory work, packaging	 water sources	 Looking after myself, Easter	 Loud & quiet sounds, dance & gymnastics	
Summer term	 Summer term	 Creatures great & small	 Animal stories, information	 Length, data handling	 Animals, life cycles	 Using ICT independently	 Moving animals, cutting & sticking	 natural environment, countryside	 Caring for animals & plants, special stories	 Movement & space, athletics & balance



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# The Brow Resource Base Curriculum Year C Topic Overview

	 English	 Maths	 Science	 Computing	 Art & DT	 History/ Geography	 PHSE/RE	 Music & PE		
Autumn term	 Autumn term	 Colour & light	 Fantasy world stories, rhymes & poems	 Capacity, time, geometry exploration	 Light & dark & shadows, keeping warm	 Making pictures	 Painting, colour & light, making musical instruments	 Recycling and caring for the environment	 Looking after the environment, diwali	 Role play, sensory Christmas, games
Spring term	 Spring term	 Communities & cultures	 Non fiction, letters & recounts	 Position, movement, pattern & shapes	 Characteristics of materials	 Communicating with choices	 Malleable substanting, food tech	 People who help us past & present	 Me & my community, cultural experiences	 Rhythm patterns, dance & gymnastics
Summer term	 Summer term	 On the move	 Familiar setting stories, traditional stories, posters	 2D shapes, forces & movement	 Moving & growing	 Moving pictures	 Printing, fruits & vegetables feed tech	 Maps, position & location, playground changes	 Healthy living, food & exercise, local celebrations	 Stories from around the world, athletics & balance



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# The Brow Resource Base Curriculum Year D Topic Overview

(ABC)

English



Maths



Science



Computing



Art & DT



History/  
Geography



PHSE/RE



Music &  
PE



Autumn  
term



Journeys



Stories & poems  
from other  
countries, labels  
& instructions



3D shapes,  
weight, data  
handling



Sound &  
Hearing,  
environment



Creating  
images &  
sound



Vehicles,  
tactile outdoor  
explorations



Transport,  
positions &  
locations in the  
community



Festivals,  
celebrations,  
spiritual places



Electronic music,  
rhythmic  
movement,  
roleplay



Spring  
term



Houses &  
homes



Modern  
rhymes



Length,  
money



Rocks & soils,  
shanging  
materials



Controlling &  
choosing  
what happens



Homes,  
fabrics, surface  
textures



Buildings,  
town &  
country



Me & my  
routines, places  
of worship



Timbre,  
exploring  
sounds, dance &  
gymnastics



Summer  
term



Out &  
about



Everyday setting  
stories,  
invitations &  
postcards



$\frac{7}{10}$   
Fractions



Using  
electricity,  
magnets



Repeating  
responses



Battery  
operated  
toys



Holidays  
past &  
present



Caring,  
relaxatino &  
reflection,  
harvest



High & low  
sounds, space &  
movement,  
athletics & balance



Topic intent: Pupils will develop communication, attention and early reading behaviours through shared stories, sensory exploration and interaction linked to themselves and familiar experiences.

Key vocab: me • face • body • look • turn • story • book • more • finished • help

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- sensory stories
- story sacks
- mirrors and photographs
- repeated rhymes and songs
- interactive choosing boards
- role play linked to stories
- symbols and picture matching
- intensive interaction
- shared reading sessions

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	Notices stories, rhymes and sensory stimuli briefly	Explores books, props and pictures	Responds to familiar adult voice and shared stories	Tolerates shared reading experiences	Shows awareness of pictures and books
Developing (Building)	Anticipates repeated phrases and favourite stories	Turns pages, explores story props and symbols	Requests favourite books, joins repeated phrases	Chooses books independently	Identifies familiar characters, pictures or objects
Applying and Extending (Extending)	Sustains attention during shared/group stories	Predicts events, sequences familiar stories	Comments, answers questions and retells parts of stories	Accesses familiar books independently	Recalls, discusses and responds to stories with increasing understanding

Birmingham Toolkit Links

- Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”
- Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Storytelling & Narrative (3) — “I can tell a short story about something that has happened.”
- Reading Fluency (RF3) — “I can read up to 10 familiar words as soon as I see them.”
- Understanding (U2b) — “I can point to pictures to answer questions about a story.”
- Understanding (U3a) — “I can say the main things that happen in a story I know well.”
- Attitude to Reading (A1c) — “I like to look at books in the book corner by myself.”
- Attitude to Reading (A2b) — “I share books with my teacher.”

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention anticipates familiar parts accesses books independently	joins repeated phrases responds to questions retells using props/pictures	identifies characters/events sequences story parts shows understanding through play/discussion



The Brow CP School RB Curriculum.  
English - Non-Fiction — Year A  
Spring — Our School

Topic intent: Pupils will develop communication, early reading behaviours and understanding of their environment through exploration of familiar people, places and objects within school.

Key vocab: school • classroom • teacher • friend • book • look • go • stop • more • finished

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- school photo books
- symbol and picture matching
- environmental print
- role play classroom routines
- interactive choosing boards
- sensory trays linked to school themes
- group discussions
- shared reading sessions

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices books, pictures and familiar objects	explores photographs and symbols linked to school	responds to familiar adults and routines	tolerates shared attention during stories and activities	shows awareness of familiar environments
Developing (Building)	anticipates familiar routines and repeated language	explores books, symbols and photographs with interest	requests favourite resources or activities	chooses familiar books independently	identifies familiar people, places and objects in school
Applying and Extending (Extending)	sustains attention during group activities and discussions	comments on familiar experiences and routines	answers questions about school and classroom activities	independently accesses familiar resources	recalls and discusses familiar events and environments

Evidence of progress:

Birmingham Toolkit Links:

- Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”
- Discussion & Interaction (3a) — “I can listen to children in my group talking without getting side-tracked.”
- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Vocabulary (4) — “I can talk about colours, numbers and when things happen when I talk about things to an adult.”
- Understanding (U2b) — “I can point to pictures to answer questions about a story.”
- Understanding (U4b) — “I can use a picture to help me talk about a person in or something that happens in a story I know well.”
- Attitude to Reading (A2b) — “I share books with my teacher.”
- Attitude to Reading (A3a) — “When I share books, I always start on the left of the page.”

Observation:

sustains attention during shared activities  
anticipates familiar routines  
accesses books/resources independently

Communication:

responds to questions  
comments on familiar people/places  
requests resources or activities

Curriculum:

identifies familiar people and objects  
recognises school routines  
recalls familiar events or experiences



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- weather sensory trays
- seasonal walks
- rhyme bags
- weather songs and poems
- outdoor sensory exploration
- sensory stories
- music and movement activities
- symbol and picture matching

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices songs, rhymes and sensory stimuli	responds to familiar voices and sounds	explores seasonal objects and sensory materials	tolerates shared attention during rhymes and poems	shows awareness of weather-related experiences
Developing (Building)	anticipates repeated phrases and actions in rhymes	joins in with familiar actions, sounds or words	explores seasonal resources with curiosity	requests favourite songs or sensory activities	identifies familiar weather and seasonal objects
Applying and Extending (Extending)	sustains attention during shared poems and group sessions	comments on weather and seasonal experiences	answers simple questions about rhymes and poems	independently accesses familiar resources/books	recalls and discusses seasonal events and changes

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during rhymes and songs anticipates repeated phrases/actions engages with seasonal sensory experiences	joins repeated words or actions comments on weather experiences responds to simple questions	identifies weather and seasonal changes recognises familiar rhymes/poems recalls seasonal events or experiences

Birmingham Toolkit Links

- Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”
- Vocabulary (2a) — “I can use between 50 and 150 words including action words.”
- Vocabulary (5a) — “I know the words that show the order things happen.”
- Understanding (U1b) — “I have some favourite stories, rhymes, songs, poems or jingles and join in with the actions.”
- Understanding (U2c) — “I can say what I think is going to happen at the end of a story I know well.”
- Attitude to Reading (A2a) — “I join in with nursery rhymes and action songs.”
- Storytelling & Narrative (4) — “I can tell you about things that have happened, are happening and are going to happen.”



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- counting songs and rhymes
- sensory trays with objects and numerals
- parachute games
- puzzles and matching activities
- snack routines
- obstacle courses
- sorting and grouping games
- practical counting activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices number songs and counting routines	explores objects through touch and movement	responds to repetitive counting experiences	participates in shared tidy-up and snack routines	shows awareness of one object and lots of objects
Developing (Building)	anticipates repeated counting activities and number rhymes	matches, groups and explores objects purposefully	requests more objects/items during activities	gives one object to each person with support	recognises numbers and quantities in practical contexts
Applying and Extending (Extending)	sustains attention during practical counting activities	solves simple practical mathematical problems	answers simple mathematical questions	counts and matches objects independently	demonstrates understanding of quantity and number relationships

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during counting activities anticipates familiar routines and songs explores objects purposefully	joins counting sequences or rhymes requests more/finished responds to simple mathematical questions	recognises one and lots matches numbers and quantities counts objects in practical activities

Birmingham Toolkit Links

- Mastering Number (1d) — “I can spot the difference between ‘one’ and ‘lots.’”
- Mastering Number (1b) — “I can give one item to one person.”
- Mastering Number (2b) — “I can say number names to 5 in the correct order.”
- Mastering Number (3c) — “I can join in counting to 10.”
- Number & Place Value (4b) — “I can recognise numerals from 1-5.”
- Number & Place Value (4a) — “I can identify how many objects there are in a group of up to 10.”
- Addition (4a) — “I can add one object to the set and say how many there are.”
- Subtraction (4a) — “I can take one away from a number of objects and say how many.”



Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices shapes and contrasting objects	explores objects through touch and movement	responds to sensory shape experiences	participates in shared exploration activities	shows awareness of different objects and shapes
Developing (Building)	anticipates familiar shape activities and routines	sorts and groups objects with support	explores shapes through puzzles and matching	requests favourite objects/resources	recognises familiar shapes in practical contexts
Applying and Extending (Extending)	sustains attention during practical shape activities	compares and sorts shapes purposefully	answers simple questions about shapes and objects	independently accesses shape resources	identifies and describes simple 2D shapes and properties

Learning Opportunities

- shape hunts around school
- shape sorting trays
- sensory trays with shapes
- puzzles and posting games
- shape songs and rhymes
- playdough shape making
- matching and grouping activities
- outdoor shape exploration

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during shape exploration explores objects purposefully anticipates familiar activities	responds to questions about shapes requests resources or objects uses shape vocabulary or symbols	sorts and matches shapes identifies familiar 2D shapes compares objects by shape or size

Birmingham Toolkit Links

- Properties of Shape (1) — “I can sort objects according to a stated characteristic.”
- Properties of Shape (1) — “I can join the dots to draw a square.”
- Properties of Shape (2) — “I can describe handled shapes by number of sides and corners.”
- Properties of Shape (2) — “I refer to a round shape using the term ‘circle.’”
- Properties of Shape (3) — “I can identify the 2D shapes.”
- Properties of Shape (3) — “I can sort and compare common 2D and 3D shapes.”
- Vocabulary (3) — “I can use words to describe things e.g. big, soft, lots.”
- Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- now/next boards
- visual timetables
- sequencing activities
- daily routine games
- weather and seasonal routines
- sensory circuits
- matching activities
- songs about time and routines.

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar routines and changes in activities	responds to visual and auditory cues	explores objects and activities linked to routines	participates in shared routine-based activities	shows awareness of familiar daily events
Developing (Building)	anticipates familiar routines and transitions	sequences familiar activities with support	responds to now/next routines and visual timetables	requests favourite activities or routines	recognises parts of the day and familiar events
Applying and Extending (Extending)	sustains attention during sequencing and routine activities	discusses familiar routines and events	answers simple questions about time and sequence	independently follows familiar routines	demonstrates understanding of daily events and simple time vocabulary

Evidence of progress:

**Birmingham Toolkit Links**  
 Measure: Time (PS1) — “I communicate about something I do during the day and night.”  
 Measure: Time (PS1) — “I show anticipation due to daily schedule.”  
 Measure: Time (PS2) — “I can sequence three pictures of daily events.”  
 Measure: Time (PS2) — “I can talk simply about my daily routine.”  
 Measure: Time (PS3) — “I use vocabulary to describe key parts of the day.”  
 Vocabulary (5a) — “I know words that show the order things happen.”  
 Listening & Understanding (4) — “I can tell you about things that are happening and are going to happen.”  
 Storytelling & Narrative (4) — “I can tell you about things that have happened, are happening and are going to happen.”

Observation:	Communication:	Curriculum:
anticipates familiar routines sustains attention during sequencing activities responds to visual cues and transitions	comments on routines or events responds to questions about time and sequence uses vocabulary linked to routines and order	sequences familiar activities recognises parts of the day follows familiar routines independently



The Brow CP School RB Curriculum.  
Science - Humans — Teeth & Eating  
— Year A Autumn — Ourselves

Topic intent: Pupils will explore themselves, healthy routines and sensory experiences while developing communication, engagement and independence through practical activities linked to the body, eating and self-care.

Key vocab: body • face • teeth • wash • brush • eat • drink • clean • healthy • help

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- washing stations
- mirrors and reflection play
- teeth brushing activities
- food tasting
- texture exploration
- sensory trays
- role play hygiene routines
- sensory stories linked to the body

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to food and self-care	explores body-related objects and textures	responds to familiar routines and adults	tolerates hygiene and self-care routines	shows awareness of body parts and familiar objects
Developing (Building)	anticipates snack and hygiene routines	investigates textures, tastes and materials with curiosity	requests more/help/finished during activities	participates in washing and brushing routines with support	identifies familiar body parts and healthy routines
Applying and Extending (Extending)	sustains attention during practical science activities	compares textures, tastes and sensory experiences	comments on preferences and routines	follows hygiene routines with increasing independence	demonstrates understanding of healthy habits and self-care

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during sensory exploration anticipates hygiene and snack routines explores materials purposefully	requests help/more/finished comments on textures, tastes or routines responds to questions about activities	identifies body parts and hygiene objects participates in healthy routines demonstrates understanding of self-care and healthy habits

Birmingham Toolkit Links

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”

Vocabulary (3) — “I can use words to describe things.”

Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”

Discussion & Interaction (2a) — “I can listen to people talking without getting side-tracked.”

Storytelling & Narrative (2) — “I can talk about something that has happened.”

Understanding (U2b) — “I can point to pictures to answer questions about a story.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- planting seeds
- watering plants
- sensory trays with soil and leaves
- outdoor exploration
- weather observations
- sorting natural objects
- stories linked to growth and nature
- gardening activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices natural materials and sensory changes	explores plants, soil and water through touch and movement	responds to outdoor experiences and sensory stimuli	participates in shared exploration activities	shows awareness of living things in the environment
Developing (Building)	anticipates familiar gardening and outdoor routines	investigates plants and natural materials with curiosity	requests favourite resources or activities	participates in watering and planting with support	identifies familiar plants and changes in growth
Applying and Extending (Extending)	sustains attention during practical investigations	compares plants, textures and changes over time	comments on growth and seasonal changes	independently accesses familiar gardening resources	demonstrates understanding of what plants need to grow

Evidence of progress:

Birmingham Toolkit Links

- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Vocabulary (3) — “I can use words to describe things.”
- Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”
- Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Understanding (U2a) — “I look at pictures in my book to see what happens next.”
- Understanding (U3a) — “I can say the main things that happen in a story I know well.”

Observation:	Communication:	Curriculum:
sustains attention during outdoor exploration anticipates familiar gardening routines explores natural materials purposefully	comments on plants and changes requests tools or resources responds to questions about activities	identifies familiar plants and natural objects participates in planting and watering demonstrates understanding that plants grow and change



The Brow CP School RB Curriculum.  
 Science - Materials — Floating & Sinking  
 — Year A Summer — Weather & Seasons

Topic intent: Pupils will explore materials, water and movement through sensory investigation and practical experiences linked to floating, sinking and seasonal outdoor play.

Key vocab: water • float • sink • wet • splash • heavy • light • in • on • under

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- water trays
- floating and sinking investigations
- outdoor water play
- sensory exploration of materials
- pouring and filling activities
- object sorting games
- seasonal outdoor exploration
- practical science investigations

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices water movement and sensory changes	explores objects through water play and touch	responds to sensory stimuli linked to water and materials	participates in shared exploration activities	shows awareness of different objects and textures
Developing (Building)	anticipates familiar water play and investigation activities	investigates materials and objects with curiosity	requests favourite resources or sensory experiences	participates in simple floating and sinking investigations	identifies differences between objects and materials
Applying and Extending (Extending)	sustains attention during practical investigations	compares materials and objects during exploration	comments on what happens during activities	independently accesses familiar resources	demonstrates understanding that some objects float and some sink

Birmingham Toolkit Links

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Storytelling & Narrative (2) — “I can talk about something that has happened.”  
 Vocabulary (5b) — “I can tell people where things are using words like above and below.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:	Communication:	Curriculum:
sustains attention during water exploration anticipates familiar sensory activities explores materials purposefully	comments on water and materials requests resources or activities responds to simple questions	explores floating and sinking compares objects and materials demonstrates understanding that materials behave differently



The Brow CP School RB Curriculum.  
Computing - Cause & Effect — Year A  
Autumn — Ourselves

Topic intent: Pupils will develop awareness of cause and effect through sensory exploration, technology-based play and interaction with familiar devices and resources linked to themselves and their environment.

Key vocab: press • on • off • more  
• stop • lights • sound • go • again • finished

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- switch toys
- interactive whiteboard activities
- light and sound toys
- cause-and-effect apps
- sensory technology resources
- simple computer games
- interactive songs and rhymes
- technology exploration stations

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices lights, sounds and movement from technology	explores switches, buttons and sensory resources	responds to cause-and-effect experiences	participates in shared technology activities	shows awareness of changes in the environment
Developing (Building)	anticipates familiar technology routines and outcomes	investigates switches, toys and devices purposefully	requests favourite resources or activities	activates familiar cause-and-effect equipment with support	recognises that actions create changes or responses
Applying and Extending (Extending)	sustains attention during technology-based activities	independently activates familiar devices and equipment	comments on actions and outcomes	makes choices between resources or activities	demonstrates understanding of simple cause-and-effect sequences

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during technology activities anticipates familiar outcomes explores switches and devices purposefully	requests favourite activities/resources s comments on actions or outcomes responds to instructions or questions	activates cause-and-effect resources makes choices independently demonstrates understanding that actions create outcomes

Birmingham Toolkit Links

Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”

Listening & Understanding (1) — “I can listen and do what my teacher asks when she says my name first.”

Vocabulary (2b) — “I can use different words to help me ask for things I need.”

Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”

Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- photo matching games
- interactive whiteboard activities
- sound buttons and recording devices
- symbol matching
- choosing boards
- simple computer programmes
- sensory technology exploration
- digital photo books

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices photographs, pictures and sounds	explores digital and sensory resources through touch and movement	responds to familiar images and voices	participates in shared technology activities	shows awareness of familiar people and objects in photographs
Developing (Building)	anticipates familiar technology routines and activities	investigates pictures, sounds and digital resources purposefully	requests favourite resources or activities	matches or selects familiar pictures and sounds with support	recognises familiar people, places and objects using technology
Applying and Extending (Extending)	sustains attention during digital and information-handling activities	independently accesses familiar resources and programmes	comments on pictures, sounds and familiar events	makes choices between digital resources independently	demonstrates understanding of matching, sorting and recognising information

**Birmingham Toolkit Links**

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”

Vocabulary (3) — “I can use words to describe things.”

Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”

Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”

Understanding (U2b) — “I can point to pictures to answer questions about a story.”

Understanding (U4b) — “I can use a picture to help me talk about a person or something that happens.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during activities anticipates familiar digital routines explores pictures and sounds purposefully	comments on familiar pictures or sounds requests resources or activities responds to questions about images or events	matches or recognises familiar pictures and sounds makes choices using digital resources demonstrates understanding of sorting and recognising information



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- sound buttons and musical toys
- digital painting activities
- photo taking
- music and movement games
- weather sound exploration
- interactive whiteboard activities
- simple recording activities
- outdoor seasonal media exploration

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, music and visual effects	explores digital media through touch and movement	responds to sensory experiences linked to sound and images	participates in shared creative activities	shows awareness of changes in sound, light and movement
Developing (Building)	anticipates familiar songs, sounds and digital activities	investigates media resources with curiosity	requests favourite music, sounds or activities	explores making sounds, images or movements using technology	recognises familiar media linked to weather and seasons
Applying and Extending (Extending)	sustains attention during creative ICT activities	independently accesses familiar digital resources	comments on sounds, music and images	makes choices between media and resources	demonstrates understanding that technology can create sound, images and effects

Birmingham Toolkit Links

Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”  
 Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Storytelling & Narrative (2) — “I can talk about something that has happened.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”  
 Vocabulary (5a) — “I know the words that show the order things happen.”

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during creative ICT activities anticipates familiar songs or sounds explores media resources purposefully	comments on sounds, music or images requests favourite activities/resource s responds to questions about experiences	explores sound and image creation uses simple digital resources independently demonstrates understanding that technology can create effects



Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices colours, textures and materials	explores tools and materials through touch and movement	responds to sensory art experiences	participates in shared creative activities	shows awareness of marks, textures and changes
Developing (Building)	anticipates familiar art and making activities	investigates materials and tools with curiosity	requests favourite resources or textures	participates in creating marks, shapes and simple models with support	recognises familiar colours, textures and features linked to themselves
Applying and Extending (Extending)	sustains attention during creative activities	independently accesses familiar materials and tools	comments on textures, colours and creations	makes choices between resources and techniques	demonstrates understanding of using materials and tools for a purpose

- Learning Opportunities
- self-portrait painting
  - mirror exploration
  - collage and texture work
  - mark making
  - playdough modelling
  - cutting and sticking activities
  - sensory art trays
  - junk modelling and construction

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

**Birmingham Toolkit Links**  
 Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Composition (2b) — “I pretend to write in my play.”  
 Handwriting (2a) — “I can hold pencils and crayons so I can use them to make marks.”  
 Handwriting (3a) — “When my teacher reminds me I can hold a pencil correctly.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:	Communication:	Curriculum:
sustains attention during creative activities explores materials purposefully anticipates familiar routines and resources	comments on colours, textures or creations requests materials or tools responds to questions about activities	explores a range of materials and tools creates marks, shapes or models demonstrates increasing control and choice in creative activities



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- junk modelling
- box construction
- sticking and joining activities
- playdough and clay modelling
- cutting and tearing paper
- shape printing
- sensory collage work
- building with blocks and recycled materials

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices different materials, textures and shapes	explores tools and construction materials through touch and movement	responds to sensory creative experiences	participates in shared making activities	shows awareness of how materials change and connect
Developing (Building)	anticipates familiar creative and construction activities	investigates materials and joining methods with curiosity	requests favourite resources or tools	participates in building, sticking and shaping with support	recognises familiar shapes and materials in models and structures
Applying and Extending (Extending)	sustains attention during creative and construction activities	independently accesses familiar materials and tools	comments on models, materials and designs	makes choices between materials and techniques	demonstrates understanding of building and joining for a purpose

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during making activities explores materials purposefully anticipates familiar creative routines	comments on models or materials requests tools or resources responds to questions about creations	joins and manipulates materials creates simple models and structures demonstrates increasing control when using tools and materials

Birmingham Toolkit Links

- Vocabulary (1b) — "I know words to help me talk about things I can see and do."
- Vocabulary (3) — "I can use words to describe things."
- Listening & Understanding (2) — "I can listen to and answer questions about what we're doing now."
- Discussion & Interaction (2b) — "I try to join in when people are talking and can sometimes stay on the topic."
- Handwriting (2a) — "I can hold pencils and crayons so I can use them to make marks."
- Handwriting (3a) — "When my teacher reminds me I can hold a pencil correctly."
- Composition (3a) — "I can choose to write for a purpose."
- Discussion & Interaction (5a) — "I can join in with my group making sure I am taking turns and talking about the same thing."



The Brow CP School RB Curriculum.  
Art - Texture, Colour & Seasonal Art —  
Year A Summer — Weather & Seasons

Topic intent: Pupils will develop creativity, sensory exploration and fine motor skills through investigating colour, texture and seasonal materials linked to weather and outdoor experiences.

Key vocab: colour • paint • wet • dry • soft • rough • sun • rain • mix • texture

### Developmental Learning Journey

The progression of skills and understanding through this topic

#### Learning Opportunities

- seasonal collage work
- texture exploration trays
- painting and printing
- outdoor natural art
- sensory mark making
- water painting
- colour mixing
- seasonal craft activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices colours, textures and sensory changes	explores materials through touch and movement	responds to sensory creative experiences	participates in shared art activities	shows awareness of marks, textures and seasonal materials
Developing (Building)	anticipates familiar art and sensory activities	investigates materials and textures with curiosity	requests favourite resources or colours	participates in painting, printing and collage with support	recognises familiar colours, textures and seasonal objects
Applying and Extending (Extending)	sustains attention during creative activities	independently accesses familiar materials and tools	comments on colours, textures and creations	makes choices between materials and techniques	demonstrates understanding of using materials creatively to represent seasonal experiences

#### Birmingham Toolkit Links

- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”  
 Handwriting (2a) — “I can hold pencils and crayons so I can use them to make marks.”  
 Handwriting (3a) — “When my teacher reminds me I can hold a pencil correctly.”  
 Composition (4a) — “I can use words I know how to spell to write a sentence about a picture I have drawn.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

#### Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during sensory art activities explores materials purposefully anticipates familiar creative routines	comments on colours, textures or materials requests tools or resources responds to questions about creations	explores colour and texture creatively creates marks, prints or collages demonstrates increasing control and choice in creative activities



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- family photographs mirrors and self-recognition activities
- sensory trays with familiar objects
- discussions about home and family
- role play home experiences
- photo matching games
- story books about families
- shared memory activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people, voices and photographs	responds to shared interactions and sensory experiences	explores photographs and familiar objects	participates in shared attention activities	shows awareness of familiar adults and routines
Developing (Building)	anticipates familiar interactions and routines	investigates photographs and personal objects with curiosity	requests favourite people, objects or activities	participates in shared discussions about family and home with support	recognises familiar people and personal experiences
Applying and Extending (Extending)	sustains attention during discussions and shared activities	comments on familiar people and experiences	answers simple questions about themselves and family	independently accesses familiar photographs and resources	demonstrates understanding of family, past experiences and change over time

**Birmingham Toolkit Links**

Discussion & Interaction (1a) — "I like to listen to people talking for a short time."  
Vocabulary (1b) — "I know words to help me talk about things I can see and do."  
Storytelling & Narrative (2) — "I can talk about something that has happened."  
Listening & Understanding (2) — "I can listen to and answer questions about what we're doing now."  
Storytelling & Narrative (4) — "I can tell you about things that have happened."  
Vocabulary (4) — "I can talk about colours, numbers and when things happen."  
Discussion & Interaction (5a) — "I can join in with my group making sure I am taking turns and talking about the same thing."

Evidence of progress:

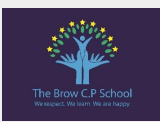
Observation:

sustains attention during shared discussions  
anticipates familiar routines and interactions  
explores photographs and objects purposefully

Communication:

comments on family members or experiences  
responds to questions about familiar people  
requests favourite people or objects

Curriculum:  
recognises familiar people and photographs  
talks about family and home experiences  
demonstrates awareness of past and present experiences



The Brow CP School RB Curriculum,  
 Geography - Our School  
 Environment — Year A Spring — Our  
 School

Topic intent: Pupils will develop awareness of their immediate environment through exploring familiar places, routines and sensory experiences linked to school and the local environment.

Key vocab: school • classroom • outside • inside • playground • room • go • stop • near • here

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- school environment walks
- classroom exploration
- playground routines
- sensory outdoor activities
- simple map and photo matching
- route finding games
- environmental print exploration
- role play journeys around school

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar places and environmental changes	responds to movement around school environments	explores indoor and outdoor spaces through sensory experiences	participates in shared exploration activities	shows awareness of familiar routines and locations
Developing (Building)	anticipates familiar journeys and routines around school	investigates spaces and resources with curiosity	requests favourite places or activities	participates in exploring and identifying familiar areas with support	recognises familiar places and features within school
Applying and Extending (Extending)	sustains attention during environmental exploration activities	comments on familiar places and routines	answers simple questions about the school environment	independently accesses familiar areas and resources	demonstrates understanding of location, movement and familiar environments

**Birmingham Toolkit Links**

- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Listening & Understanding (1) — “I can listen and do what my teacher asks when she says my name first.”
- Discussion & Interaction (2a) — “I can listen to people talking without getting side-tracked.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Vocabulary (5b) — “I can tell people where things are using words like above and below.”
- Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

**Evidence of progress:**

Observation:	Communication:	Curriculum:
sustains attention during exploration activities anticipates familiar routines and journeys explores environments purposefully	comments on places or routines responds to questions about locations requests favourite places or activities	recognises familiar places in school follows familiar routes and routines demonstrates awareness of location and environment



Topic intent: Pupils will develop awareness of weather, seasonal change and the outdoor environment through sensory exploration, practical experiences and observation of the world around them.

Key vocab: sun • rain • wind • hot • cold • snow • weather • outside • day • season

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices changes in weather and outdoor sensory experiences	responds to environmental sounds, light and movement	explores natural materials through touch and movement	participates in shared outdoor activities	shows awareness of seasonal changes in the environment
Developing (Building)	anticipates familiar outdoor and seasonal routines	investigates weather and natural materials with curiosity	requests favourite outdoor activities or resources	participates in seasonal exploration with support	recognises familiar weather patterns and seasonal features
Applying and Extending (Extending)	sustains attention during outdoor investigations	comments on weather and seasonal experiences	answers simple questions about changes in the environment	independently accesses familiar outdoor resources	demonstrates understanding of seasonal change and weather differences

- Learning Opportunities
- weather walks
  - seasonal sensory trays
  - outdoor exploration
  - weather symbols and charts
  - water and wind play
  - seasonal stories and songs
  - natural material exploration
  - gardening and outdoor routines

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

**Birmingham Toolkit Links**  
 Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Storytelling & Narrative (2) — “I can talk about something that has happened.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Vocabulary (4) — “I can talk about colours, numbers and when things happen.”  
 Storytelling & Narrative (4) — “I can tell you about things that are happening and are going to happen.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:	Communication:	Curriculum:
sustains attention during outdoor exploration anticipates familiar seasonal routines explores natural materials purposefully	comments on weather or seasonal changes responds to questions about outdoor experiences requests favourite activities or resources	recognises different weather conditions identifies seasonal changes demonstrates awareness of the outdoor environment



Topic intent: Pupils will develop self-awareness, confidence and emotional understanding through exploring their preferences, identity, relationships and familiar experiences.

Key vocab: me • mine • like • happy • sad • friend • family • choose • help • different

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people and comforting experiences	responds to praise, interaction and sensory experiences	explores preferred objects and activities	participates in shared social activities	shows awareness of familiar adults and routines
Developing (Building)	anticipates familiar routines and interactions	investigates preferences and choices with curiosity	requests favourite objects, people or activities	participates in turn taking and group activities with support	recognises themselves, familiar people and personal belongings
Applying and Extending (Extending)	sustains attention during group and discussion activities	comments on preferences, feelings and relationships	answers simple questions about themselves and others	independently makes choices during familiar routines	demonstrates understanding of similarities, differences and personal identity

- Learning Opportunities
- choosing activities
  - mirrors and self-recognition
  - favourite object exploration
  - group games and turn taking
  - role play social situations
  - family photographs
  - emotion activities
  - sensory exploration linked to preferences

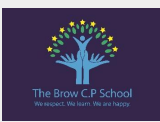
Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

**Birmingham Toolkit Links**

Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”  
 Vocabulary (2b) — “I can use different words to help me ask for things I need.”  
 Storytelling & Narrative (2) — “I can talk about something that has happened.”  
 Discussion & Interaction (3b) — “I will start talking to someone I know well.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Listening & Understanding (4) — “I can tell you about things that have happened and are happening.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

**Evidence of progress:**

Observation:	Communication:	Curriculum:
sustains attention during social activities anticipates familiar routines and interactions explores preferred resources purposefully	comments on likes/dislikes or feelings requests favourite activities or objects responds to questions about themselves or others	recognises themselves and familiar people makes personal choices demonstrates awareness of similarities and differences



The Brow CP School RB Curriculum.  
RE - Myself — Who Am I? — Year A  
Autumn — Ourselves

Topic intent: Pupils will develop awareness of themselves, others and belonging through shared experiences, reflection and exploration of what makes each person special and unique.

Key vocab: me • special • family • friend • kind • help • together • different • same • belong

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- reflection and mirror play
- stories about belonging and friendship
- group circle activities
- sensory celebration activities
- family and friendship discussions
- music and shared experiences
- role play caring situations
- photographs and personal objects

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

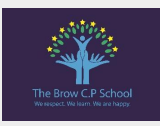
	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people, sounds and routines	responds to shared sensory and social experiences	explores objects, photographs and reflective materials	participates in shared group experiences	shows awareness of familiar adults and environments
Developing (Building)	anticipates familiar group routines and interactions	investigates personal and shared experiences with curiosity	requests favourite resources or activities	participates in shared celebrations and reflection with support	recognises familiar people and experiences linked to belonging
Applying and Extending (Extending)	sustains attention during stories, discussions and celebrations	comments on themselves and others	answers simple questions about belonging and relationships	independently accesses familiar reflective or sensory resources	demonstrates understanding that people are unique and belong to groups and families

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during shared group experiences anticipates familiar routines and celebrations explores reflective and sensory materials purposefully	comments on familiar people or experiences responds to questions about belonging or relationships requests favourite activities or objects	recognises familiar people and groups demonstrates awareness of belonging identifies similarities and differences between people

Birmingham Toolkit Links

- Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”
- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Discussion & Interaction (3b) — “I will start talking to someone I know well.”
- Vocabulary (3) — “I can use words to describe things.”
- Listening & Understanding (4) — “I can tell you about things that have happened and are happening.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”



The Brow CP School RB Curriculum.  
PSHE - My School & Me — Year A  
Spring — Our School

Topic intent: Pupils will develop understanding of relationships, routines and belonging within the school community through shared experiences, play and communication.

Key vocab: school • friend • teacher • help • together • share • turn • classroom • choose • kind

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- turn taking games
- classroom routines
- role play school experiences
- circle time activities
- group sensory play
- choosing and sharing activities
- friendship stories
- collaborative play experiences

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people and routines in school	responds to shared interactions and sensory experiences	explores classroom environments and resources	participates in shared group activities	shows awareness of familiar adults and peers
Developing (Building)	anticipates familiar school routines and transitions	investigates relationships and shared activities with curiosity	requests favourite people, resources or activities	participates in turn taking and group activities with support	recognises familiar people, places and routines within school
Applying and Extending (Extending)	sustains attention during group and social activities	comments on friendships, routines and experiences	answers simple questions about school life	independently accesses familiar routines and resources	demonstrates understanding of belonging, sharing and working together

Evidence of progress:

**Birmingham Toolkit Links**

Discussion & Interaction (1c) — “I try to join in with other children but usually play on my own or next to someone.”

Discussion & Interaction (2c) — “I am starting to play more with other children.”

Discussion & Interaction (3c) — “I play games with other children all the time.”

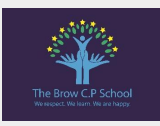
Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”

Vocabulary (2b) — “I can use different words to help me ask for things I need.”

Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:	Communication:	Curriculum:
sustains attention during group activities anticipates familiar school routines engages with peers and adults purposefully	comments on school experiences or friendships requests help, resources or activities responds to questions during group activities	participates in sharing and turn taking recognises familiar routines and people demonstrates awareness of belonging within school



The Brow CP School RB Curriculum.  
RE - Special People & Places — Year A  
Spring — Our School

Topic intent: Pupils will develop awareness of special people, places and shared experiences through stories, sensory exploration and reflection linked to belonging and community.

Key vocab: special • place • people • church • family • friend • together • help • care • belong

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- stories about special people and places
- sensory celebration activities
- reflection and quiet spaces
- music and shared experiences
- photographs and objects of significance
- role play caring experiences
- group discussions
- visits or virtual exploration of special places

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people, sounds and environments	responds to shared sensory and social experiences	explores special objects, places and photographs	participates in shared group activities	shows awareness of familiar routines and environments
Developing (Building)	anticipates familiar celebrations, routines and group activities	investigates special people and places with curiosity	requests favourite resources or activities	participates in stories and reflection activities with support	recognises familiar people and places linked to belonging
Applying and Extending (Extending)	sustains attention during stories, celebrations and discussions	comments on special people and experiences	answers simple questions about belonging and community	independently accesses familiar reflective resources	demonstrates understanding that places and people can be important and special

Evidence of progress:

Birmingham Toolkit Links

Discussion & Interaction (1a) — “I like to listen to people talking for a short time.”  
Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
Storytelling & Narrative (2) — “I can talk about something that has happened.”  
Discussion & Interaction (3b) — “I will start talking to someone I know well.”  
Listening & Understanding (4) — “I can tell you about things that have happened and are happening.”  
Vocabulary (4) — “I can talk about colours, numbers and when things happen.”  
Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:

sustains attention during shared experiences  
anticipates familiar celebrations and routines  
explores reflective resources purposefully

Communication:

comments on special people or places  
responds to questions about experiences  
requests favourite activities or resources

Curriculum:

recognises familiar people and places  
demonstrates awareness of belonging and community  
identifies experiences that are important or special



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- outdoor sensory play
- healthy snack preparation
- water and sun safety activities
- hygiene routines
- sensory circuits
- role play healthy choices
- seasonal outdoor exploration
- group wellbeing activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to outdoor play and self-care	responds to familiar routines and comfort needs	explores healthy living resources and activities	participates in shared routines and group experiences	shows awareness of familiar safety and self-care routines
Developing (Building)	anticipates familiar outdoor and self-care routines	investigates healthy choices and sensory experiences with curiosity	requests favourite activities, food or resources	participates in hygiene and healthy living activities with support	recognises familiar healthy routines and safety expectations
Applying and Extending (Extending)	sustains attention during practical wellbeing activities	comments on preferences, feelings and experiences	answers simple questions about healthy choices and safety	independently follows familiar routines with support	demonstrates understanding of healthy habits and personal wellbeing

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during wellbeing activities anticipates familiar healthy routines explores resources purposefully	comments on preferences or feelings requests help, food or resources responds to questions about routines or safety	participates in healthy routines demonstrates awareness of safety and wellbeing recognises healthy choices and self-care needs

Birmingham Toolkit Links

- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Vocabulary (2b) — “I can use different words to help me ask for things I need.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Listening & Understanding (4) — “I can tell you about things that have happened and are happening.”
- Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”
- Vocabulary (5a) — “I know words that show the order things happen.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”



The Brow CP School RB Curriculum.  
RE - Celebrations & Seasonal Change —  
Year A Summer — Weather & Seasons

Topic intent: Pupils will develop awareness of celebrations, seasonal change and shared experiences through stories, sensory exploration and participation in community events and traditions.

Key vocab: celebrate • special • together • summer • light • music • family • happy • share • change

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to celebrations and seasons	responds to music, lights and shared experiences	explores celebration objects and sensory materials	participates in shared group activities	participates in shared group activities
Developing (Building)	anticipates familiar celebrations and seasonal events	investigates celebration resources and traditions with curiosity	requests favourite songs, objects or activities	participates in stories and celebration activities with support	recognises familiar celebrations, symbols and shared experiences
Applying and Extending (Extending)	sustains attention during celebrations and group activities	comments on special events and experiences	answers simple questions about celebrations and traditions	answers simple questions about celebrations and traditions	demonstrates understanding that people celebrate and share experiences in different ways

Learning Opportunities

- celebration sensory trays
- music and movement activities
- stories linked to celebrations and traditions
- shared group events
- light and colour exploration
- role play celebrations
- outdoor seasonal activities
- cultural songs and rhymes

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”
- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Listening & Understanding (4) — “I can tell you about things that have happened and are happening.”
- Vocabulary (4) — “I can talk about colours, numbers and when things happen.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”
- Storytelling & Narrative (5a) — “I can talk about things that are not real or have not happened yet.”

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during celebration activities anticipates familiar songs and routines explores sensory resources purposefully	comments on celebrations or experiences responds to questions about stories or events requests favourite activities or resources	recognises familiar celebrations and symbols participates in shared traditions and events demonstrates awareness that celebrations are special shared experiences



The Brow CP School RB Curriculum.  
 Music - Sounds, Songs & Rhythm —  
 Year A Autumn — Ourselves

Topic intent: Pupils will develop listening, communication and self-expression through exploring sounds, music, rhythm and familiar songs linked to themselves and their experiences.

Key vocab: music • sound • loud • quiet • stop • go • clap • sing • drum • listen

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- singing familiar songs
- instrument exploration
- rhythm games
- music and movement activities
- sensory sound exploration
- action rhymes
- call and response games
- listening activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, music and rhythm	responds to familiar songs and voices	explores instruments and sound-making objects	participates in shared musical experiences	shows awareness of changes in sound and rhythm
Developing (Building)	anticipates familiar songs and musical routines	investigates instruments and sounds with curiosity	requests favourite songs or instruments	participates in singing and rhythm activities with support	recognises familiar sounds, actions and musical patterns
Applying and Extending (Extending)	sustains attention during musical activities	comments on sounds, songs and experiences	answers simple questions about music and rhythm	independently accesses familiar instruments and resources	demonstrates understanding of rhythm, sound and musical interaction

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during musical activities anticipates familiar songs and sounds explores instruments purposefully	joins in with songs or actions comments on sounds or music responds to musical cues or questions	explores rhythm and sound participates in singing and music making demonstrates awareness of musical changes and patterns

Birmingham Toolkit Links

- Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”
- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”
- Storytelling & Narrative (2) — “I can talk about something that has happened.”
- Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”



Topic intent: Pupils will develop movement, coordination and physical confidence through sensory movement experiences, games and practical activities linked to themselves and familiar routines.

Key vocab: move • stop • go • throw • catch • kick • roll • jump • balance • turn

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- obstacle courses
- ball games
- movement circuits
- action songs
- parachute games
- balance activities
- sensory movement play
- turn taking games

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement and physical sensory experiences	responds to physical prompts and familiar routines	explores balls, equipment and movement through play	participates in shared movement activities	shows awareness of movement and space
Developing (Building)	anticipates familiar movement routines and games	investigates equipment and movement with curiosity	requests favourite activities or equipment	participates in movement and ball activities with support	recognises simple movement patterns and routines
Applying and Extending (Extending)	sustains attention during physical activities	comments on movement and games	answers simple questions during activities	independently accesses familiar equipment	demonstrates increasing coordination, balance and control

Birmingham Toolkit Links

- Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”
- Listening & Understanding (1) — “I can listen and do what my teacher asks when she says my name first.”
- Vocabulary (1b) — “I know words to help me talk about things I can see and do.”
- Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”
- Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”
- Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Evidence of progress:

Observation:	Communication:	Curriculum:
Sustains attention during movement activities anticipates familiar routines and games explores equipment purposefully	responds to movement instructions comments during physical play requests activities or equipment	develops movement and coordination skills participates in games and routines demonstrates increasing balance and control



The Brow CP School RB Curriculum.  
 Music - Rhythm, Instruments & Listening  
 — Year A Spring — Our School

Topic intent: Pupils will develop listening, communication and musical awareness through exploring rhythm, instruments and shared musical experiences linked to familiar routines and environments.

Key vocab: music • beat • fast • slow • loud • quiet • shake • tap • listen • stop

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- rhythm games
- instrument exploration
- listening walks
- action songs
- sound matching games
- music and movement activities
- call and response songs
- sensory sound exploration

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, rhythm and musical changes	responds to familiar songs and sound patterns	explores instruments and sensory sound experiences	participates in shared musical activities	shows awareness of changes in sound and movement
Developing (Building)	anticipates familiar songs, rhythms and routines	investigates instruments and sound-making with curiosity	requests favourite songs or instruments	participates in rhythm and listening games with support	recognises familiar musical patterns and actions
Applying and Extending (Extending)	sustains attention during musical activities	comments on rhythm, sound and musical experiences	answers simple questions about music and instruments	independently accesses familiar musical resources	demonstrates understanding of beat, rhythm and musical interaction

Birmingham Toolkit Links

Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”  
 Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Discussion & Interaction (2b) — “I try to join in when people are talking and can sometimes stay on the topic.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:

sustains attention during musical activities  
 anticipates familiar songs and rhythms  
 explores instruments purposefully

Communication:

joins in with sounds, songs or actions  
 comments on music or instruments  
 responds to musical instructions or questions

Curriculum:

explores rhythm and beat  
 participates in music-making activities  
 demonstrates awareness of musical changes and patterns



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- obstacle courses
- balancing activities
- throwing and catching games
- parachute games
- movement circuits
- action songs
- turn taking games
- sensory movement play

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Evidence of progress:

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement and physical changes in the environment	responds to physical prompts and movement routines	explores equipment and movement through sensory play	participates in shared movement activities	shows awareness of movement and space
Developing (Building)	anticipates familiar games and movement routines	investigates movement and equipment with curiosity	requests favourite activities or equipment	participates in balancing, throwing and movement games with support	recognises familiar movement patterns and routines
Applying and Extending (Extending)	sustains attention during physical activities and games	comments on movement and physical experiences	answers simple questions during activities	independently accesses familiar equipment and routines	demonstrates increasing coordination, balance and control

Birmingham Toolkit Links

Listening & Understanding (1) — “I can listen and do what my teacher asks when she says my name first.”

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”

Discussion & Interaction (2c) — “I am starting to play more with other children.”

Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”

Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Observation:

sustains attention during movement activities  
anticipates familiar games and routines  
explores equipment purposefully

Communication:

responds to movement instructions  
comments during physical activities  
requests equipment or activities

Curriculum:

develops balance and coordination  
participates in games and movement routines  
demonstrates increasing physical control



The Brow CP School RB Curriculum.  
 Music - Weather Sounds & Musical  
 Exploration — Year A Summer — Weather  
 & Seasons

Topic intent: Pupils will develop listening,  
 communication and creative expression through  
 exploring weather sounds, rhythm, movement and  
 seasonal musical experiences.

Key vocab: rain • wind • sun •  
 loud • quiet • fast • slow • shake •  
 stop • listen

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices environmental sounds and musical changes	responds to familiar songs and sensory sound experiences	explores instruments and sound-making objects	participates in shared musical activities	shows awareness of changes in sound, rhythm and movement
Developing (Building)	anticipates familiar songs, sound effects and routines	investigates instruments and weather sounds with curiosity	requests favourite songs or instruments	participates in rhythm and movement activities with support	recognises familiar musical patterns linked to weather and seasons
Applying and Extending (Extending)	sustains attention during musical and sensory activities	comments on sounds, music and seasonal experiences	answers simple questions about music and rhythm	independently accesses familiar instruments and resources	demonstrates understanding of sound, rhythm and musical expression

- Learning Opportunities
- weather sound exploration
  - instrument play
  - music and movement games
  - seasonal songs and rhymes
  - sound matching activities
  - outdoor listening walks
  - rhythm games
  - sensory music experiences

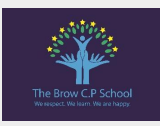
Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

**Birmingham Toolkit Links**

Discussion & Interaction (1b) — “I try to join in with action songs and rhymes.”  
 Vocabulary (1b) — “I know words to help me talk about things I can see and do.”  
 Vocabulary (3) — “I can use words to describe things.”  
 Listening & Understanding (2) — “I can listen to and answer questions about what we’re doing now.”  
 Storytelling & Narrative (2) — “I can talk about something that has happened.”  
 Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during musical activities anticipates familiar songs and sound routines explores instruments purposefully	joins in with songs or actions comments on sounds or music responds to musical instructions or questions	explores rhythm and weather sounds participates in music-making activities demonstrates awareness of musical changes and patterns



The Brow CP School RB Curriculum.  
PE - Athletics, Movement & Outdoor Games — Year A Summer — Weather & Seasons

Topic intent: Pupils will develop movement, coordination and physical confidence through outdoor games, athletics and sensory movement experiences linked to seasonal exploration and active play.

Key vocab: run • jump • throw • roll • stop • go • balance • fast • slow • outside

### Developmental Learning Journey

The progression of skills and understanding through this topic

#### Learning Opportunities

- outdoor obstacle courses
- running and jumping games
- throwing and rolling activities
- balance challenges
- parachute games
- sensory movement circuits
- turn taking games
- outdoor team activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement and outdoor sensory experiences	responds to physical prompts and familiar routines	explores equipment and outdoor movement through play	participates in shared physical activities	shows awareness of movement and space outdoors
Developing (Building)	anticipates familiar games and outdoor routines	investigates movement and equipment with curiosity	requests favourite activities or equipment	participates in running, throwing and balancing activities with support	recognises familiar movement patterns and routines
Applying and Extending (Extending)	sustains attention during outdoor games and athletics	comments on movement and physical experiences	answers simple questions during activities	independently accesses familiar equipment and routines	demonstrates increasing coordination, balance and control in outdoor activities

#### Birmingham Toolkit Links

Listening & Understanding (1) — “I can listen and do what my teacher asks when she says my name first.”

Vocabulary (1b) — “I know words to help me talk about things I can see and do.”

Discussion & Interaction (2c) — “I am starting to play more with other children.”

Listening & Understanding (5a) — “I can listen to and do what my teacher asks me.”

Discussion & Interaction (4a) — “With help from my teacher I can join in with children in my group and take turns.”

Discussion & Interaction (5a) — “I can join in with my group making sure I am taking turns and talking about the same thing.”

#### Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during outdoor movement activities anticipates familiar games and routines explores equipment purposefully	responds to movement instructions comments during physical activities requests equipment or activities	develops coordination and balance participates in outdoor games and athletics demonstrates increasing physical control and confidence

# The Brow CP School Resource Base Curriculum Overlap Map

## Key Vocabulary









 me	 family
 wash	 clean
 more	 help
 stop	 go
 play	 choose



## Year A Ourselves

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

- Evidence opportunities**
- Observation
  - Communication
  - Curriculum
  - Independence

Experience	Subjects Linked	Skills developed through experience
 Mirror Exploration	Science • PSHE • Art • RE	Self awareness • Communication • Sensory exploration
 Washing Stations	Science • PSHE • PE	Hygiene • Sequencing • Independence
 Family Photos	History • RE • Communication	Recognition • Relationships • Vocabulary
 Self Portraits	Art • Communication • PSHE	Fine motor • Choice making • Identity
 Action Songs	Music • PE • Communication	Listening • Turn taking • Attention
 Texture Exploration	Science • Art	Curiosity • Describing • Sensory regulation
 Cause & Effect Technology	Computing • Maths • Communication	Anticipation • Problem solving
 Role Play	PSHE • Communication	Interaction • Imagination • Narrative



# The Brow CP School Resource Base Curriculum Overlap Map



## Year A Our School

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

- Evidence opportunities**
- Observation
  - Communication
  - Curriculum
  - Independence











### Key Vocabulary

school	friend
teacher	classroom
help	share
stop	go
turn	together

Experience	Subjects Linked	Skills developed through experience
School Walks	Geography • Communication • PSHE	Following routines • Environmental awareness • Vocabulary
Group Games	PE • PSHE • Communication	Turn taking • Cooperation • Regulation
Rhythm Games	Music • Maths • PE	Listening • Timing • Coordination
Model Building	Art/DT • Maths • Communication	Construction • Problem solving • Fine motor
Interactive Technology	Computing • Communication • Maths	Cause & effect • Attention • Choice making
Story Sessions	English • RE • Communication	Listening • Narrative • Sequencing
Sensory Circuits	PE • PSHE	Body awareness • Regulation • Movement
Snack & Café Role Play	PSHE • Maths • Communication	Requesting • Counting • Independence

# The Brow CP School Resource Base Curriculum Overlap Map

## Key Vocabulary









 sun	 rain
 hot	 cold
 weather	 season
 splash	 water
 outside	 grow

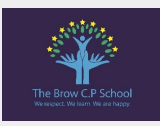


## Year A Weather and Seasons

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

- Evidence opportunities**
- Observation
  - Communication
  - Curriculum
  - Independence

Experience	Subjects Linked	Skills developed through experience
 Weather Walks	Geography • Science • Communication	Observation • Vocabulary • Environmental awareness
 Water Play	Science • Maths • PE	Exploration • Coordination • Problem solving
 Nature Collage	Art • Science	Creativity • Texture exploration • Fine motor
 Seasonal Music	Music • RE • Communication	Listening • Participation • Anticipation
 Outdoor Games	PE • PSHE	Balance • Coordination • Turn taking
 Gardening Activities	Science • Maths • PSHE	Care routines • Counting • Independence
 Seasonal Stories	English • Communication • RE	Vocabulary • Sequencing • Understanding
 Weather Technology	Computing • Science • Communication	Cause & effect • Attention • Interaction



The Brow CP School RB Curriculum.  
English — Traditional Tales & Play  
Stories — Year B Autumn — Toys

Topic intent Pupils will develop communication, listening, early literacy and storytelling skills through exploring familiar and old toys, sensory stories and imaginative play experiences. :

Key vocab: toy • old • new • play • teddy • car • train • turn • stop • go

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- sensory toy stories
- toy shop role play
- puppet play
- action songs and rhymes
- story sacks
- cause and effect toys
- sequencing activities
- communication games

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar toys and sensory story objects	responds to familiar voices, songs and repetitive language	explores books and story props through touch and movement	participates in shared attention activities	shows awareness of familiar routines and repeated phrases
Developing (Building)	anticipates familiar stories and songs	investigates books, props and role play resources with curiosity	requests favourite stories, toys or characters	participates in shared storytelling and role play with support	recognises familiar words, symbols and story sequences
Applying and Extending (Extending)	sustains attention during stories and group activities	comments on characters, toys and events	answers simple questions about stories and experiences	independently accesses familiar books and communication resources	demonstrates understanding of sequencing and imaginative play

Evidence of progress:

**Birmingham Toolkit Links**  
 Discussion & Interaction (1b) — joins in with songs and rhymes  
 Vocabulary (1b) — uses words linked to familiar objects and actions  
 Listening & Understanding (2) — responds to questions about activities  
 Storytelling & Narrative (2) — talks about familiar experiences  
 Storytelling & Narrative (3) — retells simple events  
 Discussion & Interaction (4a) — takes turns in group interaction  
 Vocabulary (5a) — uses words linked to sequence and order

Observation:	Communication:	Curriculum:
sustains attention during stories and songs anticipates repeated story events explores books and props purposefully	comments on toys or stories requests favourite objects or books responds to questions and instructions	participates in storytelling activities recognises familiar characters or symbols demonstrates understanding of simple sequencing



The Brow CP School RB Curriculum.  
English — Growth Stories & Poems —  
Year B Spring — Spring and Growth

Topic intent: Pupils will develop communication, vocabulary and understanding through stories, poems and sensory exploration linked to growth, plants, animals and seasonal change.

Key vocab: plant • grow • flower • seed • baby • rain • sun • big • small • more

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory changes in stories and environments	responds to familiar songs, rhymes and repetitive language	explores books and natural objects through sensory experiences	participates in shared storytelling activities	shows awareness of familiar routines and story patterns
Developing (Building)	anticipates familiar stories and songs linked to growth and change	investigates books, props and sensory resources with curiosity	requests favourite stories, songs or resources	participates in shared reading and role play with support	recognises familiar vocabulary and story sequences
Applying and Extending (Extending)	sustains attention during stories and group discussions	comments on characters, changes and events	answers simple questions about stories and experiences	independently accesses familiar books and resources	demonstrates understanding of sequencing and change over time

- Learning Opportunities
- sensory stories
  - planting activities
  - rhymes and poems
  - sequencing cards
  - small world play
  - gardening role play
  - story sacks
  - outdoor storytelling

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

- Birmingham Toolkit Links**
- Vocabulary (1b) — uses words linked to objects and actions
  - Listening & Understanding (2) — answers questions about current activities
  - Storytelling & Narrative (2) — talks about familiar experiences
  - Vocabulary (3) — uses descriptive language
  - Storytelling & Narrative (4) — talks about things that have happened and are happening
  - Vocabulary (5a) — uses sequencing vocabulary
  - Discussion & Interaction (5a) — participates in group discussion and turn taking

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during storytelling activities anticipates repeated story patterns explores books and resources purposefully	comments on stories or experiences requests favourite books or songs responds to questions about characters or events	participates in storytelling and sequencing recognises vocabulary linked to growth and change demonstrates understanding of simple narrative structure



The Brow CP School RB Curriculum.  
English — Animal Stories & Rhymes —  
Year B Summer — Creatures Great  
and Small

Topic intent: Pupils will develop communication, listening and imaginative skills through stories, poems and sensory exploration linked to animals, minibeasts and habitats.

Key vocab: bug • animal • big • small • wings • crawl • fly • habitat • noisy • quiet

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- animal stories and poems
- sensory trays
- puppet storytelling
- small world habitats
- minibeast hunts
- role play vet/animal care
- rhymes and action songs
- sequencing activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, textures and movement linked to stories and animals	responds to familiar songs, rhymes and repeated language	explores books and sensory props through touch and movement	participates in shared attention activities	shows awareness of familiar story routines and sounds
Developing (Building)	anticipates familiar stories and songs about creatures and animals	investigates books, puppets and sensory resources with curiosity	requests favourite stories, characters or activities	participates in role play and storytelling with support	recognises familiar animal vocabulary and story patterns
Applying and Extending (Extending)	sustains attention during storytelling and group activities	comments on creatures, habitats and story events	answers simple questions about characters and settings	independently accesses familiar books and communication resources	demonstrates understanding of sequencing and imaginative narrative

Birmingham Toolkit Links

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Storytelling & Narrative (3) — retells simple events in order
- Listening & Understanding (5a) — follows simple instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

Observation:

sustains attention during stories and songs  
anticipates repeated story events and sounds  
explores books and props purposefully

Communication:

Comments on creatures or stories  
requests favourite books or activities  
responds to questions about characters and events

Curriculum:

participates in storytelling and role play  
recognises familiar vocabulary linked to animals and habitats  
demonstrates understanding of sequencing and imaginative play



Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices differences in size, shape and quantity	responds to counting songs and repetitive number language	explores objects through filling, emptying and grouping	participates in matching and sorting activities	shows awareness of quantity through sensory experiences
Developing (Building)	anticipates familiar counting routines and number songs	investigates shape, size and quantity with curiosity	requests favourite resources or activities	participates in counting and matching games with support	recognises familiar numbers, patterns and groups
Applying and Extending (Extending)	sustains attention during practical maths activities	comments on quantity, size and number	answers simple questions about counting and groups	independently accesses familiar maths resources	demonstrates understanding of matching, sorting and simple counting

- Learning Opportunities
- sorting toy groups
  - counting songs and rhymes
  - matching games
  - toy shop role play
  - shape exploration
  - number stories
  - sensory counting trays
  - pattern activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- MN 1d — spots the difference between 'one' and 'lots'
- MN 2b — says number names to 5 in order
- MN 3b — shows 5 objects in different arrangements
- MN 4a — identifies how many objects there are up to 10
- MN 5d — says which group is bigger or smaller
- MN 5a — joins in counting to 20 and places numbers in order

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during practical maths activities anticipates counting routines and songs explores objects and number resources purposefully	comments on quantity, size or groups requests resources or activities responds to number questions and instructions	participates in sorting and counting activities recognises familiar numbers or groups demonstrates understanding of matching and quantity



The Brow CP School RB Curriculum.  
 Maths — Growth, Measure & Number  
 — Year B Spring — Spring and  
 Growth

Topic intent: Pupils will develop mathematical understanding through practical exploration of growth, measure, counting and comparison linked to plants, animals and seasonal change.

Key vocab: grow • tall • short • more • less • count • big • small • heavy • light

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices changes in size, shape and quantity	responds to counting songs and repetitive number language	explores natural objects through filling, emptying and comparing	participates in matching and sorting activities	shows awareness of measure and quantity through sensory experiences
Developing (Building)	anticipates familiar counting routines and mathematical language	investigates size, quantity and measure with curiosity	requests favourite resources or activities	participates in counting and comparing activities with support	recognises familiar numbers, patterns and quantities
Applying and Extending (Extending)	sustains attention during practical maths activities	comments on quantity, size and change	answers simple questions about measure and number	independently accesses familiar maths resources	demonstrates understanding of counting, comparison and simple measure

- Learning Opportunities
- planting and counting seeds
  - comparing plant growth
  - water play and measuring
  - sorting natural objects
  - counting games
  - pattern activities
  - number songs and rhymes
  - sensory maths trays

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- MN 2b — says number names to 5 in order
- MN 3a — shows when there is 'more'
- MN 4a — identifies how many objects there are up to 10
- MN 5d — says which group is bigger or smaller
- MN 5e — estimates how many then checks by counting
- MN 6d — shows that quantity remains the same when rearranged

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during practical maths activities anticipates counting routines and games explores natural and mathematical resources purposefully	comments on size, quantity or change requests resources or activities responds to questions about number and measure	participates in counting and comparison activities recognises familiar quantities and patterns demonstrates understanding of simple measure and number



Topic intent: Pupils will develop curiosity and scientific exploration skills through investigating toys, materials, movement and cause-and-effect experiences using practical and sensory activities.

Key vocab: toy • push • pull • hard • soft • move • stop • spin • fast • slow

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- push and pull toys
- texture exploration
- floating and sinking toys
- sensory investigation trays
- toy ramps and movement
- sorting materials
- cause-and-effect toys
- water and sand exploration

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement, texture and sensory changes	responds to cause-and-effect experiences	explores toys and materials through touch and movement	participates in shared investigation activities	shows awareness of changes in movement and sound
Developing (Building)	anticipates familiar routines and scientific exploration activities	investigates materials and moving toys with curiosity	requests favourite toys or activities	participates in simple investigations with support	recognises familiar properties, actions and changes
Applying and Extending (Extending)	sustains attention during investigations and experiments	comments on movement, materials and changes	answers simple questions about toys and materials	independently accesses familiar science resources	demonstrates understanding of movement, texture and simple cause and effect

Birmingham Toolkit Links

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Storytelling & Narrative (3) — talks about familiar experiences
- Vocabulary (5b) — uses positional language
- Discussion & Interaction (5a) — participates in group discussion and activities

Evidence of progress:

Observation:

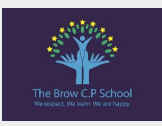
sustains attention during investigations  
 anticipates familiar scientific routines  
 explores toys and materials purposefully

Communication:

comments on movement or materials  
 requests resources or activities  
 responds to questions during investigations

Curriculum:

participates in scientific exploration activities  
 recognises different materials and movements  
 demonstrates understanding of simple cause and effect



The Brow CP School RB Curriculum.  
Science — Plants, Growth & Change  
— Year B Spring

Topic intent: Pupils will develop scientific curiosity and understanding through exploring plants, growth, life cycles and seasonal change using practical and sensory experiences.

Key vocab plant • grow • flower • seed • water • sun • leaf • root • change • alive :

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- planting seeds
- watering plants
- sensory gardening
- exploring flowers and leaves
- outdoor investigations
- life cycle stories
- sorting natural materials
- seasonal walks

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices changes in plants, weather and natural materials	responds to sensory experiences linked to growth and change	explores natural objects through touch, smell and movement	participates in shared investigation activities	shows awareness of environmental changes and routines
Developing (Building)	anticipates familiar science routines and exploration activities	investigates plants and natural materials with curiosity	requests favourite activities or resources	participates in simple investigations with support	recognises familiar vocabulary linked to growth and life processes
Applying and Extending (Extending)	sustains attention during investigations and outdoor exploration	comments on growth, plants and seasonal changes	answers simple questions about living things and change	independently accesses familiar science resources	demonstrates understanding of growth, care and change over time

**Birmingham Toolkit Links**

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (4) — talks about things that are happening
- Vocabulary (5a) — uses sequencing vocabulary
- Discussion & Interaction (5a) — participates in group activities and discussion

Evidence of progress:

**Observation:**

sustains attention during investigations and outdoor exploration  
anticipates familiar routines and activities  
explores plants and natural materials purposefully

**Communication:**

comments on plants, growth or change  
requests resources or activities  
responds to questions during investigations

**Curriculum:**

participates in scientific exploration activities  
recognises features of plants and growth  
demonstrates understanding of change and care routines



The Brow CP School RB Curriculum.  
 Science — Animals, Minibeasts & Habitats  
 — Year B Summer — Creatures Great and Small

Topic intent: Pupils will develop scientific curiosity and understanding through exploring animals, minibeasts, habitats and living things using practical and sensory experiences.

Key vocab: animal • bug • wings • legs • crawl • fly • habitat • alive • small • big

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- minibeast hunts
- animal sensory trays
- habitat exploration
- sorting animals
- outdoor investigations
- puppet play and storytelling
- life cycle activities
- sensory exploration of natural materials

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement, sounds and textures linked to animals and minibeasts	responds to sensory experiences and environmental changes	explores natural materials and creature resources through touch and movement	participates in shared investigation activities	shows awareness of living things and outdoor environments
Developing (Building)	anticipates familiar science routines and exploration activities	investigates animals, minibeasts and habitats with curiosity	requests favourite activities or resources	participates in simple investigations with support	recognises familiar vocabulary linked to animals and living things
Applying and Extending (Extending)	sustains attention during investigations and outdoor exploration	comments on creatures, habitats and movement	answers simple questions about living things and environments	independently accesses familiar science resources	demonstrates understanding of habitats, features and care of living things

**Birmingham Toolkit Links**

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (4) — talks about things that are happening
- Vocabulary (5b) — uses positional language
- Discussion & Interaction (5a) — participates in group activities and discussion

Evidence of progress:

**Observation:**

sustains attention during investigations and outdoor exploration  
 anticipates familiar science routines  
 explores creatures and natural materials purposefully

**Communication:**

comments on animals or habitats  
 requests resources or activities  
 responds to questions during investigations

**Curriculum:**

participates in scientific exploration activities  
 recognises features of animals and habitats  
 demonstrates understanding of living things and environments



The Brow CP School RB Curriculum.  
Computing — Sorting & Recording  
Data — Year B Autumn — Toys

Topic intent: Pupils will develop early computing and problem-solving skills through sorting, matching, categorising and recording information linked to toys and play experiences using practical and interactive activities.

Key vocab: sort • same • different  
• match • group • choose • count  
• picture • toy • record

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- sorting toy groups
- matching games
- simple pictograms
- interactive sorting software
- colour and shape sorting
- yes/no categorising activities
- drag-and-drop games
- recording favourite toys

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices similarities and differences between objects	responds to interactive sorting and matching activities	explores toys and technology through touch and movement	participates in shared categorising activities	shows awareness of cause and effect during interactive play
Developing (Building)	anticipates familiar sorting and matching routines	investigates objects, pictures and categories with curiosity	requests favourite activities or resources	participates in simple data and sorting activities with support	recognises familiar groups, patterns and categories
Applying and Extending (Extending)	sustains attention during computing and sorting activities	comments on similarities, differences and groups	answers simple questions about sorting and categorising	independently accesses familiar technology resources	demonstrates understanding of sorting, matching and simple recording of information

Birmingham Toolkit Links

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Vocabulary (5a) — uses sequencing and ordering vocabulary
- Discussion & Interaction (5a) — participates in group discussion and activities

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during sorting and ICT activities anticipates familiar routines and games explores resources purposefully	comments on groups, pictures or categories requests resources or activities responds to questions during activities	participates in sorting and categorising activities recognises similarities and differences demonstrates understanding of simple data handling and recording



The Brow CP School RB Curriculum.  
Computing — Cause & Effect ICT —  
Year B Spring — Spring and Growth

Topic intent: Pupils will develop early computing and problem-solving skills through exploring cause-and-effect technology, interactive resources and sensory ICT experiences linked to growth, nature and seasonal change.

Key vocab: press • touch • on • off • sound • light • grow • move • stop • go

### Developmental Learning Journey

The progression of skills and understanding through this topic

#### Learning Opportunities

- switch toys
- interactive whiteboard games
- light and sound exploration
- cause-and-effect apps
- spring-themed sensory technology
- communication switches
- interactive story buttons
- simple programmable toys

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices lights, sounds and movement from technology	responds to cause-and-effect experiences	explores switches and interactive resources through touch and movement	participates in shared ICT activities	shows awareness of changes caused by actions
Developing (Building)	anticipates familiar routines and interactive activities	investigates switches and simple technology with curiosity	requests favourite ICT resources or activities	participates in interactive games with support	recognises familiar cause-and-effect patterns and routines
Applying and Extending (Extending)	sustains attention during ICT activities and games	comments on sounds, lights and actions	answers simple questions during interactive activities	independently accesses familiar technology resources	demonstrates understanding of simple cause and effect and purposeful interaction

#### Birmingham Toolkit Links

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Listening & Understanding (2) — responds to questions about activities
- Discussion & Interaction (2b) — joins in when people are talking
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (5a) — follows simple instructions
- Discussion & Interaction (5a) — participates in group activities and turn taking

#### Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during ICT activities anticipates familiar interactive routines explores technology resources purposefully	comments on sounds, lights or movement requests favourite resources or activities responds to questions during ICT activities	participates in cause-and-effect activities recognises simple technology functions demonstrates understanding of purposeful interaction



The Brow CP School RB Curriculum.  
 Computing — Using ICT Independently —  
 Year B Summer — Creatures Great and Small

Topic intent: Pupils will develop independence and confidence in using technology through accessing simple ICT resources, interactive programs and communication tools linked to animals, habitats and sensory exploration.

Key vocab: touch • choose • press • open • play • stop • sound • picture • animal • screen

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, lights and movement from technology	responds to interactive ICT experiences	explores switches, screens and devices through touch and movement	participates in shared ICT activities	shows awareness of cause and effect through technology
Developing (Building)	anticipates familiar ICT routines and activities	investigates interactive programs and devices with curiosity	requests favourite ICT resources or activities	participates in simple independent ICT tasks with support	recognises familiar icons, pictures and interactive patterns
Applying and Extending (Extending)	sustains attention during ICT activities and games	comments on actions, pictures and sounds	answers simple questions during ICT activities	independently accesses familiar technology resources	demonstrates understanding of simple independent technology use and purposeful

- Learning Opportunities
- touchscreen games
  - interactive animal software
  - communication switches
  - simple programmable toys
  - choosing apps independently
  - interactive stories
  - sensory technology trays
  - using headphones and devices

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

**Birmingham Toolkit Links**

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Listening & Understanding (2) — responds to questions about activities
- Discussion & Interaction (2b) — joins in when people are talking
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (5a) — follows simple instructions
- Discussion & Interaction (5a) — participates in group activities and turn taking

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during ICT activities anticipates familiar technology routines explores ICT resources purposefully	comments on pictures, sounds or actions requests favourite programs or devices responds to questions during ICT activities	participates in independent ICT activities recognises familiar icons and functions demonstrates understanding of purposeful technology use



The Brow CP School RB Curriculum.  
History — Toys Old and New — Year B  
Autumn — Toys

Topic intent: Pupils will develop awareness of past and present through exploring old and new toys, familiar experiences and changes over time using practical, sensory and play-based activities.

Key vocab: old • new • toy • past • now • teddy • car • train • different • same

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices differences between objects and experiences	responds to stories, songs and sensory experiences linked to toys	explores old and new toys through touch and movement	participates in shared exploration activities	shows awareness of familiar objects and routines
Developing (Building)	anticipates familiar routines and toy exploration activities	investigates similarities and differences with curiosity	requests favourite toys or activities	participates in comparing and sorting activities with support	recognises familiar vocabulary linked to past and present
Applying and Extending (Extending)	sustains attention during discussions and exploration activities	comments on toys, similarities and differences	answers simple questions about old and new objects	independently accesses familiar resources and role play activities	demonstrates understanding of simple change over time and past/present

- Learning Opportunities
- exploring old and new toys
  - sorting toys by type or age
  - sensory toy investigation
  - family photographs and discussions
  - toy shop role play
  - comparing materials and movement
  - storytelling activities
  - sequencing past and present pictures

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

- Birmingham Toolkit Links**
- Vocabulary (1b) — uses words linked to familiar objects and actions
  - Storytelling & Narrative (2) — talks about familiar experiences
  - Vocabulary (3) — uses descriptive words
  - Listening & Understanding (4) — talks about things that have happened
  - Vocabulary (5a) — uses sequencing vocabulary
  - Discussion & Interaction (5a) — participates in group discussion and activities

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during exploration activities anticipates familiar routines and discussions explores toys and artefacts purposefully	comments on toys or experiences requests favourite resources or activities responds to questions about similarities and differences	participates in comparing old and new toys recognises simple differences between past and present demonstrates awareness of change over time



Topic intent: Pupils will develop awareness of water in the environment through sensory exploration, outdoor learning and practical experiences linked to growth, weather and seasonal change.

Key vocab: water • rain • river • puddle • wet • pour • splash • full • empty • flow

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- water play
- puddle exploration
- rain investigations
- pouring and measuring activities
- outdoor water walks
- sensory trays
- weather observations
- simple map and picture activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices water through sensory experiences and environmental changes	responds to water play, sounds and movement	explores water through touch, pouring and movement	participates in shared outdoor and sensory activities	shows awareness of wet and dry experiences
Developing (Building)	anticipates familiar water play and outdoor routines	investigates water movement and sources with curiosity	requests favourite activities or resources	participates in water exploration activities with support	recognises familiar vocabulary linked to water and weather
Applying and Extending (Extending)	sustains attention during outdoor exploration and investigations	comments on water, weather and movement	answers simple questions about water and environments	independently accesses familiar resources and activities	demonstrates understanding of water sources and simple environmental features

**Birmingham Toolkit Links**

- Vocabulary (1b) — uses words linked to familiar objects and actions
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Storytelling & Narrative (4) — talks about things that are happening
- Vocabulary (5b) — uses positional language
- Discussion & Interaction (5a) — participates in group activities and discussion

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during water exploration activities anticipates familiar routines and investigations explores water and outdoor environments purposefully	comments on water, rain or movement requests resources or activities responds to questions during investigations	participates in water exploration activities recognises simple water sources and features demonstrates awareness of environmental change and weather



The Brow CP School RB Curriculum.  
 Geography — Natural Environment &  
 Countryside — Year B Summer —  
 Creatures Great and Small

Topic intent: Pupils will develop awareness of the natural environment and countryside through outdoor exploration, sensory experiences and practical activities linked to animals, habitats and seasonal change.

Key vocab: grass • tree • field •  
 bug • animal • mud • flower •  
 outside • habitat • countryside

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices natural objects, textures and outdoor environments	responds to sensory experiences linked to nature and weather	explores natural materials through touch and movement	participates in shared outdoor exploration activities	shows awareness of changes in the environment
Developing (Building)	anticipates familiar outdoor routines and exploration activities	investigates natural environments and habitats with curiosity	requests favourite activities or resources	participates in simple outdoor investigations with support	recognises familiar vocabulary linked to nature and countryside environments
Applying and Extending (Extending)	sustains attention during outdoor exploration and investigations	comments on natural features, animals and habitats	answers simple questions about outdoor environments	independently accesses familiar outdoor resources and activities	demonstrates understanding of natural environments and simple geographical features

- Learning Opportunities
- nature walks
  - minibeast hunts
  - sensory nature trays
  - exploring natural materials
  - outdoor storytelling
  - habitat exploration
  - gardening activities
  - weather observations

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

- Birmingham Toolkit Links**
- Vocabulary (1b) — uses words linked to familiar objects and actions
  - Storytelling & Narrative (2) — talks about familiar experiences
  - Vocabulary (3) — uses descriptive words
  - Listening & Understanding (4) — talks about things that are happening
  - Vocabulary (5b) — uses positional language
  - Discussion & Interaction (5a) — participates in group discussion and activities

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during outdoor exploration</p> <p>anticipates familiar outdoor routines and activities</p> <p>explores natural materials and environments purposefully</p>	<p><b>Communication:</b></p> <p>comments on nature, animals or habitats</p> <p>requests resources or activities</p> <p>responds to questions during outdoor learning</p>	<p><b>Curriculum:</b></p> <p>participates in exploration of natural environments</p> <p>recognises simple countryside features and habitats</p> <p>demonstrates awareness of outdoor environments and seasonal change</p>
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Topic intent: Pupils will develop independence, cooperation and social understanding through sharing, turn taking and participating in familiar daily routines linked to play and classroom experiences.

Key vocab: share • turn • help •  
play • tidy • friend • choose • stop  
• go • routine

### Developmental Learning Journey

The progression of skills and understanding through this topic

#### Learning Opportunities

- turn taking games
- toy sharing activities
- classroom jobs
- visual routines
- role play activities
- group snack times
- tidy up routines
- choosing activities independently

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar people, routines and shared activities	responds to praise, interaction and sensory experiences	explores toys and classroom resources alongside others	participates in shared routines and activities	shows awareness of familiar adults and peers
Developing (Building)	anticipates familiar routines and transitions	investigates social interaction and shared play with curiosity	requests favourite toys or activities	participates in turn taking and group activities with support	recognises familiar routines, expectations and classroom rules
Applying and Extending (Extending)	sustains attention during group activities and routines	comments on routines, choices and social experiences	answers simple questions about sharing and classroom expectations	independently follows familiar routines with support	demonstrates understanding of cooperation, turn taking and independence

#### Birmingham Toolkit Links

- Discussion & Interaction (1c) — tries to join in with other children
- Discussion & Interaction (2c) — starting to play more with other children
- Listening & Understanding (2) — responds to questions about current activities
- Discussion & Interaction (4a) — joins in with children in a group and takes turns
- Listening & Understanding (5a) — follows simple instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

#### Evidence of progress:

##### Observation:

sustains attention during routines and group activities  
anticipates familiar classroom routines  
engages purposefully alongside peers

##### Communication:

comments on routines or activities  
requests help, resources or turns  
responds to questions during group activities

##### Curriculum:

participates in sharing and turn taking  
follows familiar routines with support  
demonstrates awareness of classroom expectations



The Brow CP School RB Curriculum.  
RE — Celebrations & Festivals — Year  
B Autumn — Toys

Topic intent: Pupils will develop awareness of celebrations, festivals and shared experiences through stories, sensory exploration and participation in familiar cultural and community events.

Key vocab: celebrate • special • party • music • light • family • together • happy • gift • festival

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- celebration sensory trays
- music and movement activities
- stories linked to festivals
- role play celebrations
- light and colour exploration
- shared group events
- cultural songs and rhymes
- food tasting activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to celebrations and festivals	responds to music, lights and shared social experiences	explores celebration objects and sensory materials	participates in shared group activities	shows awareness of familiar routines and celebrations
Developing (Building)	anticipates familiar celebrations and special events	investigates celebration objects and traditions with curiosity	requests favourite songs, objects or activities	participates in stories and celebration activities with support	recognises familiar symbols, songs and celebration routines
Applying and Extending (Extending)	sustains attention during celebrations and storytelling activities	comments on special events and experiences	answers simple questions about celebrations and traditions	independently accesses familiar celebration resources	demonstrates understanding that people celebrate and share experiences in different ways

Birmingham Toolkit Links

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (4) — talks about things that are happening
- Discussion & Interaction (5a) — participates in group activities and discussion

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during celebration activities anticipates familiar songs and routines explores sensory resources purposefully</p>	<p><b>Communication:</b></p> <p>comments on celebrations or experiences requests favourite activities or resources responds to questions during stories and discussions</p>	<p><b>Curriculum:</b></p> <p>participates in shared celebrations and festivals recognises familiar symbols or traditions demonstrates awareness of special events and community experiences</p>
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The Brow CP School RB Curriculum.  
 PSHE — Looking After Myself — Year  
 B Spring — Spring and Growth

Topic intent: Pupils will develop independence, self-awareness and wellbeing skills through daily routines, healthy choices and sensory experiences linked to personal care and growing independence.

Key vocab: wash • clean • help • healthy • brush • tidy • body • eat • drink • routine

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- 

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices familiar routines and personal care activities	responds to sensory experiences linked to self-care	explores objects and routines through touch and movement	participates in shared daily routines	shows awareness of familiar adults and environments
Developing (Building)	anticipates familiar routines and self-care activities	investigates personal care resources with curiosity	requests help, objects or activities	participates in hygiene and independence routines with support	recognises familiar vocabulary linked to self-care and wellbeing
Applying and Extending (Extending)	sustains attention during routines and group activities	comments on routines, feelings and choices	answers simple questions about healthy choices and self-care	independently accesses familiar resources and routines	demonstrates understanding of personal care, independence and wellbeing

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- Discussion & Interaction (1c) — tries to join in with other children
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during routines and self-care activities  anticipates familiar routines and transitions  engages purposefully in independence tasks</p>	<p><b>Communication:</b></p> <p>comments on routines or choices  requests help or resources  responds to questions during activities</p>	<p><b>Curriculum:</b></p> <p>participates in personal care routines  demonstrates awareness of healthy choices  develops independence in daily tasks</p>
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The Brow CP School RB Curriculum.  
RE — Easter — Year B Spring —  
Spring and Growth

Topic intent: Pupils will develop awareness of Easter and special celebrations through stories, sensory exploration and shared experiences linked to spring, new life and celebration.

Key vocab: Easter • egg • cross • celebrate • spring • special • church • family • happy • together

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- Easter sensory trays
- Easter stories
- music and movement activities
- egg hunts
- spring crafts
- role play celebrations
- exploring symbols and colours
- food tasting activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to Easter and celebrations	responds to music, lights, textures and shared experiences	explores celebration objects and sensory materials	participates in shared group activities	shows awareness of familiar routines and celebrations
Developing (Building)	anticipates familiar Easter stories and celebration activities	investigates Easter objects and traditions with curiosity	requests favourite songs, objects or activities	participates in stories and celebration activities with support	recognises familiar symbols, songs and celebration routines
Applying and Extending (Extending)	sustains attention during storytelling and celebration activities	comments on celebrations and experiences	answers simple questions about Easter and traditions	independently accesses familiar celebration resources	demonstrates understanding that Easter is a special celebration for many people

Evidence of progress:

Birmingham Toolkit Links

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Listening & Understanding (4) — talks about things that are happening
- Discussion & Interaction (5a) — participates in group activities and discussion

Observation:

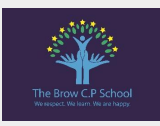
sustains attention during celebration activities  
anticipates familiar songs and routines  
explores sensory resources purposefully

Communication:

comments on celebrations or experiences  
requests favourite activities or resources  
responds to questions during stories and discussions

Curriculum:

participates in shared celebrations and activities  
recognises familiar Easter symbols or traditions  
demonstrates awareness of special events and community experiences



The Brow CP School RB Curriculum.  
 PSHE — Caring for Animals & Plants —  
 Year B Summer — Creatures Great and Small

Topic intent: Pupils will develop empathy, responsibility and independence through caring for animals, plants and living things using practical, sensory and outdoor experiences.

Key vocab: care • animal • plant • water • help • gentle • grow • feed • safe • kind

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- watering plants
- feeding role play animals
- sensory gardening
- outdoor exploration
- caring routines
- animal small world play
- kindness activities
- planting and growing experiences

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices animals, plants and natural environments	responds to sensory experiences linked to living things	explores natural materials and care routines through touch and movement	participates in shared outdoor and caring activities	shows awareness of familiar routines and living things
Developing (Building)	anticipates familiar routines linked to caring activities	investigates animals and plants with curiosity	requests favourite activities or resources	participates in simple caring routines with support	recognises familiar vocabulary linked to care and living things
Applying and Extending (Extending)	sustains attention during caring and outdoor activities	comments on animals, plants and routines	answers simple questions about care and safety	independently accesses familiar resources and activities	demonstrates understanding of kindness, responsibility and caring for living things

Birmingham Toolkit Links

- Discussion & Interaction (1c) — tries to join in with other children
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Storytelling & Narrative (4) — talks about things that are happening
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

Observation:

sustains attention during caring and outdoor activities  
 anticipates familiar routines and experiences  
 engages purposefully with natural resources and living things

Communication:

comments on animals, plants or activities  
 requests resources or help  
 responds to questions during activities

Curriculum:

participates in caring routines and activities  
 demonstrates awareness of kindness and responsibility  
 recognises simple needs of living things



The Brow CP School RB Curriculum,  
RE — Special Stories — Year B  
Summer — Creatures Great and Small

Topic intent: Pupils will develop awareness of special stories and shared beliefs through sensory storytelling, music and practical experiences linked to kindness, helping and caring for others.

Key vocab: story • special • help • kind • friend • share • happy • together • care • listen

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sensory experiences linked to stories and music	responds to familiar voices, songs and repeated language	explores story props and sensory materials through touch and movement	participates in shared storytelling activities	shows awareness of familiar routines and group experiences
Developing (Building)	anticipates familiar stories and songs	investigates story props and resources with curiosity	requests favourite stories or activities	participates in storytelling and role play with support	recognises familiar vocabulary and repeated story patterns
Applying and Extending (Extending)	sustains attention during stories and group discussions	sustains attention during stories and group discussions	answers simple questions about stories and experiences	independently accesses familiar books and resources	demonstrates understanding of kindness, helping and caring themes within stories

Learning Opportunities

- sensory storytelling
- puppet play
- role play stories
- music and rhyme activities
- story sacks
- group discussion
- sequencing activities
- exploring emotions through stories

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Vocabulary (1b) — uses words linked to familiar objects and actions
- Storytelling & Narrative (2) — talks about familiar experiences
- Vocabulary (3) — uses descriptive words
- Storytelling & Narrative (3) — retells simple events
- Discussion & Interaction (5a) — participates in group activities and discussion

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during storytelling activities anticipates repeated story events and songs explores books and props purposefully	comments on stories or characters requests favourite books or activities responds to questions during storytelling	participates in shared storytelling activities recognises familiar story patterns and themes demonstrates awareness of kindness and helping within stories



The Brow CP School RB Curriculum.  
 Music — Turn Taking & Action Songs  
 — Year B Autumn — Toys

Topic intent: Pupils will develop listening, communication and participation skills through turn taking, rhythm, action songs and musical play experiences linked to toys and familiar routines.

Key vocab: sing • stop • go • loud  
 • quiet • turn • play • music • clap  
 • shake

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- action songs and rhymes
- instrument exploration
- musical turn taking games
- rhythm copying
- sensory music sessions
- parachute games
- listening games
- musical movement activities

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, rhythm and movement	responds to music, songs and repeated actions	explores instruments and sound-making objects through touch and movement	participates in shared music activities	shows awareness of familiar songs and routines
Developing (Building)	anticipates familiar songs and musical routines	investigates instruments and sound patterns with curiosity	requests favourite songs or instruments	participates in turn taking music activities with support	recognises familiar rhythm, sounds and musical cues
Applying and Extending (Extending)	sustains attention during music and group activities	comments on sounds, songs and actions	answers simple questions during music activities	independently accesses familiar musical resources	demonstrates understanding of rhythm, participation and turn taking

Evidence of progress:

- Birmingham Toolkit Links**  
 Discussion & Interaction (1b) — joins in with songs and rhymes  
 Listening & Understanding (2) — responds to questions about activities  
 Discussion & Interaction (4a) — joins in with group activities and takes turns  
 Vocabulary (3) — uses descriptive words  
 Listening & Understanding (5a) — follows instructions  
 Discussion & Interaction (5a) — participates in group interaction and discussion

<p><b>Observation:</b></p> <p>sustains attention during music activities          anticipates familiar songs and routines          explores musical resources purposefully</p>	<p><b>Communication:</b></p> <p>comments on sounds, songs or actions          requests favourite songs or instruments          responds to questions during music activities</p>	<p><b>Curriculum:</b></p> <p>participates in musical turn taking activities          recognises familiar songs and rhymes          demonstrates awareness of musical cues and participation</p>
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The Brow CP School RB Curriculum.  
PE — Imaginative Play & Games —  
Year B Autumn — Toys

Topic intent: Pupils will develop movement, coordination and social interaction skills through imaginative play, games and physical activities linked to toys and familiar experiences.

Key vocab: run • jump • roll • stop  
• go • throw • catch • balance • play • turn

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement, space and physical activity	responds to movement games and sensory experiences	explores equipment and movement through touch and action	participates in shared physical activities	shows awareness of movement routines and transitions
Developing (Building)	anticipates familiar movement routines and games	investigates equipment and physical challenges with curiosity	requests favourite activities or resources	participates in imaginative movement and games with support	recognises familiar movement patterns and instructions
Applying and Extending (Extending)	sustains attention during PE and group activities	comments on movement, actions and games	answers simple questions during activities	independently accesses familiar equipment and routines	demonstrates understanding of movement, coordination and turn taking

Learning Opportunities

- obstacle courses
- imaginative movement games
- parachute activities
- beanbag games
- ball rolling and throwing
- balance activities
- movement to music
- turn taking games

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- Discussion & Interaction (1c) — tries to join in with other children
- Listening & Understanding (2) — responds to questions about activities
- Discussion & Interaction (2c) — starting to play more with other children
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during movement activities anticipates familiar games and routines explores movement equipment purposefully</p>	<p><b>Communication:</b></p> <p>comments on games or movement requests resources or activities responds to questions during PE activities</p>	<p><b>Curriculum:</b></p> <p>participates in games and imaginative movement demonstrates coordination and body awareness develops turn taking and cooperation skills</p>
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The Brow CP School RB Curriculum.  
 Music — Loud & Quiet Sounds —  
 Year B Spring — Spring and Growth

Topic intent: Pupils will develop listening, communication and musical awareness through exploring loud and quiet sounds, rhythm and musical patterns linked to spring, growth and sensory exploration.

Key vocab: loud • quiet • sound • music • listen • stop • go • shake • tap • soft

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- loud and quiet instrument games
- action songs and rhymes
- rhythm copying
- sensory music sessions
- sound exploration
- listening games
- musical movement activities
- spring-themed songs

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

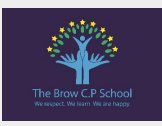
	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, rhythm and changes in volume	responds to music, songs and repeated sound patterns	explores instruments and sound-making objects through touch and movement	participates in shared music activities	shows awareness of familiar songs and musical routines
Developing (Building)	anticipates familiar songs and sound activities	investigates instruments and volume changes with curiosity	requests favourite songs or instruments	participates in musical games with support	recognises familiar sounds, rhythms and musical cues
Applying and Extending (Extending)	sustains attention during music and group activities	comments on sounds, rhythm and musical changes	answers simple questions during music activities	independently accesses familiar musical resources	demonstrates understanding of loud/quiet sounds and musical participation

Evidence of progress:

**Birmingham Toolkit Links**

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Observation:	Communication:	Curriculum:
sustains attention during music activities anticipates familiar songs and sound changes explores musical resources purposefully	comments on sounds or music requests favourite songs or instruments responds to questions during music activities	participates in musical listening and sound activities recognises loud and quiet sounds demonstrates awareness of rhythm and musical changes



The Brow CP School RB Curriculum,  
PE — Dance & Gymnastics — Year B  
Spring — Spring and Growth

Topic intent: Pupils will develop coordination, balance and body awareness through dance, gymnastics and movement activities linked to growth, spring and imaginative exploration.

Key vocab: balance • jump • stretch • roll • move • stop • go • dance • twist • travel

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement, music and space	responds to movement activities and sensory experiences	explores equipment and body movement through action and play	participates in shared movement activities	shows awareness of movement routines and transitions
Developing (Building)	anticipates familiar movement routines and dance activities	investigates movement and equipment with curiosity	requests favourite activities or resources	participates in dance and gymnastics activities with support	recognises familiar movement patterns and instructions
Applying and Extending (Extending)	sustains attention during PE and movement activities	comments on movement, actions and routines	answers simple questions during activities	independently accesses familiar equipment and routines	demonstrates understanding of balance, coordination and movement sequences

Learning Opportunities

- dance routines
- ribbon and scarf movement
- obstacle courses
- balance activities
- stretching and rolling
- movement to music
- parachute games
- sensory movement sessions

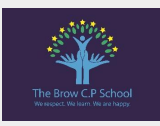
Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links

- Discussion & Interaction (1c) — tries to join in with other children
- Listening & Understanding (2) — responds to questions about activities
- Discussion & Interaction (2c) — starting to play more with other children
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

Observation:	Communication:	Curriculum:
sustains attention during movement activities anticipates familiar movement routines explores movement equipment purposefully	comments on movement or activities requests resources or support responds to questions during PE activities	participates in dance and gymnastics activities demonstrates coordination and body awareness develops balance and movement control



The Brow CP School RB Curriculum.  
 Music — Movement & Space — Year B  
 Summer — Creatures Great and Small

Topic intent: Pupils will develop listening, movement and musical awareness through exploring movement, space, rhythm and sensory music experiences linked to animals, habitats and outdoor exploration.

Key vocab: move • stop • go • fast  
 • slow • music • space • dance • sound • rhythm

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- movement to music
- rhythm games
- action songs and rhymes
- sensory music sessions
- musical obstacle courses
- parachute games
- listening and movement activities
- animal movement songs

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices sounds, movement and changes in space	responds to music, rhythm and repeated actions	explores instruments and movement through touch and action	participates in shared music and movement activities	shows awareness of familiar musical routines and transitions
Developing (Building)	anticipates familiar songs and movement routines	investigates movement and rhythm with curiosity	requests favourite songs or activities	participates in musical movement activities with support	recognises familiar sounds, rhythms and movement patterns
Applying and Extending (Extending)	sustains attention during music and movement activities	comments on sounds, actions and space	answers simple questions during activities	independently accesses familiar musical resources	demonstrates understanding of movement, rhythm and spatial awareness

Birmingham Toolkit Links

- Discussion & Interaction (1b) — joins in with songs and rhymes
- Listening & Understanding (2) — responds to questions about activities
- Vocabulary (3) — uses descriptive words
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during music and movement activities  anticipates familiar songs and routines  explores movement and musical resources purposefully</p>	<p><b>Communication:</b></p> <p>comments on sounds, movement or activities  requests favourite songs or resources  responds to questions during music activities</p>	<p><b>Curriculum:</b></p> <p>participates in musical movement activities  recognises rhythm and movement changes  demonstrates awareness of movement and space</p>
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The Brow CP School RB Curriculum.  
PE — Athletics & Balance — Year B  
Summer — Creatures Great and Small

Topic intent: Pupils will develop movement, coordination, balance and physical confidence through athletics, outdoor games and sensory movement experiences linked to animals and outdoor exploration.

Key vocab: run • jump • throw • catch • balance • fast • slow • stop • go • outside

Developmental Learning Journey

The progression of skills and understanding through this topic

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)	notices movement, space and physical activity	responds to movement games and sensory experiences	explores equipment and body movement through action and play	participates in shared physical activities	shows awareness of movement routines and transitions
Developing (Building)	anticipates familiar movement routines and outdoor games	investigates equipment and physical challenges with curiosity	requests favourite activities or resources	participates in athletics and balance activities with support	recognises familiar movement patterns and instructions
Applying and Extending (Extending)	sustains attention during PE and outdoor activities	comments on movement, actions and games	answers simple questions during activities	independently accesses familiar equipment and routines	demonstrates understanding of coordination, balance and physical control

- Learning Opportunities
- obstacle courses
  - running and jumping games
  - balancing activities
  - beanbag throwing
  - outdoor movement trails
  - parachute games
  - animal movement challenges
  - sensory movement circuits

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

Birmingham Toolkit Links











- Discussion & Interaction (1c) — tries to join in with other children
- Listening & Understanding (2) — responds to questions about activities
- Discussion & Interaction (2c) — starting to play more with other children
- Discussion & Interaction (4a) — joins in with group activities and takes turns
- Listening & Understanding (5a) — follows instructions
- Discussion & Interaction (5a) — participates in group interaction and discussion

Evidence of progress:

<p><b>Observation:</b></p> <p>sustains attention during movement activities anticipates familiar outdoor routines and games explores movement equipment purposefully</p>	<p><b>Communication:</b></p> <p>comments on movement or activities requests resources or support responds to questions during PE activities</p>	<p><b>Curriculum:</b></p> <p>participates in athletics and balance activities demonstrates coordination and body awareness develops balance, control and physical confidence</p>
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# The Brow CP School Resource Base Curriculum Overlap Map

## Key Vocabulary

 old	 new
 play	 move
 stop	 go
 same	 different
 count	 turn











## Year B Toys

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

## Evidence opportunities

- Observation
- Communication
- Curriculum
- Independence

Experience	Subjects Linked	Skills Developed Through Experience
 Toy Exploration	History • Communication • PSHE	Curiosity • Vocabulary • Shared attention
 Toy Shop Role Play	Maths • Communication • PSHE	Turn taking • Counting • Social interaction
 Moving Toys Investigation	Science • Computing • Maths	Cause & effect • Prediction • Problem solving
 Toy Songs & Rhymes	Music • Communication • PE	Listening • Rhythm • Participation
 Junk Model Toys	Art/DT • Maths	Fine motor • Creativity • Construction
 Sorting Toys on Screen	Computing • Maths • Communication	Categorising • Matching • Attention
 Traditional Toy Stories	English • History • RE	Sequencing • Storytelling • Discussion
 Turn Taking Games	PE • PSHE • Communication	Cooperation • Regulation • Physical coordination



# The Brow CP School Resource Base Curriculum Overlap Map

## Key Vocabulary



## Year B Spring & Growth

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

- Evidence opportunities**
- Observation
  - Communication
  - Curriculum
  - Independence

grow	plant
flower	rain
more	less
loud	quiet
move	healthy

Experience	Subjects Linked	Skills Developed Through Experience
Planting Seeds	Science • Maths • PSHE	Care routines • Counting • Responsibility
Water Exploration	Geography • Science • Maths	Measuring • Investigation • Sensory exploration
Growth Stories & Poems	English • Communication • RE	Listening • Vocabulary • Narrative
Loud & Quiet Sound Games	Music • Communication • PE	Listening • Attention • Sound discrimination
Dance & Movement	PE • Music • PSHE	Coordination • Balance • Confidence
Cause & Effect ICT	Computing • Communication • Science	Anticipation • Problem solving • Independence
Spring Art & Collage	Art/DT • Science	Creativity • Fine motor • Observation
Weather Walks	Geography • Science • Communication	Environmental awareness • Vocabulary • Curiosity

# The Brow CP School Resource Base Curriculum Overlap Map

## Key Vocabulary

 animal	 bug
 wings	 outside
 move	 grow
 fast	 slow
 explore	 nature

## Year B Creatures Great & Small

- CORE LEARNING THREADS**
- Engagement & Attention
  - Exploration & Cognition
  - Communication & Interaction
  - Independence & Self Help
  - Curriculum Understanding

- Evidence opportunities**
- Observation
  - Communication
  - Curriculum
  - Independence

Experience	Subjects Linked	Skills Developed Through Experience
Minibeast Hunts	Science • Geography • Communication	Observation • Curiosity • Exploration
Nature Walks	Geography • Science • PSHE	Environmental awareness • Regulation • Vocabulary
Animal Stories & Rhymes	English • Communication • RE	Sequencing • Listening • Imagination
Movement & Space Games	Music • PE • Communication	Spatial awareness • Rhythm • Participation
Athletics & Balance Activities	PE • PSHE • Communication	Coordination • Confidence • Physical control
Independent ICT Exploration	Computing • Communication • Science	Choice making • Independence • Problem solving
Animal Crafts & Models	Art/DT • Science	Creativity • Fine motor • Design skills
Caring for Animals & Plants	PSHE • Science • RE	Responsibility • Empathy • Independence



Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

- 

Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)					
Developing (Building)					
Applying and Extending (Extending)					

Evidence of progress:

Observation:	Communication:	Curriculum:
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Birmingham Toolkit Links



The Brow CP School RB Curriculum.

Topic intent:

Key vocab:

Developmental Learning Journey

The progression of skills and understanding through this topic

Learning Opportunities

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Developmental stages are flexible and pupils may work across stages simultaneously. Assessment is based on engagement, communication, independence and curriculum application across contexts.

	Engagement Attention, anticipation, curiosity	Exploration & Cognition Exploring, investigating, making connections	Communication	Independence	Understanding & Application
Early (exploring)					
Developing (Building)					
Applying and Extending (Extending)					

Evidence of progress:

Observation:	Communication:	Curriculum:
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Birmingham Toolkit Links