	Week 1 Measurement	Week 2 Number	Week 3 Measurement	Week 4 Number	Week 5 Measurement
Mathematics	**Objective**: to show an awareness of the passing of time. **Success criteria:** **Sensory:** I can match big or small objects (S4). I can find big and small objects on a request from a choice of two (S5) **Support:** I can show an awareness of time through some familiarity with significant times in their day e.g. meal or bedtimes (S8) **Core:** I can show an awarenss of the sequence of the days of the week. I can use language in relation to times of the day e.g. morning and afternoon (S9) **Extension:** I can begin to recognize the names of the month of the year. I can use language relating to times of the day and days of the week (S10) **Suggested Activities:** - (sensory group) match a range of objects both 3d and 2d. -match symbols of times of the day with times -sing days of the week song -sing months of the year song, order months and relate them to something that happens in that month e.g. Christmas in December.	**Objective**: **Success criteria:** **Sensory:** I can rote count to 5 (S6) **Support:** I can recognise numbers to 20 and read and write numerals to 10 (S9) **Core:** I can identify, represent and estimate numbers using different representitives, including the number line. I can read and write numbers to 100 in words and numerals (S12) **Extension:** I can identify, represent and estimate numbers using different representations. I can read and write numbers to 1000 in words and numerals (S13) **Suggested Activities:** - (sensory group)	**Objective**: to recognize different ways to show the passing of time. **Success criteria:** **Sensory:** I can compare the overall size of an object with another (S6). I can use familiar words in practical situations when comparing sizes and quantities e.g using the words, heavy, light, more, less, enough, not enough (S7) **Support:** I can show an awarenss of the sequence of the days of the week. I can use language in relation to times of the day e.g. morning and afternoon (S9) **Core:** I can begin to recognize the names of the month of the year. I can use language relating to times of the day and days of the week (S10) **Extension:** I can sequence events in chronological order using language e.g before/after, next/first and today/yesterday. I can use language relating to dtaes including days of the week, weeks, months and years. I can tell the time to the hour and half past and draw hands on a clock face to show these times (S11) **Suggested Activities:** - (sensory group) LOTC compare a range of objects and match them to symbols regarding their size/weight. Use scales to weigh different objects. -make clocks	**Objective**: **Success criteria:** **Sensory:** **Support:** **Core:** **Extension:** **Suggested Activities:** - (sensory group)	**Objective**: to attribute numbers and words to different times of the day. **Success criteria:** **Sensory:** I can show an awareness of time through some familiarity with significant times in their day e.g. meal or bedtimes (S8) **Support:** I can begin to recognize the names of the month of the year. I can use language relating to times of the day and days of the week (S10) **Core:** I can sequence events in chronological order using language e.g before/after, next/first and today/yesterday. I can use language relating to dtaes including days of the week, weeks, months and years. I can tell the time to the hour and half past and draw hands on a clock face to show these times (S11) **Extension:** I can tell and write the time to five munutes, including quarter past/to the hour and draw the hands on a clock face to show the time. I know minutes in an hour, hours in a day (S12) **Suggested Activities:** - (sensory group) match symbols of times of the day with times - use clocks to tell the time (VY has clocks)

	Week 6 Measurement, Number/ Assessment week	Week 7 Statistics	Week 8 Number	Week 9 Statistics	Week 10 Number
	Objective: to use clocks to signify different measurements of time. **Success criteria:** **Sensory:** I can show an awarenss of the sequence of the days of the week. I can use language in relation to times of the day e.g. morning and afternoon (S9)	**Objective**: sort and organise data. **Success criteria:** **Sensory:** I can sort objects (S6) I can complete a range of sorting activities (S7) **Support:** I can develop mathematical understanding of couting by using tokens, marks or tallies to record scoring	**Objective**: **Success criteria:** **Sensory:** **Support:** **Core:** **Extension:**	**Objective**: to represent data. **Success criteria:** **Sensory:** I can develop mathematical understanding of couting by using tokens, marks or tallies to record scoring for events (S8) **Support:** I can use pictures and objects to	**Objective**: **Success criteria:** **Sensory:** **Support:** **Core:** **Extension:**

Support: I can sequence events in chronological order using language e.g before/after, next/first and today/yesterday. I can use language relating to dtaes including days of the week, weeks, months and years. I can tell the time to the hour and half past and draw hands on a clock face to show these times (S11) **Core:** I can tell and write the time to five munutes, including quarter past/to the hour and draw the hands on a clock face to show the time. I know minutes in an hour, hours in a day (S12) **Extension:** I can tell and write the time from an analogue clock. Including using Roman numeras from 1 to X11, and 12hour and 24hour clocks. I can estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight (S13) **Suggested Activities:** - (sensory group) sequence days of the week - put roman numerals on to a clock -look at a range of different clocks e.g analogue and digital and try and tell the times	for events (S8) **Core:** I can use pictures and objects to collect information. I can use pictures and objects to represent information (S9) **Extension:** I can begin to construct simple pictograms and tally charts using a given format. I can start to collect and organize data, formally recording using tally charts or data collection software with support. I can make simple comments about data (S10) **Suggested Activities:** - (sensory group) sort colours, shapes, foods, sort things outside <mark>LOTC</mark> - ask people about their favourite foods and collect information, start with savoury	**Suggested Activities:** - (sensory group)	collect information. I can use pictures and objects to represent information (S9) **Core:** I can begin to construct simple pictograms and tally charts using a given format. I can start to collect and organize data, formally recording using tally charts or data collection software with support. I can make simple comments about data (S10) **Extension:** I can begin to construct simple block diagrams and tables as well as pictograms and tally charts using a given format. I can collect and organise data formally recording using pictures, objects, tally charts or ICT with support (S11) **Suggested Activities:** - (sensory group) use dots or bingo marker to make marks on a tally chart - children to choose foods to ask people what their favourites are	**Suggested Activities:** - (sensory group)
Week 11 **Stastistics, Number/ Assessment week**	**Week 12** **Jump up week**	**Week 13** **Jump up week**	**Week 14**	**Notes…** **Home learning**
Objective: to begin to understand data collected. **Success criteria:** **Sensory:** I can use pictures and objects to collect information. I can use pictures and objects to represent information (S9) **Support:** I can begin to construct simple pictograms and tally charts using a given format. I can start to collect and organize data, formally recording using tally charts or data collection software with support. I can make simple comments about data (S10) **Core:** I can begin to construct simple				1st half term: **Number:** **Measurement:** 2nd half term: Number: Stastistics:

block diagrams and tables as well as pictograms and tally charts using a given format. I can collect and organise data formally recording using pictures, objects, tally charts or ICT with support (S11)

Extension: I can construct simple block diagrams and tables as well as pictograms and tally charts. I can collect and organise data recording results independently. I can ask and answer a simple question by counting the number of pictures, objects or tally marks in each category and sorting categories by quantity. I can ask and answer question about totaling and comparing categorical data (S12)

Suggested Activities:
- (sensory group) use a simple pictogram to record data
- watch a film, record how many times they see a character or they say something
-have races and record who won

Technology- Food, DT. Computing

	Week 1 Computing	Week 2 Computing	Week 3 Computing	Week 4 Computing	Week 5 Computing
	Objective: Digital Literacy (Internet Safety) **Success criteria:** **Sensory:** I can show an awareness of dangers (S5). **Support:** I can make choices, follow simple rules(S6). **Core:** I can treat equipment with appropriate care, I can show an awareness of good and bad choices (S7). **Extension:** I can understand the need for rules (S8). I can suggest different rules to stay safe (S9). **Suggested Activities:** - (sensory group) a walk in the community or around school and make children aware of dangers. - safety in our environment people who help us and what different signs mean.	**Objective**: Digital Literacy (Internet Safety) **Success criteria:** **Sensory:** I can show an awareness of dangers (S5). **Support: I can** tell a trusted adult if something seems wrong (S6). **Core:** I can understand the need for rules (S8). **Extension:** I can explain simple rules for digital safety (S10). **Suggested Activities:** - (sensory group) sort unsafe and safe things to touch. -looking after equipment	**Objective**: Digital Literacy (Internet Safety) **Success criteria:** **Sensory:** I can make choices and follow simple rules (S6). **Support:** I can treat equipment with appropriate care, I can show an awareness of good and bad choices (S7). **Core:** I can suggest different rules to stay safe (S9). **Extension:** I can show an awareness of digital ownership (S10). **Suggested Activities:** - (sensory group) - passwords, write a letter, if it's not addressed to someone it could end up anywhere, if you don't have a password anyone can access your things.	**Objective**: Digital Literacy (Internet Safety) **Success criteria:** **Sensory: I can** tell a trusted adult if something seems wrong (S6). **Support:** I can understand the need for rules (S8). **Core:** I can explain simple rules for digital safety (S10). **Extension:** I can show an understanding of how rules keep us safe (S11) **Suggested Activities:** - (sensory group) things you would keep safe, communicating feelings to adults -things you would keep safe in a treasure chest, things you would keep safe on computers	**Objective**: Digital Literacy (Internet Safety) **Success criteria:** **Sensory:** I can treat equipment with appropriate care (S7). **Support:** I can suggest different rules to stay safe (S9). **Core:** I can show an awareness of digital ownership (S10). **Extension:** I can show respect for digital ownership (S11) **Suggested Activities:** - (sensory group) using equipment and putting it back properly -make internet e-safety posters

	Week 6 Computing / Assessment week	Week 7 DT- Cooking and Nutrition	Week 8 DT- Cooking and Nutrition	Week 9 DT- Cooking and Nutrition	Week 10 DT- Cooking and Nutrition
	Objective: Digital Literacy (Internet Safety) **Success criteria:** **Sensory:** I can show an awareness of good and bad choices (S7) **Support:** I can explain simple rules for digital safety (S10) **Core:** I can show an understanding of how rules keep us safe (S11) **Extension:** I can show understanding of the consequences of copying/sharing other peoples' work (copyright) (S12) **Suggested Activities:**	**Objective**: to prepare, make, try foods from around the world. **Success criteria:** **Sensory:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S4) **Support:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S6) **Core:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S8)	**Objective**: to prepare, make, try foods from around the world. **Success criteria:** **Sensory:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S5) **Support:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S7) **Core:** I can begin to understand where food comes from (S9) **Extension:** I can identify food soruces	**Objective**: to prepare, make, try foods from around the world. **Success criteria:** **Sensory:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S6) **Support:** I can begin to understand where food comes from (S9) **Core:** I can identify food soruces from at least 3 groups (S10) **Extension:** I can understand where food comes from (S11)	**Objective**: to prepare, make, try foods from around the world. **Success criteria:** **Sensory:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S7) **Support:** I can identify food soruces from at least 3 groups (S10) **Core:** I can understand where food comes from (S11) **Extension:** I can describe where familiar ingredients are grown, reared, caught and processed (S12)

- (sensory group) sort good and bad choices - make up some rules for e-safety and consequences	**Extension:** I can begin to understand where food comes from (S9) **Suggested Activities:** - 1st half term- chocolate tasting -2nd half term-taste testing foods from around the world, catergorise them by country and tastes or savoury and sweet and communicate preferred tastes.	from at least 3 groups (S10) **Suggested Activities:** -1st half term- brownie recipe http://allrecipes.co.uk/recipe/6023/quick-and-easy-brownies.aspx -2nd half term- Africa- cous cous	**Suggested Activities:** - 1st half term- cookie recipe http://www.bbcgoodfood.com/recipes/1580654/millies-cookies-recipe -2nd half term- Week 3- Asia egg fried rice	**Suggested Activities:** - 1st half term- chocolate muffins http://www.bbcgoodfood.com/recipes/9299/chocolate-muffins -2nd half term- scones/chip butty
Week 11 **DT- Cooking and Nutrition / Assessment week**	**Week 12** **Jump up week**	**Week 13** **Jump up week**	**Week 14**	**Notes…** **Home learning**
Objective: to prepare, make, try foods from around the world. **Success criteria:** **Sensory:** I can demonstrate DT through designing, making and evaluating and use technical knowledge appropriate to the step (S8) **Support:** I can understand where food comes from (S11) **Core:** I can describe where familiar ingredients are grown, reared, caught and processed (S12) **Extension:** I can classify a range of ingredients by method of production S13) **Suggested Activities:** - 1st half term- macaroni cheese http://allrecipes.co.uk/recipe/4572/macaroni-cheese.aspx -2nd half term- Australisia Lamington e.g. jammy sponge) http://www.jamieoliver.com/recipes/recipe/jammy-coconut-sponge/#LFS1x8ARRQyV80EI.97				**Computing-** **DT- Cooking and Nutrition-** -taste test a range of foods -go out to eat at different places and discuss food on the menu -help with food preparation at home -watch cooking programmes -look at recipe books -play a pretend kitchen

	Week 1 Art and Design	Week 2 Art and Design	Week 3 Art and Design	Week 4 Art and Design	Week 5 Art and Design
Creativity- Art and Design	**Objective**: Exploration and profiency **Success criteria:** **Sensory:** I can show an awareness of starting or stopping the process (S4) **Support:** I can imitate the use of tools, materials and simple actions. I can start to use tools materials and simple actions to produce a piece of work (S6) **Core:** I can work in two or three dimensions they may intentionally represent or symbolise an object or an emotion. I can purposefully choose colours or techniques. (S7) **Extension:** I can explore a range of materials creatively. I can use drawing paint and sculpture to develop and share experiences (S9) **Suggested Activities:** - (sensory group) look at artefacts - look at a range of North American Art and distinguish differences, describe tools used, attempt to replicate.	**Objective**: Exploration and profiency **Success criteria:** **Sensory:** I can choose tools and materials, which appropriate to the activity e.g picking brushes or rollers for painting (S5) **Support:** I can work in two or three dimensions they may intentionally represent or symbolize an object or an emotion. I can purposefully choose colours or techniques. (S7) **Core:** I can gather materials, objects and images to explore my ideas I can finish a piece of work following an establish pattern of activity e.g. gathering appropriate materials, taking part in an activity and stopping work when finished (S8) **Extension:** I can use and apply a range of materials creatively. I can use drawing, paintings and sculpture to develop and share ideas (S10) **Suggested Activities:** - (sensory group) weaving paper or threading -basket weaving project (VY pinterest)	**Objective**: Exploration and profiency **Success criteria:** **Sensory:** I can imitate the use of tools, matericals and simple actions e.g. cutting. I can start to use tools materials and simple actions to produce a piece of work (S6) **Support:** I can gather materials, objects and images to explore my idea. I can finish a piece of work following an establish pattern of activity e.g. gathering appropriate materials, taking part in an activity and stopping work when finished (S8) **Core:** I can explore a range of materials creatively. I can use drawing paint and sculpture to develop and share experiences (S9) **Extension:** I can express ideas using a range of materials creatively. I can use drawing, paintings and sculpture to develop and share their imagination (S11) **Suggested Activities:** - (sensory group) collect materials LOTC to make a talk stick - collect a range of materials to make a talking stick (VY pinterest) -make a wampum belt 	**Objective**: Exploration and profiency **Success criteria:** **Sensory:** I can work in two or three dimensions they may intentionally represent or symbolize an object or an emotion (S7) **Support:** I can explore a range of materials creatively. I can use drawing paint and sculpture to develop and share experiences. (S9) **Core:** I can use and apply a range of materials creatively I can use drawing, paintings and sculpture to develop and share ideas (S10) **Extension:** I can use a range of using a range of materials creatively to design and make art (S12) **Suggested Activities:** - (sensory group) collect materials LOTC to make a dream catcher -discuss dreams, bad dreams and good dreams, explore colour, what types of colours would make us happy and give happy dreams, make a dream catcher and discuss best patterns to collect dreams	**Objective**: **Success criteria:** **Sensory:** I can gather materials, objects and images to explore my ideas (S8) **Support:** I can use and apply a range of materials creatively (S10) **Core:** I can express ideas using a range of materials creatively. I can use drawing, paintings and sculpture to develop and share their imagination (S11) **Extension:** I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space (S12) **Suggested Activities:** - (sensory group) weave a God's Eye collect materials LOTC to make (VY pinterest) - weave a God's Eye collect materials LOTC to make (VY pinterest)

	Week 6 Art and Design/ Assessment week	Week 7 Music- Improvise and compose	Week 8 Music- Improvise and compose	Week 9 Music- Improvise and compose	Week 10 Music- Improvise and compose
	Objective: Exploration and profiency **Success criteria:** **Sensory:** I can explore a range of materials creatively. I can use drawing paint and sculpture to develop and share experiences (S9)	**Objective**: **Success criteria:** **Sensory:** **Support:**	**Objective**: **Success criteria:** **Sensory:** **Support:**	**Objective**: **Success criteria:** **Sensory:** **Support:**	**Objective**: **Success criteria:** **Sensory:** **Support:**

		Core:	Core:	Core:	Core:
	Support: I can express ideas using a range of materials creatively. I can use drawing, paintings and sculpture to develop and share their imagination (S11) **Core:** I can use a range of using a range of materials creatively to design and make art. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space (S12) **Extension:** I can improve the mastery of art and design tehcniques including drawing, painting and sculpture with a range of materials. I can combine and organize colour pattern, texture, line, shape form and space using mixed media (S13) **Suggested Activities:** - (sensory group) stack materials -make a totum pole	**Extension:** **Suggested Activities:** - (sensory group) -	**Extension:** **Suggested Activities:** - (sensory group) -	**Extension:** **Suggested Activities:** - (sensory group) -	**Extension:** **Suggested Activities:** - (sensory group) -
	Week 11 **Music- Improvise and compose/** **Assessment week**	**Week 12** **Jump up week**	**Week 13** **Jump up week**	**Week 14**	**Notes…** **Home learning**
					Art and Design **Music**