

Curriculum Overview – Autumn 1

Cycle A



(Discovery Pathway)

Off We Go - Autumn 1

Week	Weekly Topic	Additional Information	Book Hook
1	Off We Go...Transport	• Identify different types of transport • Describe and experience movement • Compare speed and travel types Use words like go, stop, fast and slow	The Train Ride by June Crebbin Mr Grumpy's Outing by John Burningham Duck in the Truck by Jez Alborough Maisy's Plane by Lucy Cousins
2	Off We Go....Camping	• Experiences of camping sensory experiences and outdoors/nature. • Join in with imaginative intensive interaction role play. • Matching things we need for camping.	Maisy Goes Camping by Lucy Cousins Camping Out by Usborne Books
3	Off We Go...on Holiday	• Use role play language around holidays • Sort clothing for different types of weather (spring, summer, autumn and winter). • Holiday travel: car, train, aeroplane, boat	The Train Ride by Jane Crebbin Maisy Goes on Holiday by Lucy Cousins Mr Grumpy's Outing by John Buringham
4	Off We Go...on a Bear Hunt	• Join in with repeated phrases and actions • Sequencing a familiar story with sensory story sack. • Use imagination and movement • Sensory experience of story (mud, grass, sticks)	We're Going on a Bear Hunt by Michael Rosen
5	Off We Go....to the Beach	• Explore natural materials • Use sensory and descriptive language • Count, sort, and measure items from the sea-side.	Lucy and Tom at the Seaside by Shirley Hughes The Sandcastle by Mick Inkpen
6	Off We Go....around the World	• Explore maps and globes • Explore different foods, clothes and celebrations. • Explore different cultural holidays • Explore different flags	Here We Are: Notes for Living on Planet Earth by Oliver Jeffers The Great Big Book of Families by Mary Hoffman

Off We Go...Transport.

My Communication

Book Hook: The Train Ride – June Crebbin
Mr Gumpy's Outing – John Burningham
Duck in the Truck – Jez Alborough
Maisy's Plane – Lucy Cousins

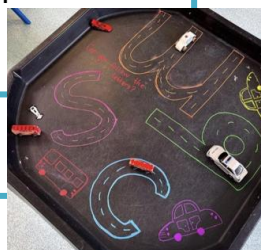


Key Vocabulary – transport, vehicle, car, bus, train, plane, boat, journey, travel, road, track, wheels, passenger, driver, fast, slow, land, air, sea,

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making. Make marks and notices the effect of my actions. Gives meaning to my marks using my communication.

Reading – Shows interest in transport books and pictures. Anticipate repeated phrases within stories.



My Thinking

Number and counting- Shows an interest in number rhymes and songs. Understands the concept of one. Finds the total number of objects from a group.

Patterns – Copies simple patterns. Creates a repeated pattern.

Shape, Space and Measure – Matches objects to a 2D representation. Matches common 2D shapes. Begins to sort objects according to shape.

Science – Names simple properties. Carries out simple investigations e.g. floating and sinking.

People and Communities – Shows interests in people who help us travel. Learns how people travel to different countries.

EHCP

Strengths of every child identified across all areas of their EHCP, and a tally of success builder skills created in class. This will be shared with Surrey in annual reviews.

Book Hook



My Creativity and Enrichment

Art/DT – Explores a range of materials through sensory play. Uses tools for a purpose. Experiments with shapes, colours and marks.

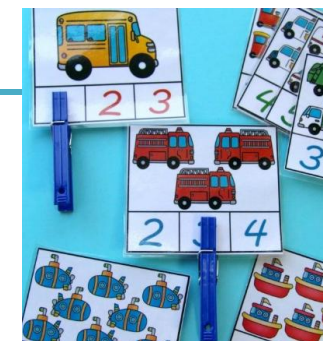
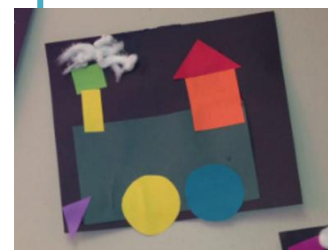
PSHE – Plays alongside others. Begins to share transport toys and resources. Takes turns.

Physical Movement – Jumps from low equipment. Climbs confidently. Travels with confidence. Links movements together,

Performing Arts – Joins in with performances of familiar transport song. Creates own movements in response to music.

Heuristic Play Activities

Vehicle construction with loose parts and ramps. Road and rail small-world play. Counting wheels and passengers using loose objects. Painting tracks with toy vehicles. Matching transport sounds to objects. Sorting transport into land, air and sea. Journey map mark making.



Life and Independence Skills

Independence - Can use cutlery with support. Demonstrated increasing independence when dressing for different weather conditions.

Off We Go....Camping

My Communication

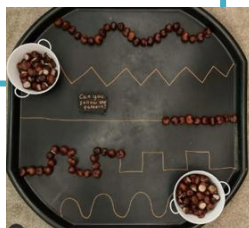
Book Hook: Maisie Goes Camping. Camping Out.

Key Vocabulary – camping, tent, campfire, sleeping bag, torch, map, woodland, forest, outdoors, shelter, pack, travel, adventure, explore, picnic

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making. Make marks and notices the effect of my actions. Gives meaning to my marks using my communication.

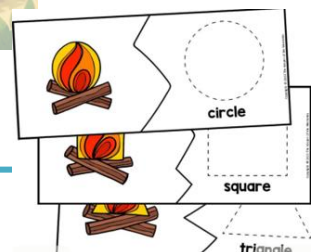
Reading – Shows interest in camping books and pictures. Anticipate repeated phrases within stories. Match camping objects to photos or symbols.



EHCP

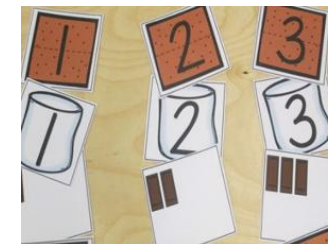
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Book Hook



Heuristic Play Activities

Tent role play with camping equipment. Den building outdoors. Small-world woodland scenes. Woodland walk collecting natural materials. Build mini dens using sticks. Observe insects and woodland creatures. Listen to woodland sounds. Nature treasure collecting.



My Thinking

Number and counting- Understands the concept of 'one, two, three'. Selects a given number of camping items when asked. Knows that numbers identify how many objects are in a set.

Shape, Space and Measure – Attempts to fit materials together. Uses construction materials and 2D shapes to create pictures.

Science – Explores woodland plants, animals and habitats. Identifies natural sounds such as birdsong, wind and rustling leaves.

People and Communities – Enjoys learning about the outdoor environments. In pretend play, imitates camping routines such as pitching a tent, cooking outdoors.

My Creativity and Enrichment

Art/DT – Experiments with shapes, colours and marks when creating tents, campfires and woodland scene. Experiments with changing colours and textures.

PSHE – Begins to play alongside others in the camping role-play area. Shows curiosity and interest.

Physical Movement – Travels confidently around, under, over and through outdoor equipment. Threads large beads or natural objects onto string.

Performing Arts – Moves their whole body to songs. Explores different sounds using percussion instruments to represent woodland and campfire noises.



Life and Independence Skills

Independence - Understands basic fire safety.

Off We Go...On Holiday

My Communication

Book Hook: The Train Ride. Maisie Goes on Holiday. Mr Grumpy's Outing.

Key Vocabulary – holiday, suitcase, airport, aeroplane, ticket, passport, travel, journey, hotel, beach, countryside, city, destination, postcard, luggage

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making. Make marks and notices the effect of my actions. Gives meaning to my marks using my communication.

Reading – Shows interest in holiday books and pictures. Anticipate repeated phrases within stories. Match holiday objects such as a suitcase, passport or ticket to photographs or symbols.



My Thinking



Number and counting- Select a given number of holiday items when asked. Knows that numbers identify how many objects are in a set.

Shape, Space and Measure – Compare suitcase items using positional language such as *in*, *on*, *under* and *next to*.

Science – Explores weather associated with different holidays, such as sunshine, rain, wind and snow. Explore similarities and differences between beaches, countryside and city environments.

People and Communities –Explore different destinations through role play and tuff trays. Explore similarities and differences between holiday locations.

EHCP

Strengths of every child identified across all areas of their EHCP, and a tally of success builder skills created in class. This will be shared with Surrey in annual reviews.

Book Hook



My Creativity and Enrichment

Art/DT – Selects and uses tool purposefully to

shape, join and decorate holiday decorations. Explores a range of construction and collage materials to create holiday pictures and destinations.

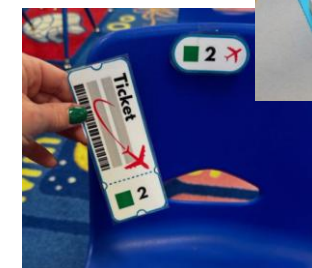
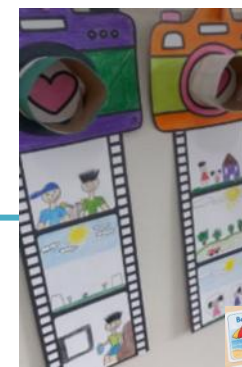
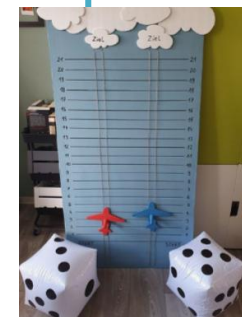
PSHE – Uses familiar strategies or communication methods to support transitions between activities and environments during holiday-themed learning.

Physical Movement – Removes unfastened outdoor clothing such as coats and hats independently. Links two or more movements together.

Performing Arts – Joins in familiar holiday songs and action rhymes. Engages independently in imaginative travel agent, airports and holiday role play.

Heuristic Play Activities

Airport and travel agent role play. Hotel small-world play. Dressing up in holiday clothing. Packing and unpacking suitcases. Exploring postcards, maps and travel items. Holiday scrapbook using collected materials



Life and Independence Skills

Independence - Chooses favourite holiday activities and resources independently.

Off We Go....On a Bear Hunt

My Communication

Book Hook: We're Going on a Bear Hunt by Michael Rosen

Key Vocabulary – bear, hunt, journey, grass, river, mud, forest, snowstorm, cave, splash, swish, squelch, stumble, explore, over, under, through

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making. Make marks and notices the effect of my actions. Gives meaning to my marks using my communication.

Reading – Shows interest in 'We're Going on a Bear Hunt' and other story books. Anticipate repeated phrases within stories. Sequence the story using objects, photographs or symbols.

EHCP

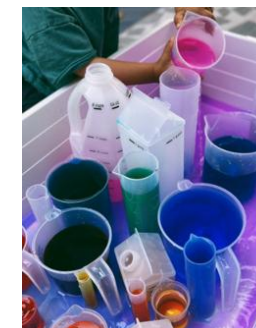
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Book Hook



Heuristic Play Activities

Bear Hunt role play with props and textures. Small-world Bear Hunt trail. Outdoor Bear Hunt obstacle course. Story props and sensory textures. Sensory trays with grass, mud, water, sticks and leaves. Woodland texture exploration. Water and mud investigations. Building simple habitats with natural materials. Making caves using boxes and loose parts. Natural material printing (leaves, sticks, ferns)



Life and Independence Skills

Independence – Uses familiar strategies or adult support to manage transitions and changes during Bear Hunt activities.

My Creativity and Enrichment

Art/DT – Makes marks using paint, mud, water or natural materials. Explores making simple bears, caves or footprints using a variety of materials.

PSHE – Joins in with group Bear Hunt activities alongside others.

Physical Movement – Removes unfastened outdoor clothing such as coats and hats independently. Links two or more movements together.

Performing Arts – Joins in familiar holiday songs and action rhymes. Engages independently in imaginative travel agent, airports and holiday role play.

My Thinking



Number and counting- Shows an interest in number rhymes and counting linked to 'We're Going on a Bear Hunt'. Counts steps, jumps or actions during the Bear Hunt journey.

Shape, Space and Measure – Copies simple patterns using leaves, sticks, stones and other natural objects. Matches common 2D shapes found in story pictures and natural objects.

Science – Responds to sounds in nature such as birds, wind, water and rustling leaves. Notices that different outdoor places have different textures, sounds and objects.

People and Communities – Joins in with Bear Hunt role play using actions, objects, symbols or communication aids.



Off We Go....Beach

My Communication

Book Hook: Lucy and Tom at the Seaside by Shirley Hughes and Sandcastle by Mick Inkpen

Key Vocabulary – beach, seaside, sand, shell, sea, ocean, wave, bucket, spade, sandcastle, rockpool, coast, lighthouse, ice cream, sun, safety

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making using seaside-themed materials. Give meaning to my marks using my communication methods.

Reading – Shows interest in seaside picture books. Anticipate repeated phrases within stories. Match beach objects such as shells, buckets and spades to photographs or symbols.



My Thinking



Number and counting- Counts small groups of shells, buckets or spades with adult support. Selects a given number of shells, buckets or sea creatures when asked.

Shape, Space and Measure – Explores filling and emptying buckets and containers during sand and water play. Follows simple positional instructions with support e.g. 'Shell in the bucket'.

Science – Recognises familiar sea animals such as fish, crabs and starfish. Explore natural beach materials and what they can see and feel.

People and Communities – Recognises familiar beach objects such as buckets, spades and towels. Joins in with beach role play alongside an adult or peer.

EHCP

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Book Hook



My Creativity and Enrichment

Art/DT – Mark making with variety of medium – sand, shells and natural materials. Explores different colours and textures during beach-themed creative activities.

PSHE – Joins in with simple cooperative play, such as filling buckets or building in the sand together.

Physical Movement – Carries buckets or sand or water during play. Explores movement through water, sand and sensory pathway.

Performing Arts – Explores sounds using their voices, body or simple instruments. Uses gestures, facial expression or vocalisation during imaginative play.

Heuristic Play Activities

Beach sensory tray (sand, shells and water)
Sandcastle construction Ice cream role play Seaside art with natural materials Sand and water exploration
Shell, pebble and seaweed investigation Water play with floating sea creatures Ice play with frozen sea animals Shell rubbing and texture exploration Building with buckets, moulds and loose parts



Life and Independence Skills

Independence – Tries new sensory experiences. Shows enjoyment and confidence when exploring sensory materials and completing beach activities.

Off We Go....Around the World

My Communication

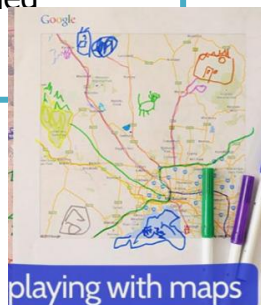
Book Hook: Here We Are: Notes for Living on Planet Earth by Oliver Jeffers. The Great Big Book of Families by Mark Hoffman.

Key Vocabulary –

Phonics - Assessing children's needs - 1.1

Writing – Explore mark making using world-themed materials. Give meaning to my marks using my communication methods.

Reading – Can match countries, flags, landmarks and people to photographs or symbols. Anticipate repeated phrases within familiar world-themed stories.



My Thinking

Number and counting- Counts small groups of flags, landmarks or transport with adult support.

Shape, Space and Measure –Explores globes, maps and simple routes through play. Follow routes on a map. Explore simple colour patterns using flags. Copies simple repeating patterns using coloured shapes or flags.

Science – Explores animals and plants that live in different parts of the world.

People and Communities – Explores maps, globes and photographs of different places. Explore different cultures through sensory experiences, food, clothing and celebrations. Listens to responds to greetings, songs and simple words from different languages.

EHCP

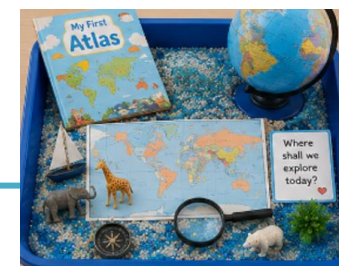
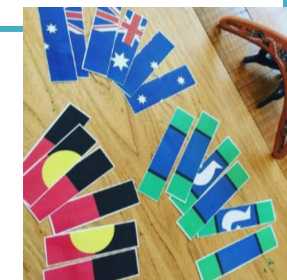
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Book Hook



Heuristic Play Activities

World landmark small-world play. Explore globes and maps. Taste foods from around the world. Sensory baskets from different countries. Sensory trays representing deserts, forests, oceans and polar regions/ Explore natural materials from different environments. Build landmarks with blocks and loose parts. Explore musical instruments from different cultures



My Creativity and Enrichment

Art/DT – Choose favourite colours, materials or flag during creative play. Uses a range of colours and textures to create flags and pictures from around the world.

PSHE – Shows pride in belonging to their family, class and wider community. Works as a class on a around the world display.

Physical Movement –

Performing Arts – Explores sounds using their voices, body or simple instruments. Uses gestures, facial expression or vocalisation during imaginative play.



Life and Independence Skills

Independence – Celebrate similarities and differences. Share won family and community traditions.