

| Core Subjects                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                      |                                            |
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|                                                                                                                                   | Week 1                                                                                                                                                                                                | Week 2                                                                                                                                                                    | Week 3                                                                                                                                                                                               | Week 4                                                                                                                                                                                                | Week 5                                                                                                                                                                 | Week 6                                                                                                                                                                                               | Week 7                                     |
| English                                                                                                                           |                                                                                                                                                                                                       |                                                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                      |                                            |
| <b>Stories &amp; Poems</b><br>Traditional Tales<br><br><b>KS1 The Three Little Pigs</b><br><br><b>KS2 Elves and the Shoemaker</b> | <b>Key vocab/props:</b><br>pictures /objects, label, Additional word list:<br><br><b>Characters:</b> label<br><b>Story</b><br>Tell/listen read story<br>Explore books<br>lotto board with main events | <b>Key vocab:</b><br>pictures /objects, label, match<br>Additional words list:<br><br><b>Characters:</b> Match<br><b>Story</b><br>Retell - match main events of story     | <b>Key vocab:</b><br>pictures /objects, label, select and match<br>Additional words list:<br><br><b>Characters:</b> Select and match<br><b>Story</b><br>Retell - story sequence main events in story | <b>Key vocab/props:</b><br>pictures /objects, label, Additional word list:<br><br><b>Characters:</b> label<br><b>Story</b><br>Tell/listen read story<br>Explore books<br>lotto board with main events | <b>Key vocab:</b><br>pictures /objects, label, match<br>Additional words list:<br><br><b>Characters:</b> Match<br><b>Story</b><br>Retell<br>match main events of story | <b>Key vocab:</b><br>pictures /objects, label, select and match<br>Additional words list:<br><br><b>Characters:</b> Select and match<br><b>Story</b><br>Retell - story sequence main events in story | Revision / Assessment / Festive Activities |
| <b>Non Fiction</b><br>Cards for special occasions/festivals                                                                       | Look at a selection of cards<br>What are cards for, Christmas birthday thank you<br>Practise folding paper/card to make a card                                                                        | - Choose someone to send a card to using a GRID<br>- Choose why (birthday, thank you etc) using a GRID<br>- Choose colour card<br>- Choose what to writing will be inside | Make a Diwali card<br><br>Choose a design and create ART GRID<br>Instructions                                                                                                                        | continue Diwali card<br><br>Complete inside<br>Stick or write                                                                                                                                         | Make a Christmas card<br><br>Choose a design and create ART GRID<br>Instructions                                                                                       | Continue<br><br>Complete inside<br>Stick or write                                                                                                                                                    | Deliver cards in school or Post cards      |
| <b>Using the Alphabet</b>                                                                                                         | <b>Phonics / Soundtime</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /ck/ /c/ /k/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                            | <b>Phonics</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /e/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                     | <b>Phonics</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /h/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                                                | <b>Phonics</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /r/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                                                 | <b>Phonics</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /m/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                  | <b>Phonics</b><br><i>Phase 1</i><br>Aspect 2: Instrumental<br><i>Phase 2</i><br>Sound /d/<br><br><b>HFW</b><br><br><b>Handwriting</b>                                                                | Revision/Assessment                        |

# Grangewood School Recovery Curriculum Planning

# Medium Term Skill Progression: Autumn 2020

| Maths                                                                                                         |                                                                                                                                                      |                                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                            |                                                                                                                                 |                                                                                                                                 |                            |
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| <b>Routes</b><br>Cause & Effect<br>(Theme 6)<br>16, 21,                                                       | 16<br>Exploring immediate environment with support<br><br>(Moving fingers or hands, smelling or licking objects, actively exploring objects in turn) | 16<br>Exploring immediate environment with support<br><br>(Moving fingers or hands, smelling or licking objects, actively exploring objects in turn)     | 16<br>Exploring immediate environment with support<br><br>(Moving fingers or hands, smelling or licking objects, actively exploring objects in turn) | 21<br>Repeating actions to obtain sensory feedback within a reactive environment<br><br>(wriggling, kicking, pulling, sweeping)                            | 21<br>Repeating actions to obtain sensory feedback within a reactive environment<br><br>(wriggling, kicking, pulling, sweeping) | 21<br>Repeating actions to obtain sensory feedback within a reactive environment<br><br>(wriggling, kicking, pulling, sweeping) | Assessments                |
| <b>Number</b><br>Concepts of one<br>Concepts of more<br>Counting                                              | Uses concept of one in play based sessions                                                                                                           | Structured activity using concepts of one.<br><br>Consolidation of one to one correspondence<br><br>Matching skills using numerals and objects           | Structured activities using concept of more<br><br>Grouping of one and lots<br><br>Distributing items                                                | Exploring number names in sequence<br><br>Joining in with counting / intonations of counting<br><br>Using numbers (and numerals) to identify sets / groups | Sorting into sets<br><br>Using numerals to label sets<br><br>Identifying one and more in sets                                   | Exploring concepts of more in structured activities, e.g. sharing cups<br><br>Using numerals to count and label                 | Assessments                |
| <b>Shape, Space, Measure</b><br><b>Shapes</b>                                                                 | Exploring shapes and objects, placing together and into containers<br><br>Exploring shapes – 2D                                                      | Exploring shapes and objects, placing together and into containers<br><br>Exploring 2 dimensional representation of objects<br><br>Ball – circle / round | Attempting to fit shape into spaces<br><br>Using shapes in construction<br><br>Problem solving construction using variety of shapes                  | Attempting to fit shape into spaces<br><br>Sorting shapes according to properties                                                                          | Attempting to fit shape into spaces<br><br>Sorting shapes according to properties                                               | Simple Patterns<br><br>Complex patterns<br><br>Shape names                                                                      | Assessments                |
|                                                                                                               | <b>Week 1</b>                                                                                                                                        | <b>Week 2</b>                                                                                                                                            | <b>Week 3</b>                                                                                                                                        | <b>Week 4</b>                                                                                                                                              | <b>Week 5</b>                                                                                                                   | <b>Week 6</b>                                                                                                                   | <b>Week 7</b>              |
| <b>PSED</b>                                                                                                   |                                                                                                                                                      |                                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                            |                                                                                                                                 |                                                                                                                                 |                            |
| <b>Self-Care &amp; Independence</b><br><br><b>Life Skills</b><br><br>Washing and brushing                     | Washing hands<br>- Hand sanitiser                                                                                                                    | Washing toys<br><br>Cleaning desks<br><br>Washing hands<br>- Hand sanitiser                                                                              | Washing face<br><br>Washing hands<br>- Soap                                                                                                          | Washing hair<br><br>Washing hands<br>- Soap & Rubbing                                                                                                      | Washing food<br><br>Washing hands<br>- Water, soap, rub                                                                         | Washing clothes<br><br>Washing hands<br>- Drying                                                                                | Revision                   |
| <b>Feelings, Behaviours &amp; Morals</b><br><br><b>Relationships &amp; Sex Education</b><br><br>Relationships | Awareness of self<br><br>Awareness of others<br><br>Cooperative play with<br>-adult<br>-peer                                                         | Shared attention<br><br>Showing affection/care<br>-adults<br>-peers                                                                                      | Shared attention<br><br>Showing affection/care<br>-adults<br>-peers                                                                                  | Interaction with others<br>-in class<br>-in school<br>-adults<br>-children                                                                                 | Interaction with others<br>-in class<br>-in school<br>-adults<br>-children                                                      | Friendship<br><br>Families                                                                                                      | Friendship<br><br>Families |

| Expressive Subjects                                                                                                                       |                                                                                                                     |                                                                                                |                                                                                                       |                                                                                                                                                          |                                                                                                                                                                                                     |                                                                                                                                                           |                                                                               |
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|                                                                                                                                           | Week 1                                                                                                              | Week 2                                                                                         | Week 3                                                                                                | Week 4                                                                                                                                                   | Week 5                                                                                                                                                                                              | Week 6                                                                                                                                                    | Week 7                                                                        |
| <b>Art</b><br>Colours                                                                                                                     | Explore autumn leaf colours.                                                                                        | Explore autumn leaf colours.                                                                   | Explore different shades of the same colour eg green<br>Mix with black/ white                         | Explore different shades of the same colour eg blue<br>Mix with black/ white                                                                             | Create an art piece using different colours. Don't mix colours!<br>Eg print bubble wrap in different colours or give a template eg a tree trunk and blob different colour paint in different areas. | Explore Christmas colours                                                                                                                                 | Explore Christmas colours                                                     |
| <b>Design &amp; Technology</b><br><i>2 week rotation on: Scissors /Brushes Threading / Handwriting Food tech – spoons mixing, slicing</i> | <b>Using tools</b><br><br>Chunking threading eg washing line and cotton reels                                       | <b>Using tools</b><br><br>LA repeat last week<br>HA fine threading, eg shoe lace through holes | <b>Using tools</b><br><br>Food tech<br>Use spoon to mix 2 substance together eg water and icing sugar | <b>Using tools</b><br><br>Food tech<br>Use spoon to mix 2 new substances together eg add food colouring to something<br>Showing increasing independence. | <b>Using tools</b><br><br>Use scissors to cut something that sits within the blade eg string, ribbon                                                                                                | <b>Using tools</b><br>Use scissors to cut paper<br>LA make cut marks indep with appropriate scissors<br>HA follow a line, using a repeated cutting motion | <b>Using tools</b><br>Use a safe knife to cut                                 |
| <b>Science</b><br><br>Mixing changing colour materials experiments                                                                        | Explore colours using lights/ cellophane/ filters                                                                   | Mix colours using light etc                                                                    | Mix colours inside plastic bags eg with paint or coloured starch mixture                              | Mix colours in a medium eg food colouring and milk                                                                                                       | Mix colours on a medium eg paint or coloured ice on paper                                                                                                                                           | Encourage children to mix colour with purpose eg a dot of yellow paint and a dot of blue = with a Christmas tree to paint                                 | Look at colours mixing and changing in nature eg autumn leaves, chameleon etc |
| <b>Music</b>                                                                                                                              | Moving to music<br><br>Joining in favourite songs<br><br>Adapting movements to different props                      | Moving to music<br><br>Joining in favourite songs<br><br>Adapting movements to different props | Tapping beat<br><br>Creating different sounds<br>- Banging<br>- Shaking                               | Tapping beat<br><br>Creating different sounds<br>- Tapping<br>- Blowing                                                                                  | <b>Festive Music</b><br><br>Joining in performance of songs                                                                                                                                         | <b>Festive Music</b><br><br>Joining in performance of songs                                                                                               | <b>Festive Music</b>                                                          |
| <b>Physical Education</b><br><br>Dance                                                                                                    | Movement to music and sounds<br><br>(different sounds, clapped rhythms, marching rhymes, different style music etc) | Basic Skills<br><br>travelling, stillness, making shapes, gesturing, jumping, turning          | Basic Skills<br><br>travelling, stillness, making shapes, gesturing, jumping, turning                 | Changes in<br>-rhythm<br>-speed<br>-levels<br>-direction                                                                                                 | Changes in<br>-rhythm<br>-speed<br>-levels<br>-direction                                                                                                                                            | Responding to music<br>-jigging<br>- actions<br>-party dance<br>-side to side                                                                             | Responding to music<br>-jigging<br>- actions<br>-party dance<br>-side to side |