

Communication and Language Specialist



Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



SPECIALIST Communication and Language is formed of 36 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Changes and Transitions (Primary)	Applying Learning	4
2 Celebrations and Festivals (Primary)	Applying Learning	4
3 Clothes and Fashion (Primary)	Applying Learning	4
4 Seasons (Primary)	Applying Learning	4
5 Our World (Primary)	Applying Learning	4
6 Holidays (Primary)	Applying Learning	4
7 Changes and Transitions (Secondary)	Applying Learning	4
8 Celebrations and Festivals (Secondary)	Applying Learning	4
9 Clothes and Fashion (Secondary)	Applying Learning	4



10	Seasons (Secondary)	Applying Learning	4
11	Our World (Secondary)	Applying Learning	4
12	Holidays (Secondary)	Applying Learning	4
13	Changes and Transitions (Primary)	Building Understanding	4
14	Celebrations and Festivals (Primary)	Building Understanding	4
15	Clothes and Fashion (Primary)	Building Understanding	4
16	Seasons (Primary)	Building Understanding	4
17	Our World (Primary)	Building Understanding	4
18	Holidays (Primary)	Building Understanding	4
19	Changes and Transitions (Secondary)	Building Understanding	4



20	Celebrations and Festivals (Secondary)	Building Understanding	4
21	Clothes and Fashion (Secondary)	Building Understanding	4
22	Seasons (Secondary)	Building Understanding	4
23	Our World (Secondary)	Building Understanding	4
24	Holidays (Secondary)	Building Understanding	4
25	Changes and Transitions (Primary)	Early Development	2
26	Celebrations and Festivals (Primary)	Early Development	2
27	Clothes and Fashion (Primary)	Early Development	2
28	Seasons (Primary)	Early Development	2
29	Our World (Primary)	Early Development	2
30	Holidays (Primary)	Early Development	2

31 Changes and Transitions (Secondary)

Early Development

2

32 Celebrations and Festivals (Secondary)

Early Development

2

33 Clothes and Fashion (Secondary)

Early Development

2

34 Seasons (Secondary)

Early Development

2

35 Our World (Secondary)

Early Development

2

36 Holidays (Secondary)

Early Development

2





3. Lessons

Unit 1 Changes and Transitions (Primary)

4 Lessons

Lesson number	Lesson question	About the lesson
1.	Language comprehension. What do I look like?	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – ‘Smart Aunties’• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Transcription: Getting to grips with graphemes	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will practise forming graphemes along with listening to the corresponding phonemes.• Using positional language with clothing

3.

Word Reading: Perfectly pronounced phonemes

Pupils will learn

- Following instructions
- Sock puppets instructional text

Equipment

- scissors

Guidance warnings

- Equipment requiring safe usage.
-



4.

Sequencing text: My personal life story

Pupils will learn

- Writing sock puppet instructions using a writing frame (Ref Video 2 celebrations)

Equipment

- photos of yourself at different ages, scissors, glue

Guidance warnings

- Equipment requiring safe usage.
-



Lesson number	Lesson question	About the lesson
1.	Language comprehension: The party	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – 'Jim's Party'• Model the use of questioning to check understanding• Develop story recall and sequencing <p>Equipment</p> <ul style="list-style-type: none">• question cards: who? what? how?
2.	Transcription: Using a writing frame	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to lead story recall with why/ where questions/ <p>Equipment</p> <ul style="list-style-type: none">• ruler
3.	Composition: Following a Recipe	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to write a simple recipe for your favourite festival food <p>Equipment</p> <ul style="list-style-type: none">• ruler, plain flour, butter, jam, cutters, tin

4.

Following Instructions

Pupils will learn

- Turn taking/ rules and playing social games
- Example games include pass the parcel/ Simon says

Equipment

- instruction symbols
-



Unit 3 Clothes and Fashion (Primary)

4 Lessons



Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'Smart Aunties'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – 'Smart Aunties'• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Positional language: Dressing Up	<p>Pupils will learn</p> <ul style="list-style-type: none">• Using positional language with clothing <p>Equipment</p> <ul style="list-style-type: none">• hats, socks, scarves, t-shirts, a teddy or doll to dress
3.	Making a sock puppet	<p>Pupils will learn</p> <ul style="list-style-type: none">• Following instructions-Sock puppets instructional text <p>Equipment</p> <ul style="list-style-type: none">• a sock, scissors, sticky tape, coloured pens, stick on eyes <p>Guidance warnings</p> <ul style="list-style-type: none">• Equipment requiring safe usage.

4.

Writing instructions to make a sock puppet

Pupils will learn

- Writing sock puppet instructions using a writing frame (Ref Video 2 celebrations)

Equipment

- a sock, scissors, sticky tape, coloured pens, stick on eyes

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'Elmer's Weather'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read the rhyming text – 'Up Down and Around'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• symbols for different weather, question symbols
2.	How to find words that rhyme	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to systematically teach 2-word level understanding of objects and colour. <p>Equipment</p> <ul style="list-style-type: none">• colouring pencils, household objects
3.	How to write and perform a simple poem	<p>Pupils will learn</p> <ul style="list-style-type: none">• Instructional text Rain catcher/ windmill <p>Equipment</p> <ul style="list-style-type: none">• household items, crayons

4.

Making a rain catcher

Pupils will learn

- How to write and perform a simple colour poem
- Examples of colour poems: red cherries, green apples, yellow lemons

Equipment

- empty plastic bottle, scissors, gravel, water, ruler

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'We're Going on a Lion Hunt'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – 'We're going on a Lion hunt.'• Modelling the use of questioning to check understanding• Developing story recall and sequencing
2.	Teaching possession Using Family Items	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to teach possession using family resources <p>Equipment</p> <ul style="list-style-type: none">• photographs of family members, items that belong to the family members

3.

Making a scrapbook

Pupils will learn

- Exploring other countries & cultures
- Costume and clothing
- Traditional rhyme and music
- Local food
- Local people

Equipment

- travel magazines, scissors, glue

Guidance warnings

- Equipment requiring safe usage.



4.

Descriptive writing

Pupils will learn

- Activity relating to the country of the book and author

Equipment

- ruler
-



Lesson number	Lesson question	About the lesson
1.	Language and Comprehension: 'Maisy Goes Camping'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read book 'Maisy goes camping'• Model the use of questioning to check understanding• Develop story recall and sequencing <p>Equipment</p> <ul style="list-style-type: none">• five favourite toy animals, a large piece of fabric, a box, a torch
2.	Packing for a holiday	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to develop language and literacy when packing for a holiday.• Reading and writing a holiday checklist list and packing a case. <p>Equipment</p> <ul style="list-style-type: none">• a bag or a suitcase, items of clothing, a favourite toy

3.

Writing for a purpose: How to write a postcard

Pupils will learn

- This lesson is a resource pack to take you through the steps of writing a postcard. Included in the pack is a simple writing frame that can be used to support the learner with the task.
- Writing a postcard from a writing frame.

Equipment

- scissors, photos or pictures of holidays, glue

Guidance warnings

- Equipment requiring safe usage.
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4.

Recount writing: Captions for photos

Pupils will learn

- Recount writing captions for photos of family holiday or day out.

Equipment

- scissors, photos or pictures of holidays, glue

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension: Life stages	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – ‘ My mum and dad make me laugh’• Model the use of questioning to check understanding• Develop story recall and sequencing <p>Equipment</p> <ul style="list-style-type: none">• photos of yourself at different stages of your life
2.	Transcription: Getting to grips with graphemes	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to reinforce instructional language: fashion show
3.	Word Reading: Perfectly pronounced phonemes	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to use clothing websites• Search functions and shopping lists <p>Equipment</p> <ul style="list-style-type: none">• scissors <p>Guidance warnings</p> <ul style="list-style-type: none">• Equipment requiring safe usage.

Pupils will learn

- Creating written content for Fashion Show poster using writing frame (Ref Video 2 celebrations)

Equipment

- photos or pictures of family, scissors, glue, coloured pencils, mirror

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension: A Christmas Carol	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – 'A Christmas carol'• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Transcription: Using a writing frame	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to make and use simple writing frames• Simple writing frames: invitation• Simple writing frames: thank you letter <p>Equipment</p> <ul style="list-style-type: none">• ruler
3.	Listening and understanding: A Cultural Dance	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to write a simple recipe for your favourite festival food

4.

Composition: Making Spring Rolls

Pupils will learn

- Verbal instruction for cultural dance
- Bollywood
- English party moves -Cha Cha slide/ YMCA/ Superman etc

Equipment

- ruler, spring onions, red pepper, courgette, beansprouts, soy sauce, olive oil, filo pastry sheets, baking tray, wooden spoon, frying pan, knife, chopping board
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Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'My Mum and Dad Make Me Laugh'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book – ' My mum and dad make me laugh'• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Instructional language: Fashion show	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to reinforce instructional language: fashion show <p>Equipment</p> <ul style="list-style-type: none">• hats, scarves, some jackets, accessories
3.	Composition: Designing a fashion poster	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to use clothing websites -search functions/ shopping lists <p>Equipment</p> <ul style="list-style-type: none">• scissors, ruler, magazines, glue <p>Guidance warnings</p> <ul style="list-style-type: none">• Equipment requiring safe usage.

4.

Composition: Online shopping

Pupils will learn

- Creating written content for Fashion Show poster using writing frame (Ref Video 2 celebrations)
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Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'Autumn Fires'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Secondary Poem 'Autumn Fires'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages
2.	Word reading: Rhyming Words	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to systematically teach 2-word level understanding of objects and colour.
3.	Comprehension: Weather forecast	<p>Pupils will learn</p> <ul style="list-style-type: none">• Weather forecast• Applying simple language and matching to symbols <p>Equipment</p> <ul style="list-style-type: none">• scissors, colouring pencils, recording device <p>Guidance warnings</p> <ul style="list-style-type: none">• Equipment requiring safe usage.

4.

Composition: Writing poetry

Pupils will learn

- How to write and perform a simple colour poem
- Examples of colour poems: red cherries, green apples, yellow lemons

Equipment

- ruler, scissors

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'The Drum'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read book ' The Drum - an Indian folktale'• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Language comprehension: Possessions	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will use different items from around the home and use possessive language to label them. <p>Equipment</p> <ul style="list-style-type: none">• photos of each person who lives in your home, items that belong to that person

3.

Transcription: Cultural fact file

Pupils will learn

- Exploring other countries & cultures
- Learn about traditional rhyme and music
- Learn about local food
- Learn about local people
- Create a written fact file

Equipment

- scissors, ruler, colouring pencils

Guidance warnings

- Equipment requiring safe usage.



4.

Composition: Descriptive writing

Pupils will learn

- This lesson is a resource lesson pack. In this lesson, we will look at pictures of animals from different areas around the world. We will answer questions about the animals in the pictures and build a sentence. There are step by step instructions to follow.



Lesson number	Lesson question	About the lesson
1.	Language comprehension: 'The Beach'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read book 'The Beach'• Model the use of questioning to check understanding• Develop story recall and sequencing
2.	Composition: Holiday checklist	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to develop language and literacy when packing for a holiday.• Reading and writing a holiday checklist list and packing a case. <p>Equipment</p> <ul style="list-style-type: none">• An empty bag or suitcase, different items from your holiday list

3.

Transcription: Making a postcard

Pupils will learn

- This lesson is a resource lesson pack. In this lesson, we will be learning about the purpose of a postcard. We will use a writing frame to fill in a post card and then use magazines to find images we can cut and glue to the back of the postcard.
- Writing a postcard from a writing frame.

Equipment

- scissors, photos or pictures of holidays, glue, coloured pencils, holiday magazines

Guidance warnings

- Equipment requiring safe usage.



4.

Composition: Writing photo captions

Pupils will learn

- Recount writing captions for photos of family holiday or day out.

Equipment

- family photos of holidays and days out



Lesson number	Lesson question	About the lesson
1.	Text sharing: Growing Up	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Story - 'What do I look like?'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• The book 'What do I look like?' by Nick Sharratt, symbols
2.	Story recall	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to lead story recall with who & what questions <p>Equipment</p> <ul style="list-style-type: none">• The book 'What do I look like?' by Nick Sharratt, question templates

3.

Matching symbols and objects

Pupils will learn

- Activity matching pictures/symbols objects relating to the text.

Equipment

- Mirror, pictures of faces, symbols or features of the face, glue, scissors, paper

Guidance warnings

- Equipment requiring safe usage.
-



4.

Making a photo album

Pupils will learn

- How to make use of a personal photo album - removeable pictures

Equipment

- Pictures of yourself and family, card, blu tack, expression symbol or pictures
-



Lesson number	Lesson question	About the lesson
1.	Comprehension & recounting Stories: 'This Is Me'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Story 'This is me'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages
2.	Instructional Texts: Creating a Card	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to create greeting cards• Reinforce simple verbs (actions): press, draw, paint, write• Teach tripod pencil position rather than palmar grasp where possible• Use of other media for children with restricted physical movement• Emergent writing - Circle and line motions associated with own name <p>Equipment</p> <ul style="list-style-type: none">• Card, writing equipment, glue, glitter, sequins, paint

3.

Following a recipe

Pupils will learn

- How to create and use a simple recipe
- Vegetable samosas and vegetable spring rolls recipes
- Making gingerbread people in ethnically appropriate dress

Equipment

- Biscuits, icing, spoon, plate, sweets to decorate
-



4.

Turn taking skills

Pupils will learn

- Turn taking in social games
- Rules for social games
- Playing social games at Beginning Understanding level

Equipment

- Learner's favourite game, a small toy, a small motivational prize
-



Lesson
number

Lesson question

About the lesson

1.

Text sharing: Dressing up

Pupils will learn

- Read Story about getting dressed for the weather
- Modelling how to bring excitement and anticipation
- book convention – way up/ turn pages

Equipment

- Symbols, summer hat, sunglasses, jumper, scarf, flip flops, coat, wellington boots

2.

Using puppets to stimulate conversation

Pupils will learn

- How to use puppets to stimulate communication

Equipment

- Sock puppets, a piece of paper, spoon, cups

3.

Making a sock puppet

Pupils will learn

- Following instructions-Sock puppets instructional text

Equipment

- Socks, pen and paper, scissors, sellotape, items to decorate your puppet (jewellery, coloured paper)

Guidance warnings

- Equipment requiring safe usage.



4.

Sequencing simple instructions when making your sock puppet

Pupils will learn

- Sequencing sock puppet instructions
- Draw different stages of the instructions
- Use simple descriptive language

Equipment

- Socks, pen and paper, scissors, sellotape, items to decorate your puppet (jewellery, coloured paper)

Guidance warnings

- Equipment requiring safe usage.



Lesson number	Lesson question	About the lesson
1.	Text sharing rhyming books: 'Up, Down, Around'	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Read the rhyming text – 'Up Down and Around' • Modelling how to bring excitement and anticipation • book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none"> • tray, cornflour, water, brown paint, lentils
2.	Reading and writing: Combining two words	<p>Pupils will learn</p> <ul style="list-style-type: none"> • How to systematically teach 2-word level understanding of objects and colour. <p>Equipment</p> <ul style="list-style-type: none"> • relevant symbols and signs, some favourite toys / objects from around the home, colours, ball, bricks
3.	Instructional texts: Planting seeds	<p>Pupils will learn</p> <ul style="list-style-type: none"> • Instructional text Rain catcher/ windmill <p>Equipment</p> <ul style="list-style-type: none"> • pots, soil, water spray, sate, seeds

4.

Writing and performing: A simple colour poem

Pupils will learn

- How to write and perform a simple colour poem
- Examples of simple colour poems: Red cherries, green apples, yellow lemons

Equipment

- relevant symbols and signs for " banana, orange, what colour, strawberry, blueberry", soe chosen items from fridge, camera
-





Lesson number	Lesson question	About the lesson
1.	Language comprehension and sharing chants: 'We're Going on a Lion Hunt', a sensory story	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Story – 'We're going on a Lion hunt.'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• 'We're going on a Lion Hunt' by David Axtell
2.	Reading and writing: The Leader Says...	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to systematically teach 2-word level understanding of objects and colour. <p>Equipment</p> <ul style="list-style-type: none">• symbols and signs for "run, jump, spin, lie down, stamp your feet, clap your hands", crown or silly hat

3.

Matching symbols to sequence story

Pupils will learn

- Finding out about other countries & cultures
- Costumes and clothing in other cultures
- Traditional rhyme and music in different cultures and countries
- The food and people of different cultures and countries
- Using descriptive language

Equipment

- We're going on a Lion Hunt' by David Axtell
-



4.

Following symbol and verbal directions

Pupils will learn

- Activity relating to the country of the book and author
- Descriptive writing

Equipment

- We're going on a Lion Hunt' by David Axtell
-



Lesson number	Lesson question	About the lesson
1.	Story time and travel	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Story – Holidays and travel• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages
2.	Packing for a holiday	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to develop language when packing for a holiday• everyday objects• symbols and simple positional language <p>Equipment</p> <ul style="list-style-type: none">• Symbols of holiday (suitcase, clothes, hat, book, towel), symbols of questions (what is it called, where is it), suitcase or bag, clothes to take on holiday

3.

Writing for a purpose: Lists

Pupils will learn

- Making a symbol list
- Packing for a holiday

Equipment

- Items for packing, a list template, symbols or words related to items chosen, a box or bag



4.

Story telling: A day out

Pupils will learn

- Recount: Sequencing a familiar holiday or day out

Equipment

- Photos taken on a recent trip out, paper, pencil, ruler



Lesson number	Lesson question	About the lesson
1.	Reading together: 'This Is Me'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Secondary Book – 'This is me'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols and signs for key words 'book', 'girl', 'mirror', 'picture', 'look', 'paint'.
2.	Comprehension & recounting Stories: 'This Is Me'	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to lead story recall with who & what questions
3.	Writing: 'This Is Me' (A Portrait/Avatar)	<p>Pupils will learn</p> <ul style="list-style-type: none">• Activity matching pictures/symbols objects relating to the text. <p>Equipment</p> <ul style="list-style-type: none">• A template of a face or body, relevant signs/symbols/words, something to mark make.

4.

Composition: 'This Is Me' (Autobiography)

Pupils will learn

- How to make and use a personal photo album (auto-biography)
- Recoding hobbies, interests and careers
- Adding in photos from over the years

Equipment

- Relevant symbols and signs for key words, autobiographical materials from home
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Lesson
number

Lesson question

About the lesson

1.

Comprehension: Scrooge from Dickens' 'A Christmas Carol'

Pupils will learn

- Read secondary book 'A Christmas Carol'
- Modelling how to bring excitement and anticipation
- book convention – way up/ turn pages

2.

Writing: Festive cards

Pupils will learn

- How to create greeting cards
- Reinforce simple verbs (actions): press, draw, paint, write
- Teach tripod pencil position rather than palmar grasp where possible
- Use of other media for children with restricted physical movement
- Emergent writing - Circle and line motions associated with own name

3.

Reading and composition: Festive food recipes

Pupils will learn

- How to create and use a simple recipe
- Vegetable samosas and vegetable spring rolls recipes
- Making gingerbread people in ethnically appropriate dress

Equipment

- Relevant symbols and signs, ingredients for the recipe, festive decorations for the cookies



4.

Speaking skills: Party conversation

Pupils will learn

- Using conversational language
- Introductions: "what's your name?"
- Starting conversations: "What do you like to do? What is your favourite drink?"

Equipment

- Relevant symbols and signs, party decorations, party food and clothing, toys and games which your child finds particularly motivating, some party-goers (stuffed animals, family, friends, dolls)



Lesson number	Lesson question	About the lesson
1.	Reading together: 'My Mum and Dad Make Me Laugh'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read story 'My mum and dad make me laugh'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols and signs, some finger paint or motivating messy stimulus for making spots and stripes
2.	Key verbs and positional language: Fashion show!	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to reinforce positional language• Using "in" "on" and "under" "turn" or "spin"• Putting on a fashion show <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols and signs, some dolls, figures or favoured toys

3.

**Key verbs and positional language:
Upcycling clothing**

Pupils will learn

- Upcycling jeans/ t shirt bags
- Reinforce simple verbs (actions) press, draw, paint, cut, stick

Equipment

- Some fabric or paper, decorations (paints, pens, sequins, buttons, dried spaghetti and peas)



4.

**Writing for a purpose: Fashion show
posters**

Pupils will learn

- How to write for a purpose
- Posters for fashion show
- Pictures/ symbols and simple language

Equipment

- Relevant symbols and signs, writing template, magazines, photographs, materials for mark making



Lesson number	Lesson question	About the lesson
1.	Comprehension: 'Autumn Fires'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Secondary Poem 'Autumn Fires'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• relevant symbols and signs, red or yellow leaves, candle
2.	Reading and writing: Combining two words	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to systematically teach 2-word level understanding of objects and colour. <p>Equipment</p> <ul style="list-style-type: none">• relevant symbols and signs, some favourite toys / objects from around the home, colours, ball, bricks

3.

Composition: The weather forecast

Pupils will learn

- Weather forecast
- Applying simple language and matching to symbols, i.e. sun, rain, hot, cold

Equipment

- relevant signs and symbols, some weather props - wellies, umbrella, ice, spray bottle, suncream, hat
-



4.

Writing and performing: Poem

Pupils will learn

- How to write and perform a simple colour poem
- Examples of simple colour poems: Red cherries, green apples, yellow lemons

Equipment

- relevant signs and symbols, banana, orange, apple, camera
-



Lesson number	Lesson question	About the lesson
1.	Comprehension: 'The Drum', a tale from India	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Book ' The Drum - an Indian folktale'• Model building understanding learning outcomes• International authors <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols and signs
2.	Reading and writing: The Leader Says...	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to systematically teach 2-word level understanding person and action. <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols and signs for rub, jump, spin, lie down, clap your hands. A crown or silly hat.

3.

Exploring other cultures

Pupils will learn

- Finding out about other countries and their culture
- Costume and clothing
- Traditional rhyme and music
- Local food
- Local people

Equipment

- A range of materials relevant to the culture or country you are exploring.



4.

Descriptive writing: Drums

Pupils will learn

- Activity relating to the country of the book and author

Equipment

- Relevant symbols and signs, a drum, something to 'mark make' with (i.e. a pen)



Lesson number	Lesson question	About the lesson
1.	Reading together: 'The Beach'	<p>Pupils will learn</p> <ul style="list-style-type: none">• Read Secondary Book 'The beach'• Modelling how to bring excitement and anticipation• book convention – way up/ turn pages <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols or signs, a copy of the book
2.	Positional language: Packing for a holiday (Role Play)	<p>Pupils will learn</p> <ul style="list-style-type: none">• How to develop language when packing for a holiday• everyday objects• symbols and simple positional language <p>Equipment</p> <ul style="list-style-type: none">• Relevant symbols or signs, a suitcase or bag, an assortment of items to place in the suitcase or bag

3.

Composition and writing: Packing for a holiday

Pupils will learn

- Making a symbol list
- Packing for a holiday

Equipment

- Relevant symbols or signs, a list template, relevant items for packing and something to pack them in



4.

Storytelling: 'My Day Out'

Pupils will learn

- Recount: Sequencing a familiar holiday or day out

Equipment

- Relevant symbols or signs, a story template, a photos relevant to a recent experience

Unit 25 Changes and Transitions (Primary)

2 Lessons



Lesson
number

Lesson question

About the lesson

1.

The Changing Weather sensory story

Pupils will learn

- In this lesson, we will learn about how the weather changes and explore the different seasons using sensory activities and resources.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- ice (wrapped in a tea towel or cloth), sieve colander, jug of water, tissue paper, perfume, torch, tin foil

2.

The changing weather sensory story: Activities to extend your child's learning

Pupils will learn

- In this lesson, we will explore some extension activities for The Changing Weather Sensory Story. These involve some early numbers and exploratory messy play.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- leaves, paper, paint, paint brush / roller, tray, sand or water, bucket or plastic cups, spade or spoons, suncream
-





Lesson
number

Lesson question

About the lesson

1.

A birthday sensory story

Pupils will learn

- In this lesson, we will look at building engagement skills through exploring different fun activities and games that happen at birthday parties.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- tissue paper, bubbles, balloons, blanket, noisy toy, shaving foam, cupcake case

2.

A birthday sensory story: Activities to extend your child's learning

Pupils will learn

- In this lesson, we will explore some extension activities for the Birthday Party Sensory Story, including making simple cupcakes and decorating party hats.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- 110g butter, 110g sugar or caster sugar, 2 large eggs, vanilla extract, 100g self-raising flour, icing sugar, paper, scissors, sellotape, decorations, cupcake tray or baking tray, 12 cupcake cases

Guidance warnings

- Equipment requiring safe usage.
-





Lesson
number

Lesson question

About the lesson

1.

A Sock Puppet sensory story

Pupils will learn

- In this lesson, we will practise our engagement skills through joining in with a sock puppet sensory story. We will explore how to make a simple sock puppet and then we will use the puppet to tell a fun sensory story about a cheeky puppet named Lily.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- socks, pen and paper, scissors, sellotape, wooden spoon, pan

Guidance warnings

- Equipment requiring safe usage.

2.

A Sock Puppet Sensory Story: Activities to extend your child's learning

Pupils will learn

- In this lesson, we will explore some extension activities for the Sock Puppet Sensory story, including Puppet Intensive Interaction and holding a Puppet tea party.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- sock puppets, cups and other 'tea party' items
-





Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'Elmer's Weather'

Pupils will learn

- In this lesson, we will be reading 'Elmer's Weather' by David McKee in the form of a Sensory Story. Throughout the reading, the use of multi-sensory actions will be demonstrated and there will be time for these to be completed with your child during the session. This lesson aims to encourage engagement and anticipation when reading a story and is suitable for those who are non-verbal. Adult modelling and support is needed throughout the session. You can buy a copy of the book via the publisher's website <https://www.andersenpress.co.uk/books/elmers-weather>
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- a fan (homemade or electric), a teddy, rabbit and elephant toy, bottle filled with rice, bowl of dry cereal, piece of grey organza material, yellow ball

2.

'Elmer's Weather': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will be looking at different activities to further your child's learning that are linked to the sensory story 'Elmer's Weather'.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- umbrella, coat, sunglasses, hat, sun cream, paper, spray, fan, hairdryer
-





Lesson number

Lesson question

About the lesson

1.

Sensory story: 'We're Going on a Lion Hunt'

Pupils will learn

- In this lesson, we will be reading 'We're Going on a Lion Hunt' by David Axtell in the form of a Sensory Story. Throughout the reading, the use of multi-sensory stimuli will be demonstrated and there will be time for these to be completed with your child during the session. This lesson aims to encourage engagement and anticipation when reading a story and is suitable for those who are non-verbal.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- green paper, card or tissue paper that's cut at the top to look like grass, a tray or bowl of water, shaving foam, smooth piece of wood, plastic cup, pair of shoes, lion roaring recording

2.

'We're Going on a Lion Hunt': Activities to extend your child's learning

Pupils will learn

- In this lesson, there are 3 different activities that you can use to extend your child's learning following on from the sensory story lesson for the book 'We're Going on a Lion Hunt'. These activities focus on your child noticing and reacting to different sounds as well as developing their gross motor skills.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- toys or images of animals that you might see in Africa, sound recordings for each of the animals
-





Lesson
number

Lesson question

About the lesson

1.

Sensory story: Our holiday

Pupils will learn

- In this lesson, we will read a short story called 'Our Holiday' by Charlotte Blundell in the form of a Sensory Story. Throughout the reading, the use of multi-sensory stimuli will be demonstrated and there will be time for these to be completed with your child during the session. This lesson aims to encourage engagement and anticipation when reading a story and is suitable for those who are non-verbal.

Equipment

- pictures of family members, soundtrack of car, shells, sand, ice cream, ice cube, tray of water

2.

'Our Holiday': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will look at different activities that you can do with your child that are linked to the sensory story 'Our Holiday'.

Equipment

- tray of sand, bucket, spade, shells, seaweed, rocks, soundtrack of the sea, song about the sea



Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'This is Me!'

Pupils will learn

- In this lesson, we will use the picture book 'This is Me!' to support the sensory activity of creating our own portraits. We will focus on supporting sensory exploration and building in opportunities for anticipation. The first part of the lesson is aimed at those supporting the child in their learning and outlines ideas for lesson delivery. The second part of the lesson is for the child to engage with.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- book, notepad, pen, mirror, paper, pencil, paint, glue, buttons (child's eye colour), wool (child's hair colour)

2.

'This is Me!': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will look at different activities that you can do with your child that are linked to the sensory story 'This is Me!'. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- mirror, photos or pictures of faces, photos or pictures of facial features, art materials (paper, pens, paint, buttons, wool, scissors and glue), electronic tablet device

Guidance warnings

- Equipment requiring safe usage.
-





Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'A Christmas Carol'

Pupils will learn

- In this lesson we will retell 'A Christmas Carol' by Charles Dickens as a sensory story. We will focus on supporting sensory exploration with some opportunities for anticipation and child-led initiation. Included in the lesson is a section to support the adult in recreating the lesson at home and the second section is for the child to engage with.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- book, notepad and pen, ice pack, chains or coins, pale or sheer material, holly, cinnamon, dark blanket, hot water bottle

2.

A Christmas Carol: Activities to extend your child's learning

Pupils will learn

- In this lesson, we will look at different activities that you can do with your child that are linked to the sensory story 'A Christmas Carol'. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- drawings of characters, sound effects, fairy lights / torch, white sheet, dark blanket, photos of facial expressions
-





Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'My Mum and Dad Make Me Laugh'

Pupils will learn

- In this lesson we will be reading 'My Mum and Dad Make Me Laugh' by Nick Sharratt as a sensory story. We will be supporting sensory exploration and encourage opportunities to develop anticipation through visual tracking activities. The first part of this lesson is aimed at those supporting the child and outlines ideas for lesson delivery. The second section is for the child to engage with.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- book, notepad and pen, spotty material, stripy material, grey material, photo of a cheetah, photo of a zebra, photo of an elephant

2.

'My Mum and Dad Make Me Laugh': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will be looking at different activities to further your child's learning that are linked to the sensory story 'My Mum and Dad Make Me Laugh'. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- various items of clothing, spotty items, stripy items, templates (some are provided in the downloadable resources), paint
-





Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'The Four Seasons'

Pupils will learn

- In this lesson we will be reading a sensory story: 'The Four Seasons' by Emma Pemberton. We will be focussing on supporting sensory exploration. Included in the lesson is a section to support the adult in recreating the lesson at home and the second section is for the child to engage with.
- Engage with the sensory story
- Demonstrate how to include sensory props within story telling

Equipment

- book, notepad and pad, rain hat, ear muffs, bobble hat, water in a spray bottle, flowers or green leaves, hot water bottle, fruit, red and orange leaves, fan, ice pack

2.

'The Four Seasons': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will look at different activities that you can do with your child that are linked to the sensory story 'The Four Seasons'. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson.
- A range of ideas for sensory activities relating to the topic and book will be provided, including how to build up further engagement

Equipment

- washing up bowl, spray bottle, umbrella, wellies, fan or hair dryer, leaves, art materials, paper, cardboard, green paper leaves, red and orange paper leaves, paper flowers, marker pens, scissors, glue

Guidance warnings

- Equipment requiring safe usage.
-





Lesson number	Lesson question	About the lesson
1.	Building anticipation using a sensory story	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will retell 'The Drum, A Folktale From India' as retold by Rob Cleveland as a sensory story. We will support sensory exploration and build up opportunities for anticipation. Included in the lesson is a section to support the adult in recreating the lesson at home and the second section is for the child to engage with.
2.	Exploring a drum	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will look at different activities using a drum which encourage exploration, anticipation and persistence. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson. <p>Equipment</p> <ul style="list-style-type: none">drum, different utensils e.g. wooden spoons, spatulas, sticks



Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'A Day Out'

Pupils will learn

- In this lesson, we will retell 'A Day Out' by Claire Llewellyn as a sensory story. We will be supporting sensory exploration and build up opportunities for anticipation. The first part of this lesson is aimed at those supporting the child and outlines ideas for lesson delivery. The second section is for the child to engage with.

Equipment

- book, walking boots or wellies, bucket of water, stick, branch or plant, spray bottle of water, empty cartons or bottles, stinky scent, cuddly toy

2.

'A Day Out': Activities to extend your child's learning

Pupils will learn

- In this lesson, we will look at different activities that you can do with your child that are linked to the sensory story 'A Day Out'. In addition to the lesson slides there is a downloadable guide with additional resources for those supporting the child's learning to use alongside the lesson.

Equipment

- teddy bear, cardboard tubes, leaves, sticks, pine cones, tree bark, soil, sound effects of river/stream, waterfall, rustling branches, bird song, walking on stones/dirt
-



4. Learn More



Contents

Section number	Section title
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	Introduction to Oak's specialist communication and language curriculum
4.	Subject structure overview
5.	Additional information about sequence
6.	Unit summaries

1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious

and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.



We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.

Developmental Stages

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.

2. Specialist curriculum principles

Supported learning

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

Subject domains

Our specialist curriculum is structured by subject domains: Communication and Language, Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

Content selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from across the entire Oak curriculum and therapy modules that best suit their children's starting points.

Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

3. Introduction to Oak's specialist communication and language curriculum

Communication and Language focuses on reading, writing, speaking and listening. Each unit begins with an introductory story to support the lesson content, followed by videos that demonstrate teaching techniques to support learning within the home context. You may find it useful to refer back to different 'how to' videos as you progress through the units.

4. Subject structure overview

Three levels are covered within Communication & Language: Early Development (ED), Building Understanding (BU) and Applying learning (AL). Primary and Secondary are identified as separate lessons to ensure content is age appropriate.





Each of the 6 units contain 4 lessons; 2 videos and 2 resource packs. These lessons are designed to be repeated to support consolidation and generalisation of skills.

Within Early Development, we have also included a series of sensory stories. These sessions will support pupils to:

- Complete two different actions in sequence to get reward; try a new strategy when the old one fails; make clear choices between objects; begin to find hidden objects with some success.
- Demonstrate understanding of cause and effect by observing results of own actions with interest; anticipate familiar activities by exploring session cues and objects of reference.
- Make a purposeful action on everyday environment and begin to participate with an adult in reciprocal games using familiar actions or own sounds; recognise familiar people, objects of reference, touch cues or routines.
- Notice and react to a range of sensory stimuli and respond to environmental changes; respond to familiar adults by calming or becoming engaged; tolerate and engage in co-active exploration of tactile resources/objects; begin to show responses to familiar objects of reference, touch cues and repetitive daily routines.
- Briefly focus on activities and experiences (intermittent reactions can be passive or resistant); demonstrate simple reflex responses to high contrast sensory cues visual, vibrotactile or auditory.

Each of the 6 sensory units contain 2 lessons; 1 sensory story video and 1 resource pack. These lessons are designed to be repeated to support consolidation and generalisation of skills.

5. Additional information about curriculum sequence

The units can be used in any sequence to match with themes relating to schools' own topic cycles. Some videos are cross referenced within each unit to support consolidation and generalisation of skills.

We suggest that parents and schools work together to identify which aspects are most relevant to meet the individual needs.

6. Unit summaries

Unit: Changes/Transitions



Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text sharing
- Recall questioning
- Matching symbols/ objects/ pictures
Autobiography & sequencing
- Grapheme-Phoneme
correspondence
- Making an personal photo album

Applying Learning

- Text sharing
- Recall questioning
- Matching symbols/ objects/ pictures
Autobiography & sequencing
- Grapheme-Phoneme
correspondence Sequencing and
recording personal life story

Unit: Celebrations and festivals

Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text Sharing
- Recall questioning
- Instructional texts: verbal & writing
frames
- Diversity: cultures
- Recipes: symbol & word
- Social conversation, rules and turn-
taking Creating greeting cards
- Use and create a symbol recipe

Applying Learning

- Text Sharing
- Recall questioning
- Instructional texts: verbal & writing
frames
- Diversity: cultures
- Recipes: symbol & word
- Social conversation, rules and turn-
taking Writing and following a recipe
- Following verbal instructions

Unit: Clothes and fashion



Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text Sharing
- Stimulating conversation
- Positional Language
- Instructions: verbs
- Writing for a purpose
- Internet shopping
- Using puppets to stimulate conversation

Applying Learning

- Text Sharing
- Stimulating conversation
- Positional Language
- Instructions: verbs
- Writing for a purpose
- Internet shopping
- Following instructions to make a puppet Using the internet to shop
- Using writing frames to make a poster

Unit: Seasons

Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text sharing
- Poetry reading & writing
- Rhythm & rhyme
- 2 word level understanding
- Instructional text
- Following instructions to make a rain catcher Write a simple poem

Applying Learning

- Text sharing
- Poetry reading & writing
- Rhythm & rhyme
- 2 word level understanding
- Instructional text
- Write and perform a poem
- Make a weather forecast

Unit: Our World



Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text sharing
- 2 word level understanding
- Descriptive language
- Possession
- Diversity - Understanding of the world Fact file
- Find out about different cultures: costume, culture, traditions, food

Applying Learning

- Text sharing
- 2 word level understanding
- Descriptive language
- Possession
- Diversity: Understanding of the world Fact file
- Create a written fact file

Unit: Holidays

Early Development

- Developing engagement within the world around them by providing opportunities to: anticipate, explore, initiate, realise and persist with motivating activities

Building Understanding

- Text sharing
- Positional language
- Writing for a purpose – list writing
- Recount
- Writing frames
- Making a list
- Packing for a holiday

Applying Learning

- Text sharing
- Positional language
- Writing for a purpose – list writing
- Recount
- Writing frames
- Writing for a purpose: postcards
- Captions for a family holiday/day out