

Early Years Curriculum Overview Year 2

| Autumn Term | Spring Term | Summer term |
|--|---|--|
| Communication and Language | | |
| Functional and social communication across environments including 'objects of reference' 'photo and TOBI (True Object Based ICONS)', PECS, PEIC-D Speaking and Listening. Speech and Language Therapy Programmes. Language groups, | | |
| LITERACY | | |
| Individual level – object to object matching to word recognition. Daily individual reading, group reading (where appropriate). Links with topic where possible but not exclusively. | | |
| WRITING | | |
| Mark making – from making eg. Shape change to playdough to writing using a pencil. Links with topic where appropriate. | | |
| Understanding the World | | |
| Food | Toys and Festivals | Books – Bear Hunt. Peace at last |
| | | Seasons and Weather (Easter) |
| | | Pets |
| | | The sea/beach |
| History / Geography | <p>Explore past and present events of own and others' lives. Learn about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To experience a variety of trips linked with our topics:</p> <ul style="list-style-type: none"> • to extend knowledge, • learn to behave appropriately in different environments • to further understand the world in which they live. | |
| RE | Celebrating, respecting and accepting each other. Celebrations/festivals/customs throughout the year. Experiencing and following rules / expectations in unfamiliar environments. Learn about and experience traditions from different cultures, religions and faiths. | |
| Science | Seasons | Our Senses |
| | Sound and light | Materials/objects |
| | Plants | Animals |
| | Growth | |
| Technology | Design technology – planned according to topics, Food technology – linked to topics. Focus on following instructions, planning and evaluation. ICT – used daily in most areas of curriculum. | |
| Mathematics | | |
| Numeracy Groups, Individual targets and incorporated in all areas of the curriculum – Number, Using and applying, problem solving, Shape space measure, | | |
| Expressive Arts and Design | | |
| Being Imaginative: Opportunities to develop imagination through PLAY, MUSIC, ART | | Exploring and using media and materials Learning to explore, use tools, media and materials safely and appropriately. |
| Physical Development | | |
| Development of Gross and Fine motor skills – individual programmes and group work – Wake and shake – daily, 'Learn to Move, Move to Learn', Physiotherapy & Occupational Therapy Programmes, Swimming, trampolining, horse riding, ball skills, gymnastics, athletics, dance. May or may not be linked to topic . | | |
| PSED | | |
| Making relationships, managing feelings and behaviour, self-awareness and self confidence. | | Self help skills, Safety in school, home and community |