



## Y6 to Y8 Semi -Formal Curriculum: Annual Plan (Cycle 2)

	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence
1	<b>Topic:</b> Do you Want to Be Friends?		<b>Key Texts:</b> Lost and Found – Oliver Jeffers I'm Sorry – Barry Timms Willy the Wimp – Anthony Browne Troll stinks – Jeanne Willis We are together – Britta Teckentrup Together We Can – Carol Hart On Sudden Hill – Linda Sarah Habu and the lost Zebra – Beth Soloman,					
	<p><b>Communication:</b> To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p><b>Reading:</b> To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support.</p> <p><b>Writing:</b> To begin to use letters, words and symbols to convey meaning.</p>	<p><b>Operations:</b> To understand counting, early addition, and subtraction beyond 10 and the associated language at a concrete level. Begin moving concrete into diagrams and pictorial representations of calculations. Begin to look at Calculation Policy.</p> <p><b>Functional Maths:</b> To understand maths in everyday life and build on solving problems in practical situations.</p> <p><b>Shape, space and measure:</b> To actively engage with shapes in the everyday environment, the concept of measures, positions and time. Make direct links between language and object.</p>	<p><b>History</b> Story of my life- time line of photos- baby until now. Friendship and relationship changes over time</p> <p>Relate changes to self and others</p> <p>Links to likes and dislikes of self and others</p>	<p>Designing and creating a usable photo frame</p> <p>Role play the specific language that friends might say to each other</p> <p>Role play linking to making/being friends.</p> <p>Focus on sharing and communication to create a group art project.</p>	<p>Looking at people we can and cannot trust in everyday life</p> <p>Stranger danger- people we do not talk to</p> <p>Using kind words to our friends online and in person</p> <p>Safe adults</p> <p>How to ask for help and who to ask</p>	<p>Team games focus on: working together, sharing, taking turns, helping each other</p> <p>Looking at similarities and differences in movement</p> <p>Explore differences between halal and not halal food</p>	<p>Voting on choices within the classroom</p> <p>Exploring different faiths, cultures through festivals, food,</p>	<p>Structured play time to work on cooperative play</p> <p>Beginning to take part in organised interactive play</p> <p>Board games- focus on taking turns, following rules</p> <p>Explain rules to friends</p>
2	<b>Topic:</b> Welcome to the Café		<b>Key Texts:</b> The Tiger Who Came to Tea, Trouble at the Dinosaur Café, tea time for pirates, I'm not ever eating a tomato					
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<b>3</b>	<b>Topic:</b> Superheroes	<b>Key Texts:</b> Supertato, Traction Man is Here, Juniper Jupiter, Superworm, Tough Guys Have Feelings Too, Five Minute Marvel Stories, Elliot midnight superhero						
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	<b>My Communication</b>	<b>My Problem Solving</b>	<b>My World</b>	<b>My Imagination</b>	<b>Using Technology</b>	<b>My Health</b>	<b>Myself &amp; Others</b>	<b>My Independence</b>
<b>4</b>	<b>Topic:</b> Watch us Grow	<b>Key Texts:</b> Jaspers Beanstalk, Jim and the Beanstalk, Tree, I really wonder what plant I'm growing (Charlie and Lola), the last wolf						
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<b>5</b>	<b>Topic:</b> Who Lives in the Sea?	<b>Key Texts:</b> The coral kingdom, the storm whale, twinkle twinkle squiglet pig, tiddler						
	<p><b>Communication:</b> To communicate with purpose to a wide range of people and begins to respond appropriately.</p>	<p><b>Operations:</b> To understand counting, early addition, and subtraction beyond 10 and the associated language at a concrete level. Begin moving</p>	<p><b>Geography:</b> Animals live in different environments suited to their needs. Habitats and biomes.</p>	<p><b>Art:</b> Raindrop art Oil/paint art Under the sea art bottles</p>	<p>• Follow simple rules about safe use of technology, including time limits</p> <p>• Develop the skill to 'click and drag' options on a</p>	<p><b>Physical:</b> -climb confidently and pull themselves up on play equipment</p>	<p>Identity things that they like and dislike -Identify things they are good at or things they need support with in a wider</p>	<p>Plays co-operatively in low demand situations. Begins to identify when they need help.</p>

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