

UPPER PATHWAY BLENDED CURRICULUM MAP - YEAR A - 2025-2026

TERM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS		<i>Making connections (my body)</i>	<i>Celebrations</i>	<i>Tasty food</i>	<i>Seaside</i>	<i>Journeys and Travel</i>	<i>Making music</i>
My Communication Communication skills, Listening and Attention, Pre-Literacy/Literacy Skills and Phonics	Foxes and Penguins	Literacy Focus: Non-fiction	Literacy Focus: Fiction	Literacy Focus: non- fiction.	Literacy Focus: fiction	Literacy Focus: non- fiction	Literacy Focus: Fiction
		Literacy Text: Look inside your body and colour monster. Will be used as a sensory story and in conjunction with concept cat as uses a variety of adjectives that are concepts (more, empty, In and out, full.) Create all about me books, names, likes and dislikes. Communication board to choose likes and dislikes.	Literacy Text: Sparks in the Night Sky and Dear Santa Sparks in sky will be sensory story with colourful semantics used to explore the story. Sequencing getting ready to go outside in the winter. Dear Santa: will be used as a sensory story and in conjunction with Concept Cat as this uses a variety of adjectives that are concepts (Big, little, fat)	Literacy Text: Create own simplified non fiction book relating to different food recipes or facts about tasty foods. Use colourful semantics for non fiction book. For sensory stories explore 'One potatoe, two potatoes', and 'Yes Chef' by Charlotte Love	Literacy Text: Sharing a Shell and Ernies Seaside Adventure (Twinkl). Both books will be sensory stories and used in conjunction with concept cat (wet,dry,in,out,empty and full) Communication boards to explore seaside adventures. Following instructions for seaside activities	Literacy Text: Create own simiplified non-fiction book relating to different types of transport and how they travel (air, water, road, tracks). Use coloutful semantics for non-fiction book. For sensory stories explore wheels on the bus and terrific trains through sensory stories. Communication board for stories Label different modes of transport (car, van, bus, bike, boat, tractor, train) Concept cat: fast, slow, front and back.	Literacy Text: Never Play Music Right Next to the Zoo/Sleepy Time Music Book. Both books will be sensory stories and used in conjunction with Concept Cat. Communication boards to explore music and instruments within the stories. Following instructions for ordering the characters/instruments used in the story
My Thinking: Pre-Maths/Maths Skills, ICT, Humanities/understanding of the world and Science	Foxes and Penguins	PSHE Focus: Self awarness and self care Maths Focus: Number Exploring different parts of the human body, through sensory stories and play e.g organs, skeleton, body parts. Identify which pictures are humans or animals. Identify where animals live (habitats- land and sea) Classifying animals by number of legs or wings/ no wings. Animals sounds and matching activity. Typing, exploring keyboard and iPad.	PSHE Focus: World I live in Maths Focus: Shape and pattern Sorting and matching celebration objects Creating different patterns related to celebrations. Exploring different shapes through patterns. Exploring light and dark through celebration theme (concept cat; light and dark) Using technology to explore celebration music and images	PSHE Focus: Healthy Lifestyles Maths Focus: Measurement Using/exploring jugs, spoons and weighing scales to measure out and play with measuring equipment for food. Cover weight and capacity play based activities. Explore food textures and have fun with food. Counting out different types of foods and relate to one potato, two potatoes and Nursery rhymes in relation to foods Food related TEACCH/puzzles	PSHE Focus: Self-care, safety and support. Maths Focus: number Sorting and classifying seaside objects. Looking at different textures found at the beach. Identifying seaside features (sand, sea, shells). Weather observations. Explore noises and sounds commonly found at the beach.	PSHE Focus: World I Live In Maths Focus: Number Sorting different types of transport based on how they travel land,air, water. Transport puzzles and matching. Counting different types of transport/ adding different types of transport. Follow a simple map around the school or to park. Explore healthy ways of transport walking, riding bikes.	PSHE Focus: Managing feelings Maths Focus: number songs, pattern and shape Sorting and classifying instruments by sound, matching them to their sounds. Creating and repeating musical patterns whilst exploring volume and speed in the music. Simple investigation of how instruments make sound and use technology to play music.
My Body: Swimming, PE, Cookery, PSHCE (related to My Body), Regulation and Sensory activities, fine and gross motor skills e.g. mark-making/handwriting/co-ordination	Foxes and Penguins	Labelling human body parts through movement and song (head shoulders knees and toes etc). Exploring happy and sad through sensory activities related to sensory story (colour monster). Identifying zones of regulation through colour monster activity. Make body parts/organs with play doh. Exposure to senses through Attention Autism style activities. Matching pictures of physical action to body parts. Using kind hands with peers and teachers through role play and modelling.	Simple dance movements linked to celebrations. Practice a simple dance routine for Christmas production Continue to develop fine motor skills through decoration making. Using music from celebrations for movement. Understanding emotions associated with celebrations (happy, excited, scared).	Developing independent eating skills. Understanding the importance of healthy eating. Fine motor skills through simple food preparation. Sensory exploration of different food textures, smells and tastes. Begin to understand food groups through art and creating pretend plates of food choices. Recognise how food affects our bodies in it simplest form. Simple handwashing and hygiene routines.	Gross motor through beach movement and/ games and activities. Developing water confidence in shallow waters. Seaside sensory circuits or movement breaks. (Move like the waves...) Understanding sun safety. Fine motor development through shell sorting, water and sand play.	Developing more coordinated movement skills Walk to the local park and explore gross motor movements. Access the swimming pool. Fine motor skills through completing mazes and maps through mark making. Fine motor skills through ticket handling and making. Access and travel to different environment to access regulation techniques (sensory corner, sensory room, movement room) and complete sensory circuits.	Moving to music with increasing coordination. Using music for sensory regulation. Fine motor development through instrument playing. Gross motor movements inspired by different music. Creating sound with body percussion. Using music to express emotions. Following simple movement patterns to music. School summer production.

My Community; Outdoor Learning, Minibus Trips, Gardening, PSHCE (links to keeping safe in the community), RE	Foxes and Penguins	Exploring different parts of the school (treasure hunt) Minibus trips to different environments library, woods. Colourful semantics what friends are doing in pictures. Identifying class mates and teachers in the classroom. Using play equipment appropriately when in playground and local parks.	Experiencing simple celebration events - Christmas Bazaar, visiting Santa (school grotto) and Christmas lunch in dinning hall. Awareness of different cultural celebrations Exploring foods from different cultures/celebrations. Simple exploration of local community celebrations - Christmas lights (light and dark)	Visit food shops and markets, understanding people that help us to get food. Understand where different foods come from in the UK and local area, ie Milk from Cows. Explore foods from different cultures, looking at restaurants in the local area and perhaps sampling some. Participate in food preparation to share together and explore different celebrations where this takes place. Simple growing activities in the school garden.	Beach trips and Sealife Centre. (Caravan) Understand beach safety rules. Becoming aware of the beach environment, ie litter picking. Exploring sealife centre and collect fish and chips or ice cream.	Walk to local parks. Access minibus and walk around local areas (parks, woodland) and practice safety on minibus. Access different modes of transport train ride or bus ride. Explore bus stop and train station to understand different transport infrastructure. Develop and understanding of transport rules (sitting till stopped, waiting, behind the yellow line, buying a ticket).	Experiencing music from different cultures/celebrations. Group music making activities, being aware of music for different environments, ie incorporate into sensory stories and school production. (Exploring musical performances) Understand appropriate responses to music, ie uplifting or calming, helping sensory regulation.
My Creativity; Art, Music, Creative Arts, Design & Technology	Foxes and Penguins	Painting self- portraits with a focus on choosing correct skin and hair colour. Explore colour mixing to create different colours, shades and tones. Water colour painting organs or body parts. Linking colours to emotions (zones of regulation). Chalk drawing for skeletons.	Creating simple celebration decorations. (fireworks display, Christmas cards, wrapping paper). Pattern making for wrapping paper. Class Christmas tree baubles creation. Practicing using scissors to create patterns/ snow flakes.	Creating food art with different materials. Making simple dishes with support. Using food packaging for creative projects. Creating pictures and collages of healthy meals. Role play around food shops and cafes. Creating clay and dough food models.	Creating seaside collages with different materials. Making sand art and sand castle buildings. Air dry clay models of sea creatures and items found at the beach. Shoe box seaside model. Exploring textures of sand and seaside related items found at the beach. (Using senses for smell as well.	Creating models of different types of transport Making maps with different materials (tea stained pirate maps). Making tickets for transport. Creating sounds and music inspired by different transport.	Creating simple musical compositions Making simple instruments. Exploring different ways to play instruments. Using different art materials to respond to music. Using visual representations of different sounds. Create art work to music using a variety of tools and movements. Combine music and movement. Explore different musical styles.