



Summerseat Methodist Primary ***Steps in Learning, Skills for Life***

Expectations for Pathway One
Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year:

Blossom Class Topics – Cycle B	
Autumn 1	Ourselves
Autumn 2	Toys
Spring 1	On the move
Spring 2	Spring and growth
Summer 1	Space
Summer 2	Out and about



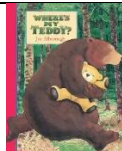
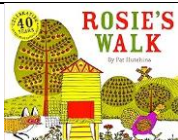
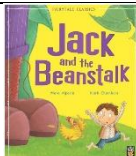
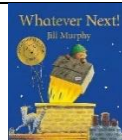
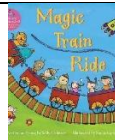
The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
The Colour monster Anna Llenas	Where's my teddy? Jez Alborough	Rosie's Walk Pat Hutchins	Jack and the Beanstalk Mara Alperin	Whatever Next! Jill Murphy	The Magic Train Ride Sally Crabtree
Additional Text: My body Jill Macdonald	Additional Text: Toys in the Past Joanna Brundle	Additional Text: DK This is how we keep healthy	Additional Text: DK: I can grow a flower Dawn Sirett	Additional Text: National Geographic: First big book of space	Additional Text: National Trust: Look and say what you see at the seaside
Rhyme					
Heads, shoulders, knees and toes If you're happy and you know it This is the way we brush our teeth One finger, one thumb	Teddy Bear Picnic I Have a Little Teddy Bear Teddy Bear, Teddy Bear, Turn Around My Dolly Has a Dress On The Toymaker's Shop (action song)	The Hokey Cokey The Grand Old Duke of York We're Going on a Bear Hunt	Mary, Mary, Quite Contrary Old MacDonald Had a Farm It's raining, it's pouring Rain, rain, go away	Hey Diddle Diddle Five Little Men in a Flying Saucer Twinkle, Twinkle, Little Star Zoom, Zoom, Zoom, We're Going to the Moon	The Wheels on the Bus Row, Row, Row Your Boat A Sailor Went to Sea, Sea, Sea Down at the Station
Mathematics					
Finger perception Colours Sorting and classification	Finger numbers to 5 Count to 5 Subitising 1 and 2 Comparing size – bigger/smaller	Subitise to 4 More than 1:1 correspondence to 5 Sequence AB	Recognising 2D shapes Positional language Directional language	Counting out from a larger group 1 more/less Comparing size – length Capacity weight	Environmental patterns Sequencing time Subitise to 5 Counting to 10
Science					
Animals including humans My Body My Senses	Movement Push and pull	Animals including humans Moving and Growing Animals including Humans Health and Growth	Plants	Movement, forces and magnets and Materials Forces and Moving	Materials Materials changing

RE					
Christian Way of Life	Spirituality, Festivals & Celebrations	Religious Symbols	Celebrations & Festivals including Easter, Learning about Jesus	Awe and Wonder	Special World
History					
	Changes within living memory Toys: Old and New Toys Past and Present	Events beyond living memory Transport: Past and Present The First Aeroplane Flight		Significant individuals & events beyond living memory Neil Armstrong The First Moon Landing	
Geography					
Place Knowledge My Places Home, School and My Local Area			Human & Physical Geography Weather, Seasons and the Natural Environment		Locational & Place Knowledge Maps, Positions and Locations Our Local Community
Art					
Collage Portrait			Drawing Plants	Painting Colours and light	
DT					
	Mechanisms Making toys	DT- Food Technology Eating Fruit and Vegetables			3D Structures Making a fairy garden
PE					
Stability skills (Gymnastics/Dance)		Locomotor skills (Athletics)		Object control skills (Games)	
Balancing/static poses	Turning	Jumping	hopping	kicking	dribbling/striking
PSHE					
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
One lesson every half term has an Anti-Bullying and No Outsiders focus.					

Computing					
Mouse and track pad skills	Robots	Drawing skills	Hardware including cause and effect	Safety and Privacy	Keyboard skills
Online Safety – Delivered throughout the year					
Music					
Beat and tempo	Sound Around Us	Listening and Enjoyment	Making Music Together	Creating with sound	Music and movement
Life skills					
Settling into school Following a visual timetable Transitioning between activities Finding own peg Carrying own belongings Recognising familiar adults Greeting familiar people Joining a small group Requesting help Making simple choices	Looking After Classroom Tidying away Putting belongings in the correct place Looking after classroom resources Following simple routines Making choices Helping with classroom jobs Recognising safe and unsafe items	Looking after myself Putting on / taking off own coat Putting on / taking off shoes Pulling up/down trousers after toileting Fetching nappy, wipes or changing equipment (where appropriate) Carrying personal belongings Putting dirty clothes into a bag (where appropriate) Recognising own belongings	Working together Sharing equipment Taking turns Helping friends Working alongside others Solving simple problems together Waiting appropriately	Cooking and baking Following a picture recipe Measuring ingredients Mixing ingredients Scooping and spooning Decorating biscuits or cakes Rolling and shaping dough Setting the table Washing up simple equipment Clearing away after cooking	Looking after our world Recycling materials Sorting objects into groups Watering plants Caring for outdoor spaces Picking up litter safely (using litter pickers if appropriate) Looking after classroom resources Saving water Helping keep shared spaces clean and tidy Respecting nature and living things
Practical experience - suggestions					
Classroom routines Snack routines Choosing and returning resources Circle time Daily transitions	Cleaning tables Tidying provision Sorting resources Pushing in chair	Coat practice Dressing dolls/teddies Dressing after outdoor play Independence routines	Partner games Collaborative art Team challenges Shared classroom jobs	Baking Fruit kebabs Wraps Pizza making Picnic preparation	Growing flowers or vegetables Watering plants Litter picking Making bird feeders or bug hotels

Skills

Organise

- Following a visual timetable
- Transitioning between activities
- Finding equipment
- Tidying away
- Looking after belongings
- Following visual instructions

Manage Myself

- Requesting a break
- Self-regulation
- Toileting routines
- Drinking independently
- Washing hands
- Managing emotions
- Coping with change

Work Together

- Joining groups
- Sharing resources
- Caring for others
- Cooking together
- Community visits

Communicate

- Requesting help
- Making choices
- Greeting others
- Turn taking
- Waiting
- Expressing preferences
- Sharing attention

Think Deeply

- Following sequences
- Solving simple problems
- Trying different ways
- Following recipes
- Making decisions

Keep Improving

- Trying something new
- Accepting mistakes
- Persevering
- Practising independence



A Pathway One Child English

	1		2		3	
<u>Communication, Reading & Writing</u>	Notifies familiar voices. Responds to sensory stories. Watches familiar books being shared. Begins to anticipate familiar songs and rhymes.	Chooses favourite stories. Joins repeated phrases. Uses gesture, signs or words during stories.	Shows preference for favourite books or sensory objects. Responds to repeated language. Participates in shared storytelling with support.	Talks about pictures. Begins to predict familiar events. Retells familiar parts.	Communicates intentionally during shared stories. Anticipates familiar events in stories and routines. Begins to request favourite books or rhymes.	Talks about favourite books. Uses symbols and pictures to communicate. Begins to understand that marks carry meaning.
	<u>End of Year Assessment:</u> I notice people, books and stories around me. I communicate my enjoyment in my own way.			<u>End of Year Assessment:</u> I use pictures, marks, symbols, sounds and words to communicate my ideas.		
<u>Mark Making & Recording</u>	Explores materials through touch. Makes accidental marks. Watches adults making marks.	Gives meaning to marks. Makes controlled marks.	Begins to make marks intentionally. Explores different textures and media. Notifies cause and effect.	Draws to represent experiences. Begins to use recognisable shapes.	Repeats favourite movements. Explores making different marks. Begins to recognise their own marks.	Uses symbols consistently. Begins to represent ideas through marks.
	<u>End of Year Assessment:</u> I explore materials and begin to make marks through my actions.			<u>End of Year Assessment:</u> I am starting to use marks, symbols and pictures to represent my ideas and communicate meaning.		
<u>Fine Motor & Tool Control</u>	Gross motor experiences Sensory exploration Grasping Reaching Palmar grasp Transfer between hands			Develops preferred hand Improves pencil grip Uses tools with greater control Copies simple movements Begins pre-writing patterns		
<u>Engagement with Books, Stories & Print</u>	Enjoys songs Looks at pictures Explores books Turns pages with support Shows favourite books			Chooses books Turns pages independently Looks left to right Recognises own photo/name/symbol Begins to match objects to pictures Recognises environmental print		

Phonics Pathway 1



Level of Need	Description	Approach
Core Pathway Ordinarily Available Provision (Most Children)	Minor or no additional needs; can access standard programme – <i>may need some adaptations to succeed</i>	Core Supersonic Phonic Friends, with minor adaptations if needed (e.g. phonic follow up and/or repeated micro learning repetitions) <i>Some children may need adaptation to access resources and sessions rather than the content.</i>
Additional Pathway – SEN Support / Lowest 20% (Some Children)	Children with some barriers (cognition, learning, or other needs)	Core programme with targeted adaptations and repeated micro learning repetitions: phonic follow up, slower pace, smaller groups, extra pre/post teaching (Supersonic Six), hands-on activities; maintaining high ambition.
Enhanced Pathway – High-level SEND / EHCP (Few Children)	Children with significant gaps or cognition/learning needs, may have EHCP	Bespoke pathway with alternative Supersonic Phonic Friends' SEND Levelled Lessons: daily repeated micro learning repetitions, precision teaching, phonic follow up, scaffolded resources, oracy support, multi-sensory reinforcement; maintaining ambition, focusing on phonic skills progressively, assessing progress closely. May work on recommendations by other enhanced professionals e.g. Speech and Language Therapists, Educational Psychologists etc. or awaiting support.

Level	Focus
Level 1	Listen (alliteration)
Level 2	Listen & Recognise (oral segmenting and blending)
Level 3	Listen, Recognise & Build
Level 4	Listen, Recognise, Build & Read
Level 5	Listen, Recognise, Build, Read & Write



A Pathway One Child Mathematics

Discover	Engage
Number and Pattern	
- Notices mathematical experiences through sensory exploration. - Explores objects, quantities and patterns through play. - Responds to repeated mathematical experiences, rhythm and pattern. - Begins to anticipate familiar mathematical routines. - Makes choices and shows preferences during mathematical activities. - Investigates cause and effect using mathematical resources. - Communicates mathematical interests through gesture, eye gaze, signs, objects or emerging language.	- Participates purposefully in mathematical play. - Joins in with number songs, rhymes and counting experiences. - Develops one-to-one correspondence. - Recognises and compares small quantities. - Matches, sorts and groups objects for a purpose. - Begins to link numerals with quantities in familiar contexts. - Counts objects with increasing accuracy. - Solves simple mathematical problems through play and exploration. - Begins to understand 'more', 'same' and 'one more' in practical situations. - Uses or responds to mathematical language during everyday routines.

Discover	Engage
Shape, Space, Measure	
- Explores shape, space and measure using the senses. - Investigates objects through touching, moving, stacking and fitting. - Explores movement within space. - Notices position, movement and change. - Explores size, texture and spatial relationships. - Begins to investigate how objects fit together. - Responds to positional language during everyday routines.	- Matches and sorts by shape, size and simple properties. - Explores positional language in practical contexts. - Builds and constructs with increasing purpose. - Compares size, length and capacity and weight through play. - Recognises and explores simple repeating patterns. - Uses everyday mathematical language to describe shape and position. - Begins to solve practical spatial problems through exploration.
Using and Applying	
- Explores mathematical resources using the senses. - Notices patterns, change and cause and effect. - Responds to familiar mathematical routines. - Shows curiosity during mathematical experiences. - Communicates mathematically using gesture, objects, signs or words. - Begins to anticipate familiar mathematical experiences.	- Participates in familiar mathematical activities with increasing independence. - Makes choices and explains preferences. - Begins to solve simple problems through trial and improvement. - Begins to apply mathematical learning within play and everyday routines. - Shows increasing curiosity, persistence and independence during mathematical learning.

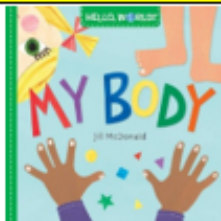


Pathway 1

Knowledge Organiser

Block B – Autumn 1
Ourselves

Key Texts



Key Songs / Rhymes:

Heads, shoulders, knees and toes / If you're happy and you know it / This is the way we brush our teeth / One finger, one thumb

Understanding the World - Science

Head

Tummy

Arms

Legs

Back

Hands

Feet

Eyes

Ears

Nose

Mouth

See

Hear

Touch

Taste

Smell

Progression in Skills and Knowledge - Science

Discover

Engage

Scientific Skills

- Explore the world using all of their senses.
- Notice changes in people, objects and the environment.
- Watch, touch, smell, listen and investigate.
- Communicate preferences and responses during scientific exploration.

- Explore the natural world with increasing curiosity.
- Observe and investigate living things, objects and materials.
- Begin to notice similarities, differences and changes with adult support.
- Ask for, choose or indicate objects they wish to investigate.
- Talk about, sign or communicate what they notice.

Animals including humans

- Explore their own body through movement and the senses.
- Respond to body parts during songs and routines.
- Show awareness of similarities and differences between people.

- Identify a few familiar body parts.

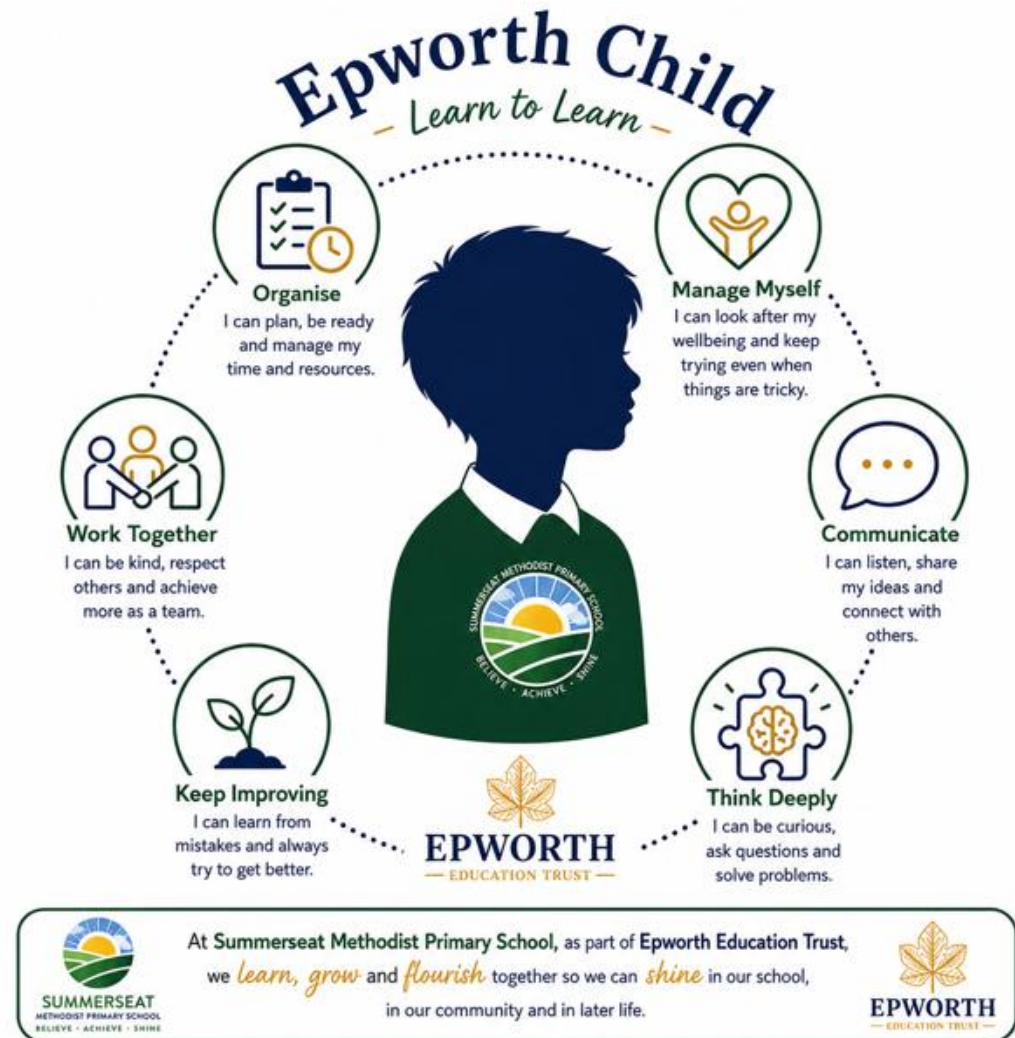
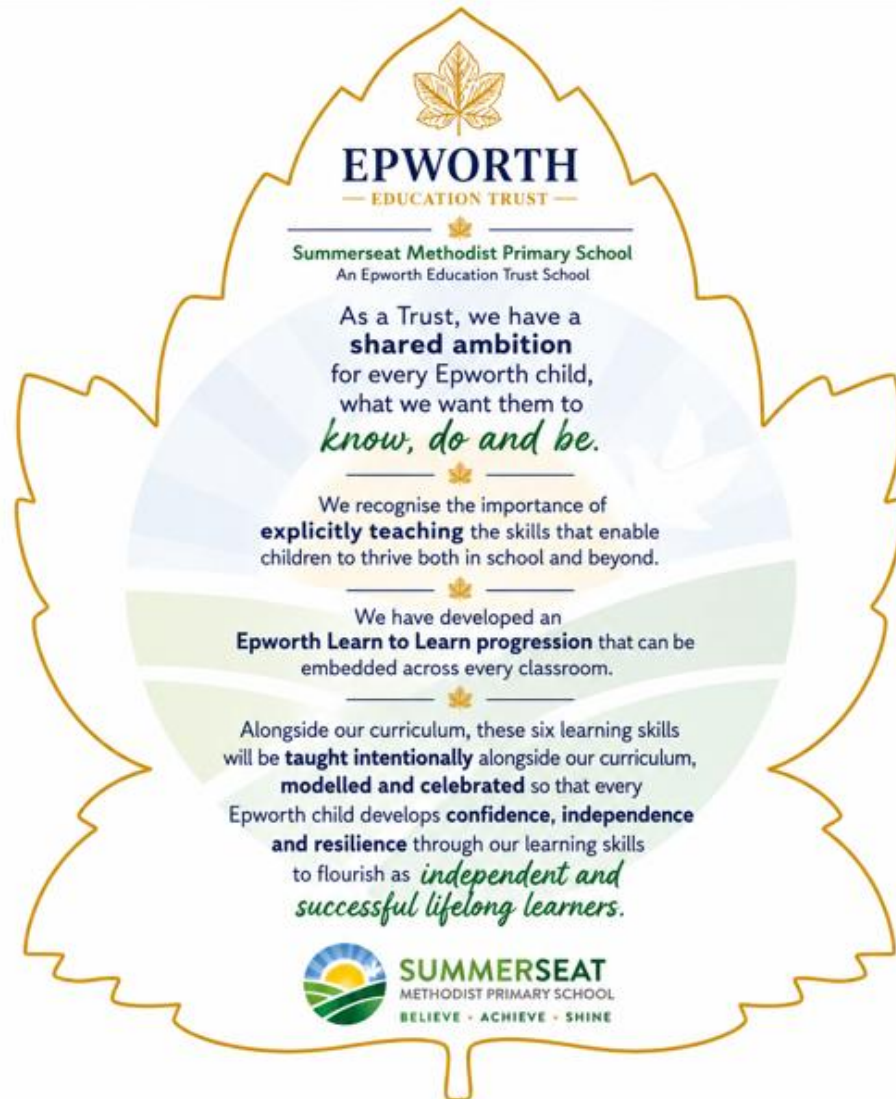


This half term, we will:

- Explore our bodies and learn the names of familiar body parts.
- Explore our faces and notice similarities and differences between people.
- Use our senses to explore and investigate the world around us.
- Explore different things through touch, sight, hearing, smell and taste.
- Communicate our responses and preferences during sensory experiences.
- Begin to understand that different parts of our bodies help us to experience the world around us.

Understanding the world - Geography			
school Home Classroom Place Inside Outside Playground Road Park building	Progression in Skills and Knowledge - Geography		This half term, we will: - Explore familiar places in our classroom and school and recognise familiar people, objects and features. - Explore our outdoor spaces and use our senses to notice what we can see, hear, touch and smell. - Explore photographs of familiar places outside school, such as our homes, parks and local shops. - Explore our local area and recognise familiar places and features in Summerseat. - Notice that different places have different features and purposes. - Communicate what we recognise, notice and enjoy about the places we explore.
	Discover	Engage	
	Enquiry and investigation		
	- Explore people, places and environments using all of their senses. - Notice features in familiar environments. - Show curiosity about the world around them. - Communicate preferences for different environments. - Explore through looking, listening, touching, smelling and moving.	- Observe familiar places with increasing curiosity. - Notice similarities, differences and changes. - Explore new environments with support. - Communicate what they notice using words, signs, symbols or AAC. - Ask for or indicate places or features they wish to explore.	
	Locational knowledge		
	This should be about 'belonging': - Recognise familiar places. - Respond to familiar environments. - Experience home, school and outdoor spaces. - Begin to show awareness of familiar routines and journeys. - Recognise people and places that are important to them.	- Identify familiar places. - Recognise photographs of home, school and local places. - Notice that different places have different features. - Explore places beyond their immediate environment.	
Expressive art and design - art			
paint colour glue stick paper mark	Progression in Skills and Knowledge - Science		This half term, we will: - Explore our own faces and facial features using mirrors, photographs and different materials. - Experiment with drawing and mark-making using a range of tools and materials. - Explore collage materials such as paper, fabric, wool and tissue by tearing, scrunching, arranging and sticking. - Create faces using a range of materials, exploring colour, texture, shape and position. - Explore natural materials such as leaves, twigs, grass and seeds to create artwork. - Make choices about the materials and techniques we use and communicate our preferences and responses to our artwork.
	Discover	Engage	
	Artists and creative inspiration		
	- Notice colours, textures, sounds and visual patterns in their environment. - Respond to sensory artistic experiences through looking, listening and touching. - Show curiosity when exploring natural and man-made materials. - Demonstrate preferences for different colours, textures or materials. - Engage with creative experiences alongside an adult.	- Explore the work of artists, craft makers and designers through sensory experiences. - Respond to creative experiences by expressing likes, dislikes and preferences. - Imitate simple artistic techniques demonstrated by an adult. - Begin to make choices about colours, materials and artistic effects. - Recognise that artwork can represent people, places, objects and experiences.	
	Collage		
	- Explore papers, fabrics and natural materials. - Experience different textures. - Investigate sticking, tearing and layering. - Make choices between materials.	- Select materials for simple collage. - Join materials in different ways. - Combine textures and colours. - Create simple collage pictures. - Begin to explain choices of materials.	

Learn to Learn Skills





Learn to Learn Blossom



Learn to Learn
Blossom

We are learning how to become successful learners.



I can Organise

Getting myself ready to learn

- ✓ I can follow a visual timetable.
- ✓ I can transition between activities.
- ✓ I can find equipment.
- ✓ I can tidy away.
- ✓ I can look after belongings.
- ✓ I can follow visual instructions.



I can Manage Myself

Staying calm and ready to learn

- ✓ I can request a break.
- ✓ I can use strategies to self-regulate.
- ✓ I can follow toileting routines.
- ✓ I can drink independently.
- ✓ I can wash my hands.
- ✓ I can manage my emotions.
- ✓ I can cope with change.



I can Communicate

Sharing ideas and asking for help

- ✓ I can request help.
- ✓ I can make choices.
- ✓ I can greet others.
- ✓ I can take turns.
- ✓ I can wait.
- ✓ I can express my preferences.
- ✓ I can share my attention.



I can Work Together

Learning with and from others

- ✓ I can join groups.
- ✓ I can share resources.
- ✓ I can care for others.
- ✓ I can cook together.
- ✓ I can take part in community visits.



I can Keep Improving

Growing through challenge and mistakes

- ✓ I can try something new.
- ✓ I can accept mistakes.
- ✓ I can keep going even when it is difficult.
- ✓ I can practise independence.



I can Think Deeply

Questioning, connecting and solving problems

- ✓ I can follow sequences.
- ✓ I can solve simple problems.
- ✓ I can try different ways.
- ✓ I can follow recipes.
- ✓ I can make decisions.



Confident



Independent



Resilient

These are the learning skills we practise everyday.

Infinite Eight **Enrichment Offer**

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools. Listed below are the minimum experiences your child will take part in this year.

