Key Stage 2 Long Term Plan 2026-2027

Cycle B						
Subject	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Theme	**My amazing world**	**Stay safe stay happy**	**Global Flavours**	**Weather Watchers**	**Around my world**	**Go for it**
English *Individualised for Learners*	Reading and writing skills are taught through activities linked to the selected text. These will be individualised within the class and follow a spiral curriculum.					
	What I like about me The lion and the mouse	10 super-heroes Super potato Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT
Reading, spelling and handwriting / typing or fine motor skills	Daily 1:1 reading / group Daily handwriting / typing practise / fine motor skills Daily Phonic sessions pitched at the correct phase					
Maths *Individualised for Learners*	Number	Shape space and measure	Using and Applying	Number	Shape space and measure	Using and Applying
PSHE	Me and my family Wants and needs Identifying Feelings Rules in the classroom Teamwork	Safe people safe places Road and community safety Basic Online safety *(Computing link)*	Healthy choices Food from different cultures Preferences Food hygiene Preparing food Eating together Cultural differences Respecting other people's choices	Weather and our bodies Appropriate clothing Sun/cold safety Recognising environmental hazards Caring for the environment	Navigating familiar places Public transport Money Community facilities Different cultures and communities Staying safe when out Asking for help	Exercise healthy lifestyles; resilience trying new things managing success/disappointment Teamwork turn-taking personal goals celebrating achievements

Key Stage 2 Long Term Plan 2026-2027

				Responding to changing conditions		
Life Skills	Developing self-awareness Expressing preferences and making choices. Taking part in personal care routine My feelings and needs My Belongings	Developing personal safety awareness and the ability to recognise hazards, understand personal boundaries and make safer choices. Practise road and travel safety Identify trusted adult Explore safety at home and in the community, Develop awareness of online risks and learn how to seek help in unsafe or unfamiliar situations. Learning will promote communication, decision-making and increasing independence through practical, sensory and differentiated activities.	Understand *first/next/finished*. Explore different textures, smells and temperatures. Develop hand strength through stirring, squeezing and pouring. Practise using utensils. Tolerate unfamiliar smells, textures or foods. Wait for my turn. Participate alongside others. Make choices and experience control over an activity. Follow 3-5 recipe	Communicate weather observations Clothing Independently prepare clothing and equipment Make safe decisions in different environments Describe/communicate sensory experiences Recognise and respond to weather hazards	Plan a pretend journey around the world Pack a suitcase Choose appropriate clothes for different destinations Identify passports/tickets/boarding passes Practise checking a ticket Explore maps and simple routes Follow visual signs Practise asking for help Explore different currencies Visit a bus or train station Take a real local journey Practise **where am I? → where am I going? → how will I get there?**	Communicate choices, breaks and help Complete activities with reduced support Identify and respond to risks Develop resilience and willingness to try Participate in physical activities in the community *Possible activities* *Individual fitness challenges* *Adapted team games* *Swimming/water confidence* *Cycling/scooting* *Walking routes* *Outdoor adventure activities* *Dance* *Boccia* *Parachute games* *Playground activities* *Visits to local leisure facilities* *Planning and completing a short physical challenge*

Key Stage 2 Long Term Plan 2026-2027

PE	Gymnastics	Dance	Ball Skills	Games Defend and attack e.g., gross motor	Athletics	Sports day activities
Topic *History, Geography, DT, Art* *Science*	**Science and art** Naming body parts Identify and name senses Differences in appearance From head to toe Our hearts Keeping healthy	**Geography and DT** Explore safe places in school and the local community. Recognise simple environmental hazards. Match safe and unsafe choices. Explore safety signs/ symbols Create simple STOP, WAIT, GO and DANGER signs. Use signs in role-play Make a simple safety accessory, such as a reflective bag tag or high-visibility decoration. Design and construct a model of a safe home, school or playground.	**DT and Science** Research, design, plan, make and evaluate food Food origins, plants/animals, nutrition, digestion, materials, changes and sustainability	**Science and Art** Experience and respond to weather changes. Explore water, ice, wind, sunlight and shadows. Notice cause and effect. Make simple weather observations Participate in simple weather observations. Photograph changing weather Weather art Make a weather mobile	**Geography and DT** **Creating and exploring products** Explore materials, structures, mechanisms and products from different places. Develop practical construction, choice-making and independence through designing and making simple products. **Exploring places and the wider world:** Explore different places, countries, cultures, environments and climates. Develop awareness of the wider world through sensory experiences,	**History and Art** **People, places and events:** Explore significant people, events, places and changes over time through sensory stories, artefacts, role play and practical experiences. Develop awareness of then/now and simple chronology. **Express yourself:** Explore artists, styles, materials and techniques. Respond to and create artwork inspired by people, places and events, developing choice-making, communication and creative independence.
ICT	ICT is currently embedded across our curriculum and opportunities for Cross curricular experiences linking ICT are utlised . Online safety is also covered within our PSHE lessons.					
RE	**Judaism** Yom Kippur 21st September	**Christianity** Christmas 11th December	**Sikhism and Hinduism** Lohri 13th January	**Islam** Eid 10th March	**Buddhism** Buddha's Birthday 13th May	**Christianity** Parables and core beliefs 22nd June
Strategies	**Total Communication**					

To be embedded across the curriculum	**Zones of regulation** **Bucket** **Colourful Semantics** **PECS** **Intensive Interaction** **ILP's** **Sensory Integration**