

Pathway 2		Curriculum Overview - Spring Term - 2022		Chocolate & Fairtrade	
<b>Maths</b>		<b>English</b>		<b>Global Learning</b>	
<b>Number and Counting</b>		<b>Reading</b>		<b>Science/Food technology</b>	
<ul style="list-style-type: none"> <li>• Daily opportunities for Number and Counting within a range of lessons and daily practical experiences.</li> <li>• Maths songs and games.</li> <li>• Counting objects, addition and subtraction.</li> <li>• Number recognition, rote counting.</li> </ul>		<ul style="list-style-type: none"> <li>• Weekly reading of Rapid reading/PM reading and Symbols making sense scheme books.</li> <li>• Personalised symbol books based on Chocolate theme, individual experiences and interests.</li> <li>• Daily opportunities for reading symbols, cue cards and symbol sentences.</li> <li>• Reading simple recipes.</li> <li>• Sequencing instructions for cooking.</li> </ul>		<ul style="list-style-type: none"> <li>• How materials change- melting chocolate to make cakes and puddings and chocolates. Freezing to make chocolates.</li> <li>• Making hot and cold items – making chocolate milkshake, hot chocolate, angel delight and hot custard.</li> <li>• Vocabulary linked to heating and cooling- hot, cold, freeze, solid, liquid, dry, wet, soft hard etc</li> </ul>	
<b>Geometry and Measures</b>		<b>Writing</b>		<b>Geography – The story of chocolate</b>	
<ul style="list-style-type: none"> <li>• Making repeating patterns with colours/shapes and chocolates!</li> <li>• Sequencing in order 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.</li> <li>• Sequencing cooking instructions.</li> <li>• Using language relevant to time- now, next, before, after, first, second, third</li> <li>• 2D and 3D shapes linked to chocolate boxes and wrappers</li> </ul>		<ul style="list-style-type: none"> <li>• Developing pre writing skills through movements, stretches and related fine motor control activities.</li> <li>• Mark making with a range of materials, paint, chalk, pastels, pens.</li> <li>• Tracing and copying key vocabulary, ingredients, names and places related to the topic theme, as well as individually motivating / relevant words.</li> <li>• Rehearsing symbol or text words, phrases / sentences to describe key familiar experiences or personally relevant stories and activities.</li> </ul>		<ul style="list-style-type: none"> <li>• Looking at where cocoa pods grow and how chocolate is made- From bean to bar.</li> <li>• Developing basic knowledge of key geographical features of countries- UK and South America/Africa</li> <li>• Locating UK and America/Africa on a globe and map.</li> <li>• Fairtrade cocoa farmers.</li> <li>• We hope to visit Cadbury world!</li> </ul>	
<b>Physical Education</b>		<b>Speaking and Listening</b>		<b>History</b>	

<ul style="list-style-type: none"> <li>• Daily access to movement activities at playtimes.</li> <li>• Weekly access to PE – Athletics and Games skills</li> <li>• Weekly movement accessed through Circus skills session.</li> <li>• Weekly access to school community including the garden</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive communication through PECS, using Communication books, Makaton and vocalising.</li> <li>• Group storytelling and turn taking, listening and responding to requests.</li> <li>• Explicit modelling of language through personalised books and social stories themed on our topic “Chocolate”, using colourful semantics approach to build vocabulary and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events and activities. Using language for passing of time.</li> <li>• Looking at Cadbury world in photographs- compare Now and Long ago. Compare colour and black and white photographs.</li> <li>• Looking at favourite chocolate bars- looking at wrappers and adverts from now and long ago.</li> </ul>
<p style="text-align: center;"><b>Art and DT</b></p>	<p style="text-align: center;"><b>RHSE- My Mental health and Wellbeing</b></p>	<p style="text-align: center;"><b>RE - Celebrating -Chinese New Year, Holi, Easter</b></p>
		<ul style="list-style-type: none"> <li>• Focus on festivals through the year. Respecting how others celebrate</li> <li>• Looking at artefacts and discussing how people celebrate.</li> <li>• Tasting foods form different cultures.</li> </ul>
		<p style="text-align: center;"><b>Preparing for Adulthood (Post 16)</b></p>