



**Kestrel Nest to Flight- Long Term Learning**

Enquire/Conversational Partners Pathway – Waterloo						
Learners who are accessing their learning through the 'Enquire' approach will be able to demonstrate greater independence at school. 'Enquire' learners may be more readily able to demonstrate greater awareness and autonomy when interacting with their learning. 'Enquire' learners will be supported to develop and hone skills in: social thinking, problem solving, self-regulation, independent living and community awareness and presence. They will also be working on developing their repertoire of social and leisure-based interests as well as honing important self-directed learning and organisational skills.						
	Autumn 2024		Spring 2025		Summer 2025	
	Autumn 1	Autumn 2	Spring 1:	Spring 2	Summer 1	Summer 2
Theme:	'My World'		'An Inspector Calls'		'All aboard'	
<b>Literacy</b>	Oxford Owl ELS Phonics - Phase 2 <b>I Am Me – Susan Verde</b> Sensory Stories Comprehension Activities Sentence Building Biography (My Story)	Oxford Owl ELS Phonics – Phase 2 <b>Selected "Little People, Big Dreams" book</b> Sensory Stories Comprehension Activities Sentence Building Biography of a famous person	Oxford Owl ELS Phonics - Phase 3 <b>Goldilocks (A Hashtag Cautionary Adventure) - Jeanne Willis</b> Sensory stories Comprehension Activities Sentence Building Newspaper article	Oxford Owl ELS Phonics - Phase 3 <b>Burglar Bill- Janet and Allan Ahlberg</b> Sensory stories Comprehension Activities Sentence Building News Report	Oxford Owl ELS Phonics - Phase 3/4 <b>Oh the places you go – Dr Seuss</b> Sensory stories Comprehension Activities Sentence Building Holiday Magazine	Oxford Owl ELS Phonics - Phase 3/4 <b>Katie Morag Island Stories – by Mairi Hedderwick</b> Sensory stories Comprehension Activities Sentence Building Writing a review
<b>Numeracy</b>	<b>Measurements - Length, Mass &amp; Capacity</b>	<b>Measurements - Length, Mass &amp; Capacity</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Time and Money</b>	<b>Time and Money</b>
	<b>Lengths &amp; Mass</b> – Identifying, sorting and ordering Long/Short or Heavy/Light objects  Using non-standard measuring equipment (Cubes, Lego, Footsteps)  Using and understanding standard measure and related equipment (cm - ruler, g - scales, m - trundle wheel)	Using standard measuring equipment in and recording data  <b>Capacity</b> – Identifying, sorting and ordering items  Understanding standard measure (ml/l)  Using measuring equipment (jugs/measuring cylinders) and recording data	Fractions in real life (sharing) - Halves and Quarters  Numerators and Denominators – What do they represent?  Finding the fractions of an object (Playdough Pizzas)	Finding the fractions of an object  Finding the fractions of an amount (E.g - ¼ of 12 toy cars = 3)  Wholes and Equivalent fractions	Creating your own paper plate clocks  Understanding the hour hand and o'clock – matching my daily routine to the hour  Using the minute hand and half/quarter past – making times to a brief / telling the time	Identifying and ordering currency  Calculating totals of coins/notes  Budgeting – How many x can I buy with y, creating shopping lists, researching prices online
<b>Number - Numicon Breaking Barriers Teaching Handbook to be followed year wide:</b> Baseline assessment to be completed in Autumn Teaching progression plan to be followed across year in Numeracy lessons with Activities adapted to support individuals. Progress to be recorded as and when learners move onto a new activity group.						
<b>Science and Exploration</b>	<b>Living things and their habitats</b>		<b>Properties and changes in materials</b>		<b>Feeding and exercise</b>	
	Explore and compare the differences between things that are living, dead, and things that have never been alive Notice that animals, including humans, have offspring which grow into adults Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		Identify different materials Name everyday materials Properties of materials Know how materials can be changed by squashing, bending, twisting and stretching, melting, boiling, etc. Compare and group materials Experiments		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food find out about and describe the basic Growing Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of plants and animals in their habitats, including micro-habitats. needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
<b>PSHE / RSE</b>	<b>PSHE – Self-awareness</b> Playing and working together  <b>RSE – Changing and Growing:</b> Baby to adult	<b>PSHE – Self-awareness</b> People who are special to us  <b>RSE – Changing and Growing:</b> Different types of relationships	<b>PSHE/RSE - Self-Care, Support and Safety :</b> Trust Keeping safe online	<b>PSHE/RSE - Self-Care, Support and Safety :</b> Trust Keeping safe online	<b>PSHE – Healthy Lifestyles</b> <b>Healthy eating / Feeling unwell</b>  <b>RSE - Self-Care, Support and Safety :</b> Taking care of ourselves	<b>PSHE – Healthy Lifestyle</b> <b>Taking care of physical health</b>  <b>RSE - Self-Care, Support and Safety :</b> Public and Private
<b>Nest to Flight</b>	My First Flight My School Community	Me and My Body Keeping Myself Safe at School	Building My Independence My Personal Care	Things I enjoy Doing Being Safe in my Community	My First Flight My School Community	Me and My Body Keeping Myself Safe at School



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<b>ICT</b>	Online safety Use of technology safely for pleasure and learning Use of google maps Use of the immersive room		Using technology to create a news report Taking photos of a crime scene Use of the immersive room Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Confidently using technology in the community to keep safe Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use of the immersive room	
<b>SMSC</b>	Macmillan/Jeans for Genes Black History Month Halloween	Remembrance Day Children in Need Diwali Hannukah Christmas	Children's Mental Health Week LGBT Month Chinese New Year Valentine's Day World Book Day 06/03/25	Autism Awareness Day Ramadan St Patrick's Day Easter Holi Festival	St George's Day Pride Month Eid Ul-Adha Mental Health Week	Family Day Summer festival Road Safety Week Wimbledon
<b>Careers</b>	Wildlife Expert RSPCA		Judge Forensic Psychologist		Athlete Travel agent	

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Exploration/Language Partners Pathway – Waterloo/Paddington/Angel/Pimlico/Hampstead						
Learners who are accessing their learning through the 'Exploration' approach are supported to develop their: attention and listening skills, play skills with adults and peers, their understanding of key concepts and their own use of language. 'Exploration' learners will access learning experiences that are centred around their understanding of key concepts, comprehending and retaining what they have learnt, using their communication skills to build comments/descriptions, sequencing events and developing self-expression.						
	Autumn 2024		Spring 2025		Summer 2025	
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Theme:	'My World'		'An Inspector Calls'		'All aboard'	
Literacy	Oxford Owl Phonics Phase 1/2 <b>Where are you from? Yamile Saied Méndez and Jaime Kim</b> Sensory Stories Comprehension Activities Sentence Building  My Profile	Oxford Owl Phonics Phase 1/2 <b>Coming to England by Floella Benjamin</b> Sensory Stories Comprehension Activities Sentence Building  Biography (My Story)	Oxford Owl Phonics Phase 1/2 <b>The Baddies by Julia Donaldson</b> Sensory Stories Comprehension Activities Sentence Building  Wanted Poster	Oxford Owl Phonics Phase 2 <b>Poo in the zoo by Steve Smallman</b> Sensory Stories Comprehension Activities Sentence Building  Wanted Poser	Oxford Owl Phonics Phase 1-3 <b>The boy who sailed the world by Julia Green</b> Sensory Stories Comprehension Activities Sentence Building  Postcard	Oxford Owl Phonics Phase 1-3 <b>You Can't take an elephant on the bus by Patricia Cleveland-Peck</b> Sensory Stories Comprehension Activities Sentence Building  Facts / information texts
Numeracy	<b>Measurements - Length, Mass &amp; Capacity</b>  <b>Story:</b> Goldilocks and the three bears (Matching Bears to Beds etc) <b>Lengths &amp; Mass</b> – Identifying, sorting and ordering Long/Short or Heavy/Light objects Exploring non-standard measuring equipment (Cubes, Lego, Footsteps) Exploring adapted standard measuring equipment (rulers, trundle wheels, scales etc)	<b>Measurements - Length, Mass &amp; Capacity</b>  <b>Story:</b> Just a little bit – Ann Tompert (Exploring Mass and using scale) Using standard measuring equipment in different contexts (Life Skills, Community etc) <b>Capacity</b> – Identifying, sorting and ordering items (Full, Half full, empty etc) Exploring use of measuring equipment and accompanying vocabulary (Jugs, Measuring cylinders etc)	<b>Fractions</b>  <b>Story:</b> Pie is for Sharing – Stephanie Parsley Ledyard Exploring fractions using physical manipulatives (magnetic shapes and fruit, playdough etc) Fractions in real life – sharing halves and quarters (Cutting and sharing fruit etc)	<b>Fractions</b>  <b>Story:</b> Give me half – Stuart J. Murphy Making fractions paper plate pizzas and finding given fractions (e.g give me ¾ of your pizza) Finding halves and quarters from quantities of toys Christmas themed fractions activities – Baubles, Snowmen etc	<b>Time and Money</b>  <b>Story:</b> Around the Clock with Harriet – Betsy Maestro My daily schedule – sorting and ordering activities (E.g - Morning = Breakfast, Afternoon = Music) Creating your own paper plate clocks  Understanding the hour hand and o'clock – matching my daily routine to the hour	<b>Time and Money</b>  <b>Story:</b> Save It! - Cinders Mclead Identifying, sorting and ordering currency  Shopping – Tuck Shop, paying/exchanging for items in the community  Budgeting – If a bus ticket is £1 how many can I buy with £10?
<p><b>Number - Numicon Breaking Barriers Teaching Handbook to be followed year wide:</b> Baseline assessment to be completed in Autumn 1 Teaching progression plan to be followed across year in Numeracy lessons with Activities adapted to support individuals. Progress to be recorded as and when learners move onto a new activity group.</p>						
Science and Exploration	<b>Animal and their habitats</b>  Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats.		<b>Changes in materials</b>  Know how materials can be changed by squashing, bending, twisting and stretching Explore different ways that materials can change including melting, boiling, etc. Experiments to observe changes in materials Make ice cubes and explore what makes them melt quicker Make chocolate rice cakes, etc		<b>Looking after my body</b>  What is good and bad for my body? How to look after my body – exercise, personal hygiene. Healthy eating plate Explore how to keep healthy in the community	
PSHE / RSE	<b>PSHE – Self-awareness</b> Things we are good at  <b>RSE – Changing and Growing:</b> Baby to adult	<b>PSHE - Managing feelings:</b> Identifying and expressing feelings  <b>RSE – Changing and Growing:</b> Dealing with touch	<b>PSHE – Sel-awareness:</b> Kind and unkind behaviours  <b>RSE –Self-care, support and safety</b> Keeping Safe	<b>PSHE-</b>  <b>RSE – Changing and Growing:</b> Different types of relationships	<b>PSHE – Self-awareness:</b> Getting on with others  <b>RSE – Changing and Growing:</b> Changes at puberty	<b>PSHE –Healthy Lifestyles:</b> Taking care of physical health  <b>RSE - Self-Care, Support and Safety :</b> Taking care of ourselves
Nest to Flight	My First Flight My School Community	Me and My Body Keeping Myself Safe at School	Building My Independence My Personal Care	Things I enjoy Doing Being Safe in my Community	My First Flight My School Community	Me and My Body Keeping Myself Safe at School



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<b>ICT</b>	Use of the immersive room I can use range of technology will be explored continuously throughout the year for the children to access, both independently and with an adult.		Different types of technology in the home and how to use it safely. I know how to use a camera i.e.: on an iPad. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use of the immersive room		Use of the immersive room I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme Using technology safely in the community to promote life skills	
<b>SMSC</b>	Macmillan/Jeans for Genes Black History Month Halloween	Remembrance Day Children in Need Diwali Hannukah Christmas	Children's Mental Health Week LGBT Month Chinese New Year Valentine's Day World Book Day 06/03/25	Autism Awareness Day Ramadan St Patrick's Day Easter Holi Festival	St George's Day Pride Month Eid Ul-Adha Mental Health Week	Family Day Summer festival Road Safety Week Wimbledon
<b>Careers</b>	Zoo Keeper Vet		Police Officer Detective		Traffic Warden Lollipop Person Fitness instructor	

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Exposure/Social Partners Pathway – Victoria/Westminster						
Learners who access their learning through the 'Exposure' approach are supported to access the engagement model which covers the following five areas; exploration, realisation, anticipation, persistence and initiation. 'Exposure' learners will be offered learning experiences, chiefly involving: developing or maintaining joint attention, turn taking, stories, keywords, objects of reference and developing non-verbal skills.						
	Autumn 2024		Spring 2025		Summer 2025	
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Theme:	'My World'		'An Inspector Calls'		'All aboard'	
<b>Literacy</b>	<p>Oxford Owl ELS Phonics Foundation Stage <b>Farmer Duck by Martin Waddell</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – join in with songs and rhymes, explores books.</p> <p>Pre-writing: Mark-making using various tools (foam, paint, sand, soil, etc), enjoy drawing freely and make marks on a picture to stand for their name.</p> <p>Movement: topic-themed songs and music.</p> <p>Sensory Rhyme time</p>	<p>Oxford Owl ELS Phonics Foundation Stage <b>A squash and a squeeze by Julia Donaldson</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – join in with songs and rhymes, explores books.</p> <p>Pre-writing: Mark-making using various tools (foam, paint, sand, soil, etc), enjoy drawing freely and make marks on a picture to stand for their name.</p> <p>Movement: topic-themed songs and music.</p> <p>Sensory Rhyme time,</p>	<p>Oxford Owl ELS Phonics Foundation Stage <b>The Detective Dog by Julia Donaldson</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – enjoy sharing a book and songs and rhymes</p> <p>Pre-writing: Mark making using various tools (foam, paint, sand, soil, etc) – copy finger movements, enjoy drawing freely.</p> <p>Movement: topic-themed songs and music</p> <p>Sensory Rhyme: (Phase 1 Phonics)</p>	<p>Oxford Owl ELS Phonics Foundation Stage <b>Noddy Toyland Detective by Enid Blyton</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – enjoy sharing a book and songs and rhymes</p> <p>Pre-writing: Mark making using various tools (foam, paint, sand, soil, etc) – copy finger movements, enjoy drawing freely</p> <p>Movement: topic-themed songs and music</p> <p>Sensory Rhyme: (Phase 1 Phonics)</p>	<p>Oxford Owl ELS Phonics Foundation Stage <b>The Train Ride by June Crebbin</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – join in with songs and rhymes.</p> <p>Pre-writing: Mark-making using various tools (foam, paint, sand, soil, etc) – copy finger movements, enjoy drawing freely and make marks on a picture to stand for their name.</p> <p>Movement: topic-themed songs and music.</p> <p>Sensory Rhyme time:</p>	<p>Oxford Owl ELS Phonics Foundation Stage <b>Let's go for a walk by Ranger Hamza</b> Sensory Stories Comprehension Activities Sentence Building</p> <p>Pre-reading – join in with songs and rhymes.</p> <p>Pre-writing: Mark-making using various tools (foam, paint, sand, soil, etc) – copy finger movements, enjoy drawing freely and make marks on a picture to stand for their name.</p> <p>Movement: topic-themed songs and music.</p> <p>Sensory Rhyme time:</p>
<b>Numeracy</b>	<b>Sequencing (Time, Days)</b>		<b>Patterns</b>		<b>Shape</b>	
	<p>Visual timetables Ordering events of the day Days of the week song Recognising and ordering numbers <a href="https://www.bbc.co.uk/bitesize/articles/zd4b382">https://www.bbc.co.uk/bitesize/articles/zd4b382</a></p>		<p>Colour patterns - mixing colours Threading beads Make 'splodge patterns' with paint and folded paper Continue a pattern Tapping a musical instrument</p>		<p>Recognise shapes in the local environment Identifying shapes Explore shapes through print Using shapes to create pictures Completing puzzles by matching the shapes</p>	
<b>Number - Using the Engagement Model: Support and Ideas from Numicon year wide.</b>						
<b>Science and Investigation</b>	<b>Old Macdonald had a farm</b>		<b>Seasonal changes</b>		<b>Transport</b>	
	<p>Identify different animals found on a farm Match animals to their sound Sing animal songs Animal art of farm animals Visit a farm</p>		<p>Four seasons <b>observe changes across the four seasons</b> Hot and cold – sun, wind and snow Wet and dry – rain, sun and wind Explore seasonal changes Local walks in the community</p>		<p>Identify different types of transport Explore using different types of transports Make a boat that floats Visit the transport museum Songs about transport</p>	
<b>PSHE / RSE</b>	<b>PSHE – Self-awareness</b> Things we are good at	<b>PSHE – Self-awareness</b> People who are special to us	<b>PSHE/RSE - Self-Care, Support and Safety:</b> Trust	<b>PSHE/RSE - Self-Care, Support and Safety:</b> Trust	<b>PSHE – Self-awareness:</b> Playing and working together	<b>PSHE – self-awareness</b> <b>Getting on with others</b>



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	<b>RSE – Changing and Growing:</b> Baby to adult	<b>RSE – Self-care, support and safety:</b> Taking care of ourselves	Keeping safe	Keeping safe	<b>RSE – Changing and growing:</b> Different types of relationships	<b>RSE - Self-Care, Support and Safety :</b> Public and Private
<b>Nest to Flight</b>	My First Flight My School Community	Me and My Body Keeping Myself Safe at School	Building My Independence My Personal Care	Things I enjoy Doing Being Safe in my Community	My First Flight My School Community	Me and My Body Keeping Myself Safe at School
<b>ICT</b>	I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer, Develop their small motor skills so that they can use a range of tools competently, safely and confidently Use of the immersive room		Cause and effect Use of the immersive room		Use of the immersive room Being aware of technology outside of the home and in the local community.	
<b>SMSC</b>	Macmillan/Jeans for Genes Black History Month Halloween	Remembrance Day Children in Need Diwali Hannukah Christmas	Children's Mental Health Week LGBT Month Chinese New Year Valentine's Day World Book Day 06/03/25	Autism Awareness Day Ramadan St Patrick's Day Easter Holi Festival	St George's Day Pride Month Eid Ul-Adha Mental Health Week	Family Day Summer festival Road Safety Week Wimbledon
<b>Careers</b>	Farmer Animal trainer / Dog walker		Police officer Nurse		Bus driver Train driver	

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