

# Inspire - Enable - Achieve



## Booker Park Curriculum Policy

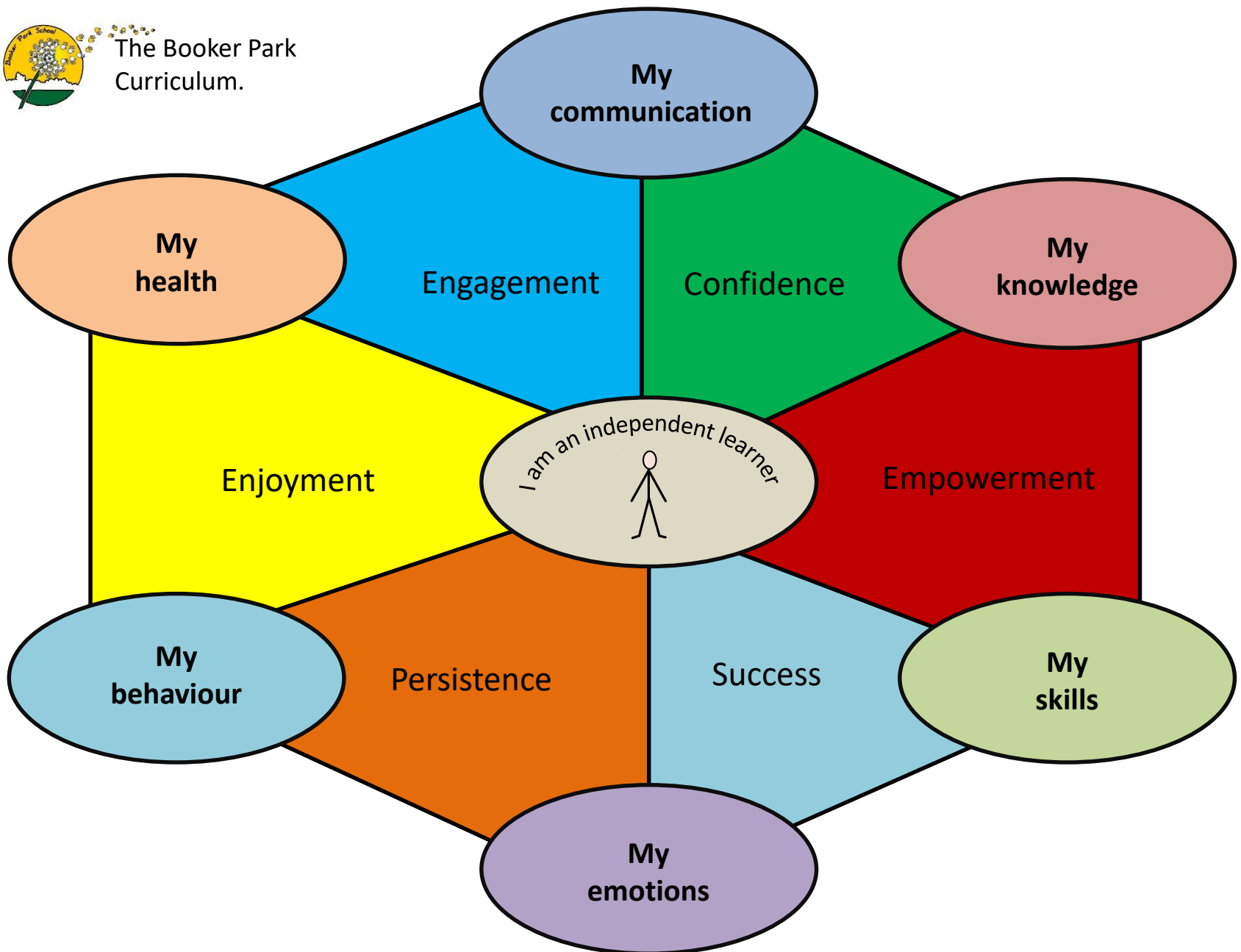
Revised September 2018


This policy was adopted on  
The policy is to be reviewed by

September 2018  
September 2019



The Booker Park Curriculum.



Click on the  in the curriculum model to be taken to more information about each key area of our curriculum.

## My communication

At Booker Park we acknowledge that an ability to communicate choices, needs, wants and opinions is an essential skill for any child in both an academic and social context. We use speech, signing, visual aids, symbols and IT equipment to facilitate communication.

- To be able to play and share
- To understand and use eye contact and greetings appropriately
- To understand and participate in turn taking
- To be able to interact socially in a range of contexts
- To be able to communicate my personal needs
- To make and communicate my own choices to a variety of people
- To be able to communicate and display my emotions
- To listen and respond to instructions
- To express myself through the arts
- To form my own opinions and share them
- To communicate through listening and responding
- To communicate purposefully with another person
- To initiate communication



## My skills

At Booker Park, we feel there are key skills – both academic, and life skills that are important our children are given the opportunity to develop in order to increase their independence.

- To be able to use my hands and fingers (fine motor skills)
- To be able to use my body (gross motor skills)
- To be able to swim
- To be able to feed myself
- To understand and respond to 'stop'
- To develop my reading and writing and drawing skills
- To develop my maths skills
- To know that sometimes I have to wait
- To be able to use the toilet by myself
- To know where my body is and what it's doing
- To be able to solve problems
- To develop skills and hobbies
- To dress myself
- To develop my moving, balancing and ball skills
- To be able to manage my money
- To take part in sports and games
- To listen, focus and concentrate
- To keep myself safe
- To take considered risks



## My emotions

A healthy awareness of your emotions and the ability to manage them is important for any person. Many of the children in Booker Park need to be taught explicitly about their emotions and how to react to them. Additionally it is essential for any person to manage their arousal levels so that they are emotionally in an optimum state for learning.

- To enjoy my life
- To know my feelings change over time
- To be able to forgive people who upset me
- To manage my emotions
- To feel good about myself
- To be confident
- To make friendships
- To be kind
- To try things that are new or that I'm worried about, and not get upset if things go wrong
- To respect people
- To respect myself
- To be tolerant of others
- To be able to work out how others are feeling
- To know that I can say no
- To self-regulate and accept mutual regulation of my arousal (engine) level
- To have pride in British values and my own culture



## My behaviour

Children's behaviour can have an impact on their ability to access the curriculum, to form meaningful relationships at school and at home, and being a part of their community.

- To be able to share with others
- To be able to turn take
- To be able to work with others
- To be in charge of what I say and do to others
- To know what is right
- To know what is wrong
- To be able to respond to given boundaries
- To know how to behave in the community
- To know how to behave in a variety of situations
- To manage my own emotions
- To be aware of the impact of my behaviour on others
- To be able to modify my behaviour
- To be polite
- To have good manners
- To learn self-control
- To respect others, their belongings and the environment
- To be tolerant of others' needs



## My health

A child's health is vital to their ability to access the curriculum. At Booker Park we encourage our children to have a healthy, active lifestyle, and encourage them to take responsibility for their health.

- To keep myself clean
- To keep myself safe near roads
- To know how to keep myself healthy
- To be able to keep myself safe
- To know how to keep myself safe with unfamiliar people (stranger danger)
- To understand who can help me
- To know when and how to say no
- To know when something is dangerous
- To know that my body changes as I grow older
- To know when I am unwell
- To know when I am hurt
- To know how to look after my body
- To keep myself safe
- To be active



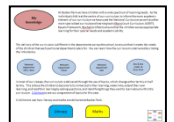
## Literacy

Literacy skills, including communication, reading and writing are taught across the entire school, at a level that is appropriate for each child – allowing for success but also challenge.

The differing departments, small class sizes and high levels of staffing means that literacy lessons are effectively differentiated, with the needs of children who are working at developing pre-requisites for learning, pre-literacy skills, emerging readers and writers and those working at the age appropriate level, or beyond, are all provided with challenging activities that allow for progress.

Published/commercial schemes are used for the teaching of phonics ('Letters and Sounds' for children in Silver Birch and Redwood, and 'Read, Write, Inc' for those in Oak and more able pupils in Silver Birch). Reading schemes are used as tools across the school to teach and extend reading – a variety of schemes are used, acknowledging that sometimes children may not be ready to progress through the levels. These include Oxford Reading Tree, All Aboard, Ginn 360, Project X and Story World.

You can see examples of literacy planning across the school by clicking [here](#).



## Maths

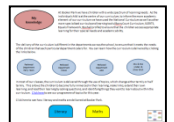
Maths is taught in all areas of the school, with the content of the lessons depending on the needs and abilities of the children, ensuring challenge but also making sure children are able to succeed.

The differing departments, small class sizes and high levels of staffing means that maths lessons are effectively differentiated, with the needs of children who are working at developing pre-requisites for learning, pre-numeracy skills, those with emerging skills and those working at the age appropriate level, or beyond, are all provided with challenging activities that allow for progress.

The 'Maths, No Problem' scheme is being used for pupils in Oak department, and the Booker Park maths curriculum and the Barrs Court Curriculum for pupils in Silver Birch and Redwood are used to ensure that the children are taught the skills and techniques to allow them to make progress. The CPA approach is embedded across the school.

There is an emphasis on the practical, real life application of skills taught in maths lessons, and ensuring an ability to use and apply what is learnt.

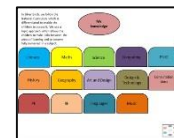
You can see examples of maths planning across the school by clicking [here](#).

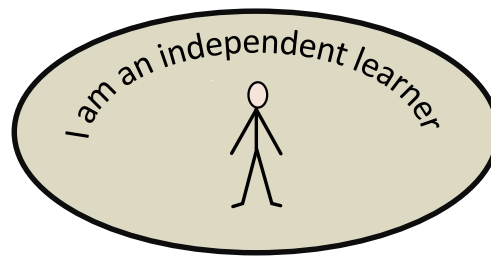


## Consultation Aims

These are aims identified by the people who participated in the consultation that they consider a priority.

- To be able to respond to my name
- To recognise my name in written forms
- To tell the time
- To have an understanding and appreciation of the world around me
- To have an interest in my learning
- To be able to use money in my daily life
- To know who can help me in different situations and places
- To know how to use a variety of ICT devices for a range of purposes
- To know and understand that not everyone is the same as me, and that is ok.
- To develop my knowledge in all curriculum areas





When we consulted with parents, staff, Governors and the therapists that are involved with our children, the one key aim for the curriculum that most people stated as the most essential is 'independence'.

We want our children to grow into independent adults who are a valuable part of our society, and feel that even from a young age there are things that they can be, and should be, independent at, and we strive to encourage this independence at all times, whether this is with academic skills, or those that they need in their everyday life.



## My knowledge

At Booker Park we have children with a wide spectrum of learning needs. As the individual child is at the centre of our curriculum, to inform the more academic element of our curriculum we have used the National Curriculum as well as other more specialised curricula and learning tools (Barrs Court Curriculum, SCERTS, Equals framework, Boxhall profile) to ensure that the children access appropriate learning for their special needs and academic ability.

The delivery of the curriculum is different in the departments across the school, to ensure that it meets the needs of the children that each particular department caters for. You can learn how the curriculum is delivered by clicking the links below.

Redwood  
Department  
Early Years

Redwood  
Department  
PMLD

Redwood  
Department  
ASD

KS1 & KS2  
Oak & Silver  
Birch

In most of our classes, the curriculum is delivered through the use of topics, which change either termly or half termly. This allows the children to become fully immersed in their learning, make links, extend their own learning, and lead their learning by asking questions, and identifying things they want to learn about within the curriculum. [Click here](#) to see our programme of topics for this year.

Click here to see how literacy and maths are delivered at Booker Park.

Literacy

Maths



## EYFS curriculum

Woodpecker, Sparrow & Wagtail classes cater for EYFS children from 2.5 years to 5 years of age with a range of needs. Each class has up to 8 children. Some EYFS children who have complex needs are placed in Raven or Puffin class.

The curriculum in the EYFS is modified to meet the needs of the individual pupils. Much of the curriculum is based on repetition and over learning in order for children to progress, achieve and experience success.

The curriculum is based on the 3 prime areas of learning and development (communication and language, personal, social, emotional development and physical development) and the 4 specific areas of Literacy, mathematics, understanding the world and expressive arts and design.

The areas of learning and development are taught through the **3 characteristics of learning (4)**. For the children at Booker Park this may include:

### **1. Playing and exploring**

Repeated play experiences

Over learning

Structured play opportunities

Child initiated play

Sensory play

### **2. Active learning**

An environment with limited visual distraction

The use of small areas for focused learning opportunities

An outdoor curriculum area

Adults to provide support (at varying levels)

Highly motivating toys and resources

### **3. Creating and thinking critically- led by adults who can;**

Provide opportunities for choice making

Step back and allow children to make mistakes

Step back to allow independence in play

Intervention at the right moment to ensure play develops and is purposeful

### **4. Self Regulation**

Being ready to learn and engage

Learning how to self-regulate



More....

Children in our Early Years Classes have access to pre-literacy and pre-numeracy skills in pairs, or groups of 3. This keeps distraction to a minimum and aims to develop the children's ability to focus and attend, as well as, turn taking, communication and social communication. It is differentiated to meet the specific needs of the children.

These sessions include, but are not restricted to:

Pre-reading	Early phonics -Phase 1 (Letters and sounds scheme)	Pre-writing	Pre- numeracy skills
<ul style="list-style-type: none"> <li>*Matching- shape, patterns, letter and finally words</li> <li>*Handling books</li> <li>*Looking at and identifying objects in pictures</li> <li>*Hearing stories and rhymes</li> <li>*Rhyming words- hearing, saying, playing with (orally)</li> </ul>	<ul style="list-style-type: none"> <li>*General sound discrimination; environmental sounds, instrumental sounds, body percussion</li> <li>* Rhythm an rhythm</li> <li>*Alliteration (hearing sounds)</li> <li>* Voice sounds</li> </ul> <p>Each strand includes; auditory discrimination, auditory memory and sequencing and developing vocabulary/ language comprehension</p>	<p>Any activities that promote fine motor skills, threading, taking tops off bottles, using pegs, pulling velcro'd pictures off, holding objects, pulling and pushing things into containers, using tools, manipulating play dough, mark making in a variety of substances, gross motor movements- clockwise and anti-clockwise.</p>	<p>Listen to and join in with number rhymes. Hear the language related to number and shape Use their senses to explore, for example, the size, shape and weight of an object as they learn to identify and categorise shapes, objects and colours.</p>

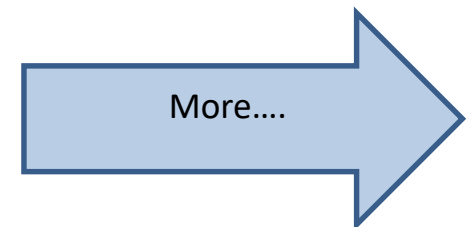
More....

We all know that children learn through play, it allows them to practice what they are seeing in the world around them to develop skills, to take risks and explore and to discover. Play opportunities in our Early Years Department are delivered daily in the following ways:

**Structured play (adult led)** - These are structured play sessions where children are given a choice between 2 activities which are planned to specifically teach the early play skills. The adults lead and model the play, although there are opportunities for child led independent play within this session. The plans for these change termly.

**Play activities (child initiated play)** - This is an opportunity for children to make choices between a variety of activities (construction, role play, small world, mark making, outside play etc). Children are able to move freely between activities on offer. Core activities are offered but the children are encouraged to make requests for activities of interest to them (Communication).

Due to the complex needs of the children in the EYFS there is a greater emphasis on adult led play than child led. This is to allow for specific work teaching the children early play skills as outlined in their statements, as well as implementing individually written programs with involvement from other professionals.



Other sessions the children in our Early Years Department participate in are:

**1:1-** These sessions focus on communication and are carried out as frequently as possible. Each child has an individual Speech and Language program (written by a speech and language therapist) which is carried out by the child's key worker (where possible) during these sessions.

**Attention groups-** These ability based groups aim to develop the children's visual and auditory attention. Children are encouraged to develop their ability to sit and focus, to follow adult led activities, turn taking, and sharing of joint attention. The group helps them to learn meaningful language in context.

**Phonic groups-** Are grouped by ability. They follow the letters and sounds program (synthetic phonics). These groups focus on the 7 aspects of phase 1 (oral blending and segmenting) and phase 2.

**Interactive music-** This is planned jointly with the SaLT. The focus is on communication, social communication, listening, attending, anticipation, turn taking, repetition, joint attention, vocabulary development and key words. It also incorporates aspects of expressive arts and design, such as enjoying music, rhythm and playing instruments.

**PE-** Is planned in consultation with the OT. Sessions are planned to address the physical and sensory needs of individual or small groups. Where relevant includes input from the physiotherapists.

**OT groups-** These sessions are planned and in part delivered by the OT. They focus specifically on fine motor skills and hand function. The activities in these sessions give children the opportunity to practise a range of activities to strengthen their hands in order to develop self help and physical skills. For some groups there is an additional focus on body awareness and achieving a state "just right for learning."



More....

**Sensory story-** Focuses on (communication) language. The children are encouraged to develop skills in attending (visual and auditory stimuli), waiting, turn taking and joint attention. Key words and vocabulary extension is an important element along with becoming familiar with and recognizing stories. Where possible the children are encouraged to join in with repeated elements of the story at a level that is appropriate to them. The session also incorporates stimulation of the senses, exploration and physical skills, such as holding, crossing the midline and in some cases using tools e.g. spoons to mix.

**ICT-** This session incorporates elements of PSHE, physical development, communication and understanding of the world. The session teaches children specific skills, such as, turn taking, choice making, attention, focus, ability to follow instructions/ sequence, how to operate a variety of ICT related equipment. It also enables the children to extend their receptive and expressive use of key vocabulary.

**Library-** These sessions are focused on developing children's familiarization with books and the written word. It incorporates PSHE and encourages children to share books with others. The sessions are interactive and sensory in order to allow the children to extend key word vocabulary. It allows them to hear language and rhymes.

**Soft play-** Is an opportunity to develop physical skills, PSHE and communication, in particular social communication. Children have individual targets for this session. Where relevant includes input from the physiotherapists.

**Swimming-** The focus is initially focused on water confidence moving towards learning the skills required for swimming (physical development). There is also a strong focus on PSHE and communication skills.



## **PMLD Curriculum Overview**

Wren and Raven classes cater for children who have PMLD. The curriculum offered is based on the Barrs court curriculum and is personalised to each child. Each class has up to 8 children with a very high staffing ratio but not 1:1.

Wren- KS2

Raven- EYFS & KS1

The children placed in these classes will most likely have or be;

A child with PMLD

A child with SLD with additional complex medical needs or physical needs

They are also likely to be;

A child with additional sensory impairment e.g. significant hearing or sight loss

Functioning between P1i- P5

Using AAC to communicate

Working on developmental and functional skills e.g. attention, focus, choice making

A child who needs programs to manage their physical well-being

A child who requires an individualised, multi-sensory approach

The children will require;

Full support or assistance with personal care

Trained staff to offer appropriate support when changing positions or transferring.

A personalised curriculum broken down in to very small steps

Require additional support (over and above what is already provided as part of the curriculum) from professionals; SaLT, OT, Physio, VI/HI

**Placement in these classes is assessed on an individual basis and agreed on in consultation with the professional team.**



More....

## Curriculum

Wren and Raven follow the Barrs court curriculum. This focuses on early motor skills, early thinking skills and early communication skills. The children in Wren and Raven classes all have complex physical needs and require a lot of body preparation in order to access the activities on offer. Therefore there is a planned physical program each day. Each program encourages a full range of movement and focuses on the maintenance and improvement of physical movement. Developing proprioceptive and vestibular senses are also part of the programme.

Children in Wren and Raven have regular access to;

**Topic-** These sessions offer the children a chance to experience a variety of new experiences. They cover a variety of subject areas. Key words are highlighted and each session can provide the children with opportunities to develop science, math, social, knowledge and understanding of the world they live in and physical development.

**1:1-** These sessions focus on communication and are carried out as frequently as possible. Each child has an individual Speech and Language program (written by a speech and language therapist) which is carried out (where possible) during these 1:1 sessions, as well as throughout the day in all sessions and activities. Each child also has an individual work programme focusing on specific early literacy and numeracy skills. They also incorporate targets from individual profiles.

**Communication group- (Group work)** - The group work sessions are aimed at developing the children's skills of joint attention, waiting, taking turns and being part of a group, promoting awareness of both themselves and their peers. They also reinforce comprehension and use of early language. PECs is used with children for whom it is appropriate.

**Play sessions-** In these sessions the children are developing their skills of play. They learn to imitate an adult to activate objects as well as imitate an adult to play more imaginatively. They are encouraged to play alongside their peers as well as with their peers.



More....

**Art** - These sessions focus on the children using their hands to explore different 'messy media'. E.g. paint, shaving foam, corn flour etc. They focus on the development of fine motor skills. E.g. using flat hands, using their forefinger in isolation, using fingers and thumb together etc.

**Hands programme-** These sessions focus specifically fine motor skills and hand function. The activities in these sessions give children the opportunity to practice a range of activities to strengthen their hands in order to develop self-help and physical skills. For some groups there is an additional focus on body awareness and achieving a state "just right for learning."

**Sensory story-** Focuses on (communication) language. The children are encouraged to develop skills in attending (visual and auditory stimuli), waiting, turn taking and joint attention. Key words and vocabulary extension is an important element along with becoming familiar with and recognizing stories. Where possible the children are encouraged to join in with repeated elements of the story at a level that is appropriate to them. The session also incorporates stimulation of the senses, exploration and physical skills, such as holding, crossing the midline and in some cases using tools e.g. spoons to mix.

**Floor programme-** The floor programme allows the children to maintain their full range of movements by carrying out a range of stretches devised by the physiotherapists, OT's, and teacher. It can be done in a more active way for some children on stools or wedges. The programme involves vestibular, proprioceptive and gross body development.

**Vestibular sessions-** These can be done in the classroom on peanuts or in the vestibular room. The main benefits are vestibular and proprioceptive.

**ICT-** This session mainly involves switch work. Children also follow programmes in the ICT suit such as SEN switcher and Big Bang Pictures. Cause and effect, visual tracking and targeting skills are practiced.



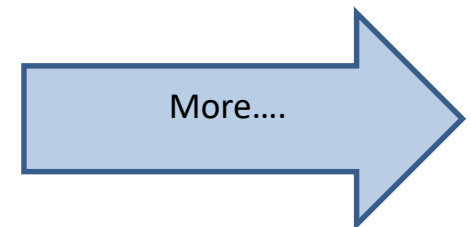
More....

**Library-** These sessions are focused on developing children's familiarization with books and the written word. The sessions are interactive and sensory in order to allow the children to extend key word vocabulary. It allows them to hear language and rhymes. They also work on holding the books and turning the pages. Intensive interaction may also be used to promote interaction and communication.

**Soft play-** Is an opportunity to develop physical skills, PSHE and communication, in particular social communication. Children have individual targets for this session. Where relevant includes input from the physiotherapists.

**Swimming-** This session is planned and delivered by a qualified swimming instructor. The focus is initially focused on water confidence moving towards learning the skills required for swimming (physical development). There is also a strong focus on PSHE and communication skills.

**Body awareness sessions (tac-pac)** This session aims to develop each pupil's awareness of their head and face, hands and arms, feet and legs and whole body awareness. It incorporates sensory integration activities and specific O.T goals.



**Darkroom sessions-** Are used for children that require the look to learn programme which aims to develop visual attention.

**Interactive music-** Aims to promote self-awareness, extend communication skills, nurture playfulness, encourage exploration. It as a learner led session.

Wren and Raven classes follow a thematic curriculum which changes on a termly or half termly basis. These topics provide inspiration to achieve goals from the Barrs court curriculum and children's individual targets.

Children follow individual plans devised with input from the speech and language therapists, occupational therapists, physiotherapists and visual impairment specialists.

Children are provided with opportunities for social integration where appropriate and is individual to each child.



## The Curriculum for Children with ASD or Social Communication Difficulties

A significant proportion of children at Booker Park School have a diagnosis of Autistic Spectrum Disorder. The 'spectrum' nature of this disorder means that the children in the school present with a wide range of difficulties. Pupils across the school with ASD are supported by the SCERTS (Social Communication, Emotional Regulation, Transactional Supports) framework.

Many of the children are able to access and benefit significantly from the curriculum and educational opportunities provided in Silver Birch and Linden departments, but some children need a more individualised approach and a more rigid structure in order to best meet their needs. In order to support these children, several ASD/Social Communication Difficulties specific classes have been set up – Woodpecker (EYFS), Puffin (R & KS1), Jay (Yr 3/4), Robin (Yr 5/6), Skylark (Y1-3), Starling (Y3-6). Children in Puffin, Jay, and Robin also often have additional sensory processing needs.

Children in our specialised ASD classes need a higher level, but not quite 1:1 support, they need a high level of structure and visual aids/transactional supports throughout the day to support their understanding of what is expected of them, and to aid communication. Academic goals are identified using the Barrs Court Curriculum and National Curriculum.

Children in these classes require:

- Learning that is planned by the teacher, in liaison with the speech and language therapist and occupational therapist.
- Individual targets that focus on developmental and functional skills, such as attention, focus and choice making
- Daily sensory integration activities in order to achieve a just right state for learning
- Learning to be broken down into very small steps, and opportunities for over learning and generalisation
- A high level of staff support in order to access the activities on offer
- The use of a “total communication” environment where objects of reference, signs photographs and symbols are used to aid understanding and expression
- A highly structured day clearly signalled by a visual timetable
- Highly structured activities within a highly structured day
- An individualised speech and language therapy programme where targets are worked on regularly by teaching staff as part of their everyday activities/ curriculum and during some 1:1 sessions



More....

Children in our ASD classes may have access to the following sessions over their time in the school:

**1:1-** These sessions focus on communication and are carried out as frequently as possible. Each child has an individual Speech and Language program (written by a speech and language therapist) which is carried out (where possible) during these 1:1 sessions, as well as throughout the day in all sessions and activities. Each child also has an individual work programme focusing on specific early literacy and numeracy skills. They also incorporate targets from individual profiles.

**Attention groups-** These ability based groups aim to develop the children's visual and auditory attention. Children are encouraged to develop their ability to sit and focus, to follow adult led activities, turn taking, and sharing of joint attention. The group helps them to learn meaningful language in context.  
physical and sensory needs of individual or small groups. Where relevant includes input from the physiotherapists.

**Communication group- (Group work)** - The group work sessions are aimed at developing the children's skills of joint attention, waiting, taking turns and being part of a group, promoting awareness of both themselves and their peers. They also reinforce comprehension and use of early language.

**Learn 2 play-(Activities)** - In these sessions the children are developing their skills of play. They learn to imitate an adult to activate objects as well as imitate an adult to play more imaginatively. They are encouraged to play alongside their peers as well as with their peers.

**Paired work** - These sessions develop turn-taking with a peer, choice making and practicing using of PECS for different reasons e.g. requesting and commenting.

**Senseabout** - Is a multi sensory approach to learning used to engage the children with other people, concepts and objects. Children are taught about shape, colour and senses using this approach. The session also uses song, rhythm, photographs, props and actions which address auditory, visual, kinesthetic and tactile needs.



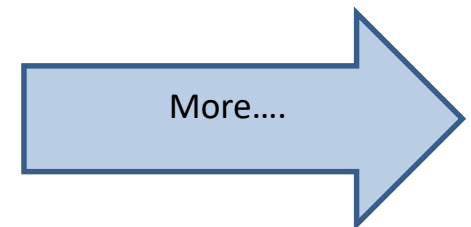
More....

**Messy art- (Art)** - These sessions focus on the children using their hands to explore different 'messy media'. E.g. paint, shaving foam, corn flour etc. They focus on the development of fine motor skills. E.g. using flat hands, using their forefinger in isolation, using fingers and thumb together etc.

**Hands group-** These sessions are planned and in part delivered by the OT. They focus specifically fine motor skills and hand function. The activities in these sessions give children the opportunity to practice a range of activities to strengthen their hands in order to develop self help and physical skills. For some groups there is an additional focus on body awareness and achieving a state "just right for learning."

**Sensory story-** Focuses on (communication) language. The children are encouraged to develop skills in attending (visual and auditory stimuli), waiting, turn taking and joint attention. Key words and vocabulary extension is an important element along with becoming familiar with and recognizing stories. Where possible the children are encouraged to join in with repeated elements of the story at a level that is appropriate to them. The session also incorporates stimulation of the senses, exploration and physical skills, such as holding, crossing the midline and in some cases using tools e.g. spoons to mix.

**ICT-** This session incorporates elements of PSHE, physical development, communication and understanding of the world. The session teaches children specific skills, such as, turn taking, choice making, attention, focus, ability to follow instructions/ sequence, how to operate a variety of ICT related equipment. It also enables the children to extend their receptive and expressive use of key vocabulary.



**Library-** These sessions are focused on developing children's familiarization with books and the written word. It incorporates PSHE and encourages children to share books with others. The sessions are interactive and sensory in order to allow the children to extend key word vocabulary. It allows them to hear language and rhymes.

**Soft play-** Is an opportunity to develop physical skills, PSHE and communication, in particular social communication. Children have individual targets for this session. Where relevant includes input from the physiotherapists.

**Swimming-** This session is planned and delivered by a qualified swimming instructor. The focus is initially focused on water confidence moving towards learning the skills required for swimming (physical development). There is also a strong focus on PSHE and communication skills.

**Body awareness-** This session aims to develop each pupil's awareness of their head and face, hands and arms, feet and legs and whole body awareness. It incorporates sensory integration activities and specific O.T goals.

**Darkroom sessions-** Are used for children that require the look to learn programme which aims to develop visual attention.

**Interactive music-** Aims to promote self-awareness, extend communication skills, nurture playfulness, encourage exploration. It as a learner led session.

**Soundabout-** Is an occasional session which focuses on developing attention, focus, anticipation, ability to copy actions, turn taking and waiting. The session is child led with the group leader responding to individual children at their level.

**Sensory Circuits-** A circuit is created to address physical and sensory needs of individuals. The circuit consists of sensory integration activities in order to achieve a just right state for learning. For the majority of the pupils this takes place in the soft play room but may be set up in the classroom if necessary.



More....

**Group work-** These sessions develop turn-taking, choice making and interacting with adults and peers they can include:

**Learn to play** (In these sessions the children are developing their skills of play. They learn to imitate an adult to activate objects as well as imitate an adult to play more imaginatively. They are encouraged to play alongside their peers as well as with their peers).

**Song basket,** (In these sessions the children learn to wait, anticipate, take turns and to use music as a way of communicating and interacting. They learn to relate objects to real activities and share enjoyable play with others.)

**Hands group-**These sessions focus specifically on fine motor skills and hand function. The tasks in these sessions give children the opportunity to practice a range of activities to focus on and strengthen their hands in order to develop self help and physical skills. There is an additional focus on taking part in joint activity, turn taking and choice making

**Turn taking through Maths and Literacy activities** is also offered during group work sessions

**PECS-** children have access to regular discrete PECS lessons to assess, consolidate and teach the skills required for the specific phase of PECS that they are working on.



## Silver Birch and Oak KS1 & KS2

KS1 and 2 classes follow the Booker Park Curriculum which is informed by the National Curriculum, Equals Schemes of Work and the Barrs Court Curriculum (designed specifically for children working below P4).

Classes in Silver Birch and Oak Departments use creative/topic based approach is to ensure links are made across different subjects. Literacy, maths, phonics , computing, French and PE are taught discretely, but are also incorporated into the topics. Personal, social, health and emotional education underpins everything we do throughout the day, and in addition classes have discrete PSHE lessons.

The new NC states that 'Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education'. This has been embraced in Silver Birch and Linden Dept. and we very much use the new NC as a 'jumping off point' from which we extend capture the interests and enthusiasms of the children through a rolling programme of topics and long term planning, as well as addressing the children's spiritual, moral, social and cultural needs and opportunities.

Medium Term plans are written by class teachers/teams and indicate how the NC is being adapted and differentiated to meet the needs of the children's special needs where appropriate. Topics run for a term.

Medium Term plans in Literacy/Maths are set by the subject coordinators and follow the requirements of the National Curriculum.



More....

Lesson Plans are written by class teachers for every lesson throughout the school day and are shared with all staff in the class. These are differentiated according to the needs of the children. Some children follow individual plans, while others may work as part of a group.

The lesson format is organised so that it meets the needs of the children, for children who may be at an early stage of learning, or developmentally, a play based curriculum may be used. For children who are more able a more 'traditional' approach of whole class input, activity, plenary is often used.

The learning objective is always shared with the children but it is acknowledged that not all the children have the cognitive ability to understand this. In Silver Birch dept. the children are likely to complete several short activities with different, but linked learning objectives over the course of a lesson. In classes where the children all have severe learning difficulties or are still at an early stage of development, their activities during the course of a lesson may have different learning objectives.

French is taught to all KS2 classes. We have a teacher who's role is to plan, deliver and assess the French lessons.

Learning takes place throughout the school day, not just within timetabled curriculum areas. We consider playtimes and snack times as valuable learning experiences, as well as registration. These areas often address social, emotional, health learning, but are also used to consolidate and extend the more 'academic' skills the children are learning.

Parental involvement in the children's learning is encouraged through the use of homework (for those children for whom it is appropriate), which often also includes a regularly changed shared reading books (Oxford Reading Tree, All Aboard, Ginn). Learning also occurs during our After School Club sessions, and our lunch time clubs.



## Topics (Click the underlined links to be taken to the curriculum content for each topic)

2017-19		Autumn		Spring		Summer	
Silver Birch & Oak	<a href="#">Y1&amp;2</a>	Look at Me		Opposites		Food Glorious Food	
	<a href="#">Y3&amp;4</a>	Up, Up & Away		Now & Then		Make It Work	
	<a href="#">Y5&amp;6</a>	Senses		Weather		Make a Splash!	
	PE (all)	Dance	Gymnastics	Multi Skills		Games	Athletics
	PSHE (all)	<a href="#">Friendship</a>	<a href="#">Emotions &amp; Feelings</a>	<a href="#">Drugs &amp; Medicines</a>	<a href="#">Road Safety</a>	<a href="#">Personal Hygiene</a>	<a href="#">Sex &amp; Relationships</a>
<a href="#">Early Years</a> (link will open in internet browser)		Shape, Space and Measure		My Body		People Who Help Us	
Raven (PMLD)		Buildings		Under The Sea		Sounds Wild	
Wren (PMLD)		Restaurants		Colour		Full & Empty	Sounds Wild
Puffin, Jay, Robin, Skylark, Starling (ASD)		Individualised work at all times					

2018-19		Autumn		Spring		Summer	
Silver Birch & Oak	<a href="#">Y1&amp;2</a>	Colours		Nursery Rhymes		Out and About	
	<a href="#">Y3&amp;4</a>	Picture This		Around the World		On Your Marks...	
	<a href="#">Y5&amp;6</a>	Light and Bright		Little and Large		Great Britain	
	PE (all)	Dance	Gymnastics	Multi Skills		Games	Athletics
	PSHE (all)	<a href="#">Friendship</a>	<a href="#">Emotions &amp; Feelings</a>	<a href="#">Drugs &amp; Medicines</a>	<a href="#">Road Safety</a>	<a href="#">Personal Hygiene</a>	<a href="#">Sex &amp; Relationships</a>
<a href="#">Early Years</a> (link will open in internet browser)		Colours		Animals		Music	
Raven (PMLD)		Festivals		Nursery Rhymes		Sounds Wild	
Wren (PMLD)		Dinosaurs		What does it feel like?		Circus	Sounds Wild
Puffin, Jay, Robin, Skylark, Starling (ASD)		Individualised work at all times					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC:	Local Area	World War 2	Dahl's Magic world	Chocolate	Our senses	Splash!
Science:KS1	Yr1 – seasonal changes. Yr 2 – Living things in their habitats.	Yr 1/2 Animals including humans/ Plants	Yr 1 - everyday materials Yr 2 – Living things in their habitats.	Yr1 – everyday materials. Yr2 – uses of everyday materials.	Yr 1/2 Animals including humans/ Plants	Year 1 and 2 - Revision targeting individual children's gaps.  (As only 4/ 5 topics, revision/ targeting gaps in preparation for County data.)
Science:LKS2	Year 3 – Rocks Year 4 – Living things and their habitats.	Year 3 – Light Year 4 - Sound	Year 3 – Forces and magnets. Year 4 – Electricity.	Year 3 - Plants Year 4 – States of matter.	Year 3 – Animals including humans. Year 4 – Animals including humans.	Year 3 and 4 - Revision targeting individual children's gaps.  (As only 4/ 5 topics, revision/ targeting gaps in preparation for County data.)
Science:UKS2	Year 5 – Living Things and their habitats. Year 6 – Living things and their habitats.	Year 5 – Earth and Space Year 6 - Light	Year 5 - Forces Year 6 - Electricity	Year 5- Properties and changes of material. Year 6 – Evolution and inheritance.	Year 5 – Animals including humans. Year 6 – Animals including humans.	Year 5 and 6 - Revision targeting individual children's gaps.  (As only 4/ 5 topics, revision/ targeting gaps in preparation for County data.)
Computing: KS1	Internet safety - Use technology safely and respectfully, keeping personal information private ; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technology. Algorithms – Understand what algorithms are; how they are implemented as programs on digital devices; and that program execute by following precise and unambiguous instructions.	Create and debug simple programs. Beebots	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use logical reasoning to predict the behaviour of simple programs.	Create and debug simple programs. Roamers and probots
Computing:KS2	Internet safety – Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug simple programs. Probots/roamers	Select, use and combine a variety of software, including internet – powerpoint/ information text.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Understand computer networks including the internet; How they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Use research technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.

More....

Quad 2:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC:	Local Area	World War 2	Dahl's Magic world	Chocolate	Our senses	Splash!
<b>D &amp; T: KS1</b>	Art this term	Art this term	Make: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Cooking and nutrition: Understand where food comes from	Art this term	Technical knowledge: build structures exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms e.g. leavers, sliders, wheels and axles in their products
<b>D &amp; T: KS2</b>	Art this term	Art this term	Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Cooking and nutrition: Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	Art this term	Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, leavers and linkages)
<b>Art: KS1</b>	To use a range of materials creatively to design and make products. (Coombe Hill)	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work	DT this term	DT this term	To use a range of materials creatively to design and make products.	DT this year
<b>Art: KS2</b>	To create sketch books to record their observations and use them to review and revisit ideas. (Coombe Hill)	About great artists, architects and designers in history	DT this term	DT this term	To create sketch books to record their observations and use them to review and revisit ideas.	DT this year
<b>Geog: KS1</b>	History this term	History Topic	History Topic	Identify seasonal/daily weather patterns in UK/ Name and locate the worlds 7 continents and 5 oceans	Identify seasonal/daily weather patterns in Equator/North and South Poles.	Use simple compass directions ( N,S,E,W) locational and directional language to describe location of features and routes on a map.
<b>Geog: KS2</b>	History this term	History Topic	History Topic	Human and Physical Geography – Human geography including; Types of settlement and land use, economic activity, including trade links and the distribution of natural resources, including energy, food, minerals and water.	Locational Knowledge – Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night.)  Geographical skills and fieldwork – Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.	Human and Physical Geography – Describe and understand key aspects of; physical Geography including rivers and the water cycle.

More....

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC:	Local Area	World War 2	Dahl's Magic world	Chocolate	Our senses	Splash!
<b>History: KS1</b>	Changes within living memory	Significant Historical events	Lives of significant individuals	Geog. This Term	Geog. This Term	Geog. This Term
<b>History: KS2</b>	Local History Study - Study over time tracing how several aspects of national history are reflected in locality.  Study of an aspect of History or a site dating from a period beyond 1066 significant in the locality.	Study of aspect or theme in British History that extends pupils chronological knowledge beyond 1066 – Significant turning point in British History (WW2.)	Study of aspect or theme in British history that extends pupils chronological knowledge beyond 1066.... Battle of Britain.	Geog. This Term	Geog. This Term	Geog. This Term
<b>R.E: KS1</b>	Learning about religion – Identify importance of Belonging	Name and explore a range of celebrations, worship, rituals, noting similarities. Reflect on religious and spiritual feelings.	Explore a range of religious stories and sacred writings and talk about their meanings	Identify what matters to them and others including those with religious commitments and communicate their responses.	Recognise that religious teachings and ideas make a difference to individuals, families, and the local community	Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
<b>R.E: KS2</b>	Learning about key aspects of religion especially people stories and traditions	Describe variety of practises and ways of life in religions	Consider the meaning of a range of forms of religious expression:	Reflect on what it means to belong to a faith community, communicating their own and others responses	Respond to the challenges of commitment both in their own lives and within religious traditions.....	Reflect on ideas of right and wrong .....
<b>Music: KS1</b>	Using voices expressively	Play untuned instruments musically	Experiment with create select and combine sounds using the inter-related dimensions of music.	Play tuned instruments musically	Listen with concentration and understanding to arrange of high quality live and recorded music.	Use their voice expressively and creatively singing songs and speaking chants and rhymes
<b>Music: KS2</b>	Playing musical instruments as an ensemble.	Appreciate and understand a wide range of high quality live and recorded music from different traditions/great composers/musicians.	Develop an understanding of the history of music	Use and understand staff and other musical notation	Improvise and compose music for a range of purposes:	Listen with attention to detail and recall sounds with increasing aural memory



Subject	Autumn	Spring	Summer
	Look At Me	Opposites	Food Glorious Food
Science	<ul style="list-style-type: none"> <li>Ask simple questions and recognise they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul> <p>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</p>	<ul style="list-style-type: none"> <li>Identifying and classifying</li> <li>Ask simple questions and recognise they can be answered in different ways</li> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>observe changes across the four seasons</li> </ul> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> <li>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.</li> </ul>
History	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality.</li> </ul>		
Art and Design	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products
Music	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
Geography		<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
D&T			<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Explore and evaluate a range of existing products.</li> </ul> <p>Evaluate their ideas and products against design criteria.</p>



Subject	Autumn	Spring	Summer
	<p><b>Up, Up &amp; Away</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and asking different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help answer questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or change related to simple scientific ideas or processes</li> <li>Using straightforward scientific evidence to answer questions to support their findings</li> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Now and Then</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and asking different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	<p><b>Make It Work</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and asking different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help answer questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or change related to simple scientific ideas or processes</li> <li>Using straightforward scientific evidence to answer questions to support their findings</li> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate them with being good conductors.</li> </ul>

More....

Subject	Autumn	Spring	Summer
	Up, Up & Away	Now and Then	Make It Work
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observation and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observation and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>
<b>D &amp; T</b>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross – sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.</li> </ul>		<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross – sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand and use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products</li> </ul>

More....

Subject	Autumn	Spring	Summer
	Up, Up & Away	Now and Then	Make It Work
RE	<ul style="list-style-type: none"> <li>Reflect on and consider religious and spiritual feelings, experiences, and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</li> </ul>		
History		<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>
Music		<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> </ul>



Subject	Autumn	Spring	Summer
	Senses	Weather	Make A Splash
Science	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate</li> <li>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

More....

Autumn		Spring	Summer
	Senses	Weather	Make a Splash
D&T		<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross – sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross – sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.]</p>
Geography		<ul style="list-style-type: none"> <li>Locate the world’s countries, using maps to focus on Europe (Including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

More....

Subject	Autumn	Spring	Summer
	<b>Senses</b>	<b>Weather</b>	<b>Make A Splash</b>
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> <li>Create sketch books to record their observation and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
<b>RE</b>			<ul style="list-style-type: none"> <li>Explore a range of religious stories and sacred writings and talk about their meanings</li> <li>Name and explore a range of celebrations, worship and rituals in religion and recognise the difference this can make to their lives</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words</li> <li>Describe the key aspects of religion, especially the people, stories and traditions, that influence the beliefs and values of others</li> <li>Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings</li> <li>Identify and begin to describe the similarities and differences within and between religions</li> </ul> <p>Use specialist vocabulary in communicating their knowledge and understanding</p>



## Learning Objectives: Drugs and Medicines

### Equals 2.3a

To recognise what goes onto their body.

To recognise what goes onto their body and who puts it there.

To recognise that goes into their body and who puts it there.

### Equals 2.3c

Recognise hazards and dangers in their changing environment

Recognise people in the community who keep them safe (doctors/nurses/dentist/paramedic)

## Objectives Identified by Teachers as Being Important

Why do we have medicines?

Who uses medicines?

Different medicines for different people.

Harmful drugs – tobacco & alcohol.

Why we need to be careful with medicine.

Why do we need to take medicines?

Safety when taking medicines

Only being given medication by appropriate people.

Why do we wear sunscreen?

What are the differences between drugs/medicines and sweets?

What happens at the doctors?

What happens at the hospital?

What happens at the dentist?

Not putting things in our mouths if we don't know what it is.



## Learning Objectives: Emotions and Feelings

To express like/dislike when experiencing a new activity (this may including maintaining or refusing the activity)

To make a choice of an activity

To request the continuation of a favoured activity

To show pleasure in achievement

To express happiness/sadness

To name familiar emotions – happy/sad/excited/angry/worried/shy/proud

To express their own feelings

To match emotions to situations

To develop coping strategies when experiencing a negative emotion

To develop awareness of what makes them feel a certain way

To recognise emotions in others

To demonstrate empathy

To know ways of making others happy

To know that emotions can change

To know that all emotions are valid

To know how their own actions can generate emotions in others



## Learning Objectives: Friendship

### Equals (Unit 1.2a)

Develop an awareness of themselves as members of a class group

Participate in and recognise the benefits of belonging to a group

Understand the benefits of belonging to a group and the responsibilities they have to the group

### Equals (Unit 1.4b)

Have an awareness of themselves alongside others

Recognise people who are important to them and interact with them

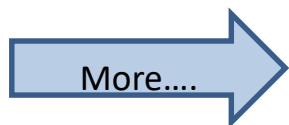
Recognise, greet and interact with understanding, with people they meet regularly

### Equals (Unit 2.4a)

Have an awareness of other people and respond to some people positively

Engage in a basic understanding of right and wrong and participate in what friends can do for each other

Show an understanding of the relationship between themselves and their peers and of their responsibilities towards each other. They will have a good understanding of how to develop friendships.



### SEAL Red Set (Foundation)

- To play with other children
- To know how to be friendly
- To say sorry
- To work in a group
- To take turns when playing a game
- To wait for a turn to speak
- To share a toy
- To ask for help
- To express anger
- To make up with a friend
- To begin to compromise
- To identify when feeling angry, and when others feel angry

### SEAL Blue Set

- To explain what being a good friend means
- To listen when other people are talking
- To make someone feel good
- To know that people don't always see things the same way
- To see things from someone else's point of view
- To work well in a group

### SEAL Yellow Set

- To know how to look and sound friendly
- To know how to be a good listener
- To give and receive compliments
- To see things from someone else's point of view
- To know what makes self feel angry
- To know some ways to calm down when angry

### SEAL Green Set

- To know relationships are all different and that different ways of behaving are appropriate to different relationships
- To accept and appreciate people's friendship and try not to demand more than they are able, or wish to, give
- To know that sometimes difference can be a barrier to friendship
- To try and recognise when self, or other people, are pre-judging someone, and make an effort to overcome assumptions
- To see a situation from another person's perspective
- To know how it feels to be excluded or treated badly because of being different in some way
- To listen to people in a group who may not agree with me, and think about what they have said
- To be able to tell someone that you agree or don't agree and explain why, when working in a group



More....

## Objectives Identified by Teachers as Being Important

To be kind to others

To be considerate/sensitive to the needs and wants of others

To take turns

To be a team member

To share thoughts, feelings and ideas

To compromise

To cooperate with others

To understand that they can have more than one friend, and that it is ok for their friends to be friends with others

To know names of classmates

To contribute to the school community

To tolerate being close to/sitting with others

To know what a friend is

To know who their friends are

To know what makes a good friend

To notice peers

To know how to make friends – sharing, turn taking etc

To develop appropriate relationships with classmates and adults

Facial and voice recognition



## Learning Objectives: Personal Hygiene

### Equals 1.3a Ourselves

Accept physical contact with familiar adults in developing a growing awareness of their own bodies/take personal responsibility for familiar hygiene routines.

Recognise the main objects/items that are needed for personal care routines.

Understand that some personal care routines are done in private.

### Equals 1.5a Making personal choices

Maximise their independence to complete simple personal care routines.

Understand that some personal care routines are done in private.

### Equals 2.3a Medicines and drugs

Recognise that they need to organise materials and possessions to complete simple routines of the day.

Recognise what goes onto their body and who puts it there.

### Equals 2.3b Healthy Exercise

Recognise what is a healthy lifestyle

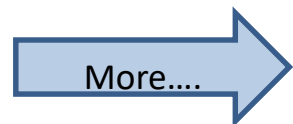
### Equals 2.5a Knowing how I am changing

Be aware of who is allowed to help take care of me

### Equals 2.5d Respecting Privacy

Take responsibility for personal care routines

Respect the wishes and privacy of others



## Objectives Identified by Teachers as Being Important

Washing hands before/after activities

Helping with personal care routines

Developing independence with dressing

Developing awareness of, and ability to look after, own clothes

Learning to wash own face after eating

Learning to blow own nose

Dental hygiene – developing independence in tooth cleaning

Developing awareness of clothing/appearance

Developing independence with bathing/washing/washing hair

Toilet skills e.g. lifting toilet seat, flushing, where the different papers go (i.e. toilet roll in toilet, paper towels in bin, sanitary towels in sanitary bins, pads in nappy bins)

The use of deodorant

Understanding the need for privacy and personal space



## Learning Objectives: Road Safety

### Aims from the 'First Steps' scheme for Under 5's

To know that they should always hold hands with a carer when near traffic

Understand why they must always hold hands.

Know that they should always walk on the side of the pavement away from the traffic.

To know what a road is; what traffic is, and identify other features of their environment

Understand that traffic can be dangerous.

Identify different features of the road environment.

To understand that they must stop before crossing a road

Appreciate the need to stop and wait.

Understand where to stop and wait.

To understand the importance of looking for traffic

Appreciate traffic can come from several directions.

Realise that their own size affects what they can see.

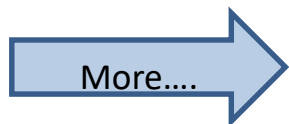
To understand the sounds that traffic makes

Understand that vehicles can sometimes be heard before they are seen.

Differentiate between different types of noise.

To know it's important that other roads users can see them

Know that wearing bright clothing in day time (fluorescent) and reflective clothing at night will help to keep them safe when near traffic.



## Equals 2.3c

Recognise hazards and dangers in their changing environment

## Objectives Identified by Teachers as Being Important

Holding hands

Stopping at kerbs

Stop, look, listen

Road signs/traffic lights

Walking, stopping and waiting

In car safety – wearing seat belts, behaviour, car seat

Knowing different places to cross the road safely – zebra/pelican crossings

Remembering to apply brakes if using a wheelchair

Knowing not to push a wheelchair if with wheelchair users



## PSHE Learning Objectives – Sex and Relationship Education

### Years 1 & 2

#### Equals 1.5a

To show an awareness of physical contact with a familiar adult (e.g. massage, hand over hand support, help in class) and show approval or disapproval.

To be able to participate in naming the main body parts and recognise their own image and that of familiar people. (arms, legs, head, face and facial features, fingers, hands, feet, toes)

To be able to complete personal care routines independently and choose appropriate clothing for a range of activities.

Recognise the main differences between people e.g. boy/girl/hair colour etc

Maximise their independence to complete simple personal care routines

Understand that some personal routines are done in private

Recognise that girls and boys wear different clothing

#### Equals 1.5b

Be aware of activities with a range of familiar adults and pupils and express a preference for a favourite activity

Be able to recognise people who help in everyday situations and co-operate in group and shared activities.

Communicate a need for help.

Understand the need to play and work in a safe environment and recognise the needs of others. Be able to take care of their own belongings.

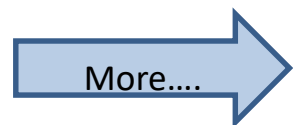
Recognise other people in the community that have a particular role.

Understand the need to take care of themselves.

#### Also

To know they were once babies and have grown up

To sequence three stages of the human life cycle – baby/child/adult



## Years 3 & 4

### Equals 2.5b

Be aware of their ability to choose and indicate a choice from limited options.

Recognise the need to make appropriate choices that affect their everyday lives and recognise when they have upset others

Understand that their choices affect others and be able to make amends for their mistakes.

Recognise that they may need some help some choices

### Equals 2.5d

Be aware of personal needs, indicating a personal need when necessary

Recognise the need to be responsible towards others, and be able to influence decisions on personal needs

Understand the importance of taking responsibility and be able to make informed responsible decisions.

Respect the wishes and privacy of others.

### Also:

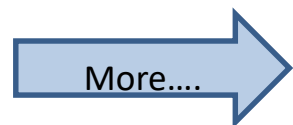
To name body parts (knees, ankles, elbows, shoulders, chin, back, tummy, chest)

To know that a bathroom/bedroom is a private space and that some activities e.g. going to the toilet should be done in a private space.

To know that there are parts of their own bodies and others bodies that are private, and that they shouldn't touch others in those places.

To sequence pictures of the human life cycle – baby/child/teenager/adult

To know there are people that they know, and people that they do not know



## Years 5 & 6

### Equals 2.5a

To be aware of their main body parts

To be aware of and indicate their feelings to familiar adults

To be aware of changes (emotions, physical changes) in themselves

To be able to complete regular personal care routines independently and to name some internal body parts.

To be aware of changes that can be seen (with clothes on) e.g. getting spots, growing a moustache, getting taller etc.

To be aware of who is allowed to help take care of them

To be aware of internal body changes e.g. pulse, breathing, hunger, thirst

To be aware of changing feelings and emotions

### Equals 2.5c

To be aware of their need to feel safe and indicate a feeling of being safe

To recognise the difference between a safe and unsafe environment and to influence decisions on making their environment safe.

Understand the importance of personal safety and be assertive towards acts of violation on personal safety.

### Also:

To sequence stages of the human life cycle – baby/toddler/child/teenager/  
adult/elderly person

To know appropriate ways of greeting a person they are introduced to

To know the difference between people they know, and people they do not know, and that we behave differently in these situations.

To predict how a situation might make them feel

## Puberty with Year 6

These sessions will be planned separately – if issues arise in lessons, please address them honestly, if not at the time, then at a later date. Please speak with Bethan if you need any advice.



[illegible]

PMLD  
Redwood Department

[illegible][illegible]

EYFS  
Redwood  
department

Date	Objectives	Teaching Activities / Independent Work	Resources	Notes
Tu / F	<p><b>Comprehension</b></p> <p>To be able to look at one book and discuss it</p>	<p>Read the book <i>It's Not Easy Bein' the Kid</i> by F. Benson. Read the book to class, paying to how the pictures. Give the time to answer. Ask questions to prompt –</p> <p>What do you think Miss Cate will be like?</p> <p>What do you think Miss Cate will be like? Do you think she's a better life or one she disabuse?</p> <p>What are your impressions?</p> <p>At the end of the story, ask about the story</p> <p>What do you like about it? Which was the best part?</p>	<p>Center of the 12th or 13th</p> <p>Miss Cate</p> <p>19th Cate and Michael Foreman</p>	
	<p><b>Composition</b></p> <p>To be able to record ideas using drawing and lefts.</p>	<p>Turn to the first part where the boy imagines what it happens at Miss Cate's.</p> <p>What else could he have imagined? What other animals could have been in the dungeon? Could there be things upon the stairs? Or snakes? Encourage ideas to flow.</p>		
		<p>On work in pairs. Discuss up to <i>It's Not Easy Bein' the Kid</i>.</p> <p>Use that time to discuss the book. What do you think Miss Cate will be like? How would she be? What do you think Miss Cate's main make notes with a list of the horrible creatures that appear in the illustrations of what the boy imagines that Miss Cate's house might be like. Give 10 min to be finished.</p> <p>Discuss</p> <p>Then ask about what other creatures the boy might have imagined before he knew what Miss Cate's was really like.</p> <p>He could have imagined other wild animals, or shiny monsters, or aliens.</p> <p>Brainstorm ideas.</p>		
		<p>Maisy's House / Sally's Bedroom draw a picture of what the boy might have imagined of Miss Cate's house. Michael's / Thomas's / Nelsa's / Raphael – draw their first draw a picture.</p>		
	<p><b>Personal</b></p> <p>Discuss the different character's views for the boy's story that he could have imagined.</p>			



On this page you can see samples of maths plans from around the school. Click on the picture to see a bigger version.

[illegible]

Year 3/4 SEMH  
Linden Department

[illegible]

Year 1/2  
MLD/SLD  
Silver Birch Department

[illegible]

EYFS  
Redwood  
department

[illegible]

PMLD  
Redwood Department

Question	Response	Interviewer: What did you think about the results of the study?	Interviewer: How do you think the results of the study can be used to improve the quality of care for patients with chronic pain?
1. What are the main findings of the study?	<p>The study found that there is a significant association between chronic pain and mental health problems. The study also found that there is a significant association between chronic pain and social support.</p> <p>The study found that there is a significant association between chronic pain and quality of life. The study also found that there is a significant association between chronic pain and functional status.</p>	<p>The study found that there is a significant association between chronic pain and mental health problems. The study also found that there is a significant association between chronic pain and social support.</p> <p>The study found that there is a significant association between chronic pain and quality of life. The study also found that there is a significant association between chronic pain and functional status.</p>	<p>The study found that there is a significant association between chronic pain and mental health problems. The study also found that there is a significant association between chronic pain and social support.</p> <p>The study found that there is a significant association between chronic pain and quality of life. The study also found that there is a significant association between chronic pain and functional status.</p>
2. What are the limitations of the study?	<p>The study was a cross-sectional study, which means that it only looked at one point in time. This means that we cannot say for sure that the results of the study are causal.</p> <p>The study was conducted in a single hospital, which means that the results may not be generalizable to other settings.</p>	<p>The study was a cross-sectional study, which means that it only looked at one point in time. This means that we cannot say for sure that the results of the study are causal.</p> <p>The study was conducted in a single hospital, which means that the results may not be generalizable to other settings.</p>	<p>The study was a cross-sectional study, which means that it only looked at one point in time. This means that we cannot say for sure that the results of the study are causal.</p> <p>The study was conducted in a single hospital, which means that the results may not be generalizable to other settings.</p>
3. What are the strengths of the study?	<p>The study was a large study, which means that the results are more likely to be reliable.</p> <p>The study used a validated questionnaire, which means that the results are more likely to be accurate.</p>	<p>The study was a large study, which means that the results are more likely to be reliable.</p> <p>The study used a validated questionnaire, which means that the results are more likely to be accurate.</p>	<p>The study was a large study, which means that the results are more likely to be reliable.</p> <p>The study used a validated questionnaire, which means that the results are more likely to be accurate.</p>
4. What are the implications of the study?	<p>The study suggests that there is a need for further research on the relationship between chronic pain and mental health problems.</p> <p>The study suggests that there is a need for further research on the relationship between chronic pain and social support.</p>	<p>The study suggests that there is a need for further research on the relationship between chronic pain and mental health problems.</p> <p>The study suggests that there is a need for further research on the relationship between chronic pain and social support.</p>	<p>The study suggests that there is a need for further research on the relationship between chronic pain and mental health problems.</p> <p>The study suggests that there is a need for further research on the relationship between chronic pain and social support.</p>

Year 1-3 ASD  
Redwood Department

At the top of the 4C's model is a circle of knowledge, the **Big Knowledge**. This is the knowledge that we want our students to have. It is the knowledge that we want them to be able to use in the 21st century. It is the knowledge that we want them to be able to use in the 21st century. It is the knowledge that we want them to be able to use in the 21st century.

Below the Big Knowledge is a paragraph of text. This text describes the 4C's model of 21st-century learning. It explains that the 4C's are Critical Thinking, Creativity, Communication, and Collaboration. It also explains that these 4C's are the skills that students need to be able to use in the 21st century.

In the center of the 4C's model is a circle of **Critical Thinking**. This is the skill of being able to think critically. It is the skill of being able to analyze information and make decisions based on that information. It is the skill of being able to think critically. It is the skill of being able to analyze information and make decisions based on that information.

To the right of the Critical Thinking circle is a green circle labeled **Creativity**. This is the skill of being able to think creatively. It is the skill of being able to come up with new ideas and solutions. It is the skill of being able to think creatively. It is the skill of being able to come up with new ideas and solutions.

Below the Critical Thinking and Creativity circles are two more circles: **Communication** (blue) and **Collaboration** (green). These are the skills of being able to communicate and collaborate. It is the skill of being able to communicate and collaborate. It is the skill of being able to communicate and collaborate.

At the bottom of the 4C's model are two large buttons: **Think** (blue) and **Share** (yellow). These are the actions that students need to be able to take in the 21st century. It is the action of being able to think and share. It is the action of being able to think and share.

To the right of the buttons is a small icon of a person with a speech bubble. This icon represents the idea of communication and collaboration. It is the icon of a person with a speech bubble. It is the icon of a person with a speech bubble.

Subject	Autumn	Spring	Summer
	Colours	Nursery Rhymes	Out and About
<b>Science</b>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise they can be answered in different ways</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations to suggest answers to questions</li> <li>observe changes across the four seasons</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>distinguish between an object and the material from which it is made</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<b>History</b>		<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>significant historical events, people and places in their own locality.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively, singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>



More....

Subject	Autumn	Spring	Summer
	Colours	Nursery Rhymes	Out and About
<b>Geography</b>		<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	



More....

Subject	Autumn	Spring	Summer
	Colours	Nursery Rhymes	Out and About
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
<b>RE</b>			<ul style="list-style-type: none"> <li>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.</li> <li>Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li> </ul>



Subject	Autumn	Spring	Summer
	Picture This	Around The World	On Your Marks...
<b>Science</b>	<ul style="list-style-type: none"> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<ul style="list-style-type: none"> <li>Asking relevant questions and asking different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help answer questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or change related to simple scientific ideas or processes</li> <li>Using straightforward scientific evidence to answer questions to support their findings</li> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>compare how things move on different surfaces</li> </ul>



More....

Subject	Autumn	Spring	Summer
	Picture This	Around The World	On Your Marks...
<b>History</b>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>a local history study</li> </ul>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	
<b>RE</b>	<ul style="list-style-type: none"> <li>Identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>Reflect on the ideas of right and wrong, and their own, and others' responses to them</li> <li>Reflect on sources of inspiration in their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of religious stories and sacred writings and talk about their meanings</li> <li>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words</li> <li>Use and interpret information about religions from a range of sources</li> <li>Recognise that religious teachings and ideas make a difference to individuals, families and the local community</li> <li>Reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>Discuss their own and others' views of religious truth and belief, expressing their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>Reflect on sources of inspiration in their own and others' lives</li> </ul>
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>



More....

Subject	Autumn	Spring	Summer
	Picture This	Around The World	On Your Marks...
Geography		<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</li> <li>Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</li> </ul>	

More....

Subject	Autumn	Spring	Summer
	Light and Bright	Little and Large	Great Britain
<b>Science</b>	<ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of shadows change.</li> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• Create sketch books to record their observation and use them to review and revisit ideas</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about great artists, architects and designers in history</li> </ul>

More....

Subject	Autumn	Spring	Summer
	Light and Bright	Little and Large	Great Britain
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</li> <li>• Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Understand and use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors]</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul>		

More....

Subject	Autumn	Spring	Summer
	Light and Bright	Little and Large	Great Britain
Geography		<ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p>



More....

Subject	Autumn	Spring	Summer
	Light and Bright	Little and Large	Great Britain
RE			<ul style="list-style-type: none"> <li>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words</li> <li>Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings</li> <li>Identify and begin to describe the similarities and differences within and between religions</li> <li>Investigate the significance of religion in the local, national and global community</li> <li>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>Use and interpret information about religions from a range of sources</li> <li>Reflect on and consider religious and spiritual feelings, experiences, and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</li> <li>Identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>Reflect on how spiritual and moral values relate to their own behaviour</li> <li>Recognise that religious teachings and ideas make a difference to individuals, families and local communities</li> <li>Reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>Discuss their own and others' views of religious truth and belief, expressing their own idea</li> </ul>
			<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>



Literacy Planning Book: Print Beginning:	Group: [redacted] x 1 adult [redacted] x 1 adult		
<ul style="list-style-type: none"><li>Children to sit at their tables in their groups and complete each set of activities for the day.</li><li>Work as a group or individually as appropriate. During the activities ensure that the children know what it is that they are learning to do, praise the children for good work and provide feedback as to what they have learnt. Ideally mark the work with the children.</li><li>When working with [redacted] group, adult to work on the structured activities with 2 of the children whilst the other 2 complete alternative independent activities. Then rotate.</li><li>Adults to hand out merit points/stickers as appropriate.</li></ul>			
	Reading	Handwriting/developing fine motor control Children to participate in hand warm up exercises prior to writing/handwriting activities. Please refer to the hand warm up sheet	Writing
Monday	<p>To attend to a whole class story by filling in missing words when an adult pauses.</p> <p>To attend to a whole class story by joining in with familiar phrases.</p> <p>Show the class the book. Invite the children to look at the illustration on the cover. What is the book about? Read the title of the book. Use a big book or PowerPoint to read the story if available. Invite children to act out the story using props where appropriate.</p> <p>Encourage the children to join in with any familiar phrases.</p> <p>Adult to pause at certain words to see if the children can fill in the gaps.</p> <p>Make a note of the responses of the children.</p>	<p>To thread cotton reels onto a rod/thick piece of string [redacted]</p> <p>To use a pincer grip to thread large beads onto a piece of string [redacted]</p> <p>Provide the children with a set of beads each and a piece of string to thread on to. Encourage the children to hold the beads with one hand and the string/rod in the other.</p> <p>Adult to provide assistance as appropriate.</p>	<p>To use emerging writing to label a picture.</p> <p>To match a symbol to a picture/marks they have written.</p> <p>Provide the children with a picture from the book. Adult to draw lines to objects in the picture for the children to label. Adult to point to the objects and ask the children to name them. Children to then attempt their own writing/mark making to label the pictures.</p> <p>When they have finished their writing adult to then provide the children with corresponding symbols. Ask the children to match their symbols to their writing and say what they have written.</p>
Independent activities: Looking at books/mark making on whiteboards/jigsaw puzzles/construction			

Class: Raven (PMLD)	Lesson Plan	Date: Autumn 2015
<b>Library/Reading/Book skills</b>		
<b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>FM1: to use a flat hand to explore surfaces and materials.</li> <li>PM2: To move head in order to look at someone or at an object.</li> <li>V2: To locate a visual stimulus</li> <li>T1: To tolerate touch and the presence of objects/materials placed on or in hands.</li> <li>A1: To show awareness of tactile stimuli.</li> <li>A3: To turn head/body to locate a sound source</li> <li>R1: To take part in activities which encourage visual tracking and scanning in a horizontal (l-r) direction</li> </ul>		
<b><u>Lesson plan activities to include:</u></b> <ul style="list-style-type: none"> <li>A whole group story/sensory story to start off the lesson before moving onto individual stories including:</li> <li>Listening to a story CD - Encourage the children to look at the book.</li> <li>To individually look and explore sensory books. Touch each page, look at the pages. Touch the different surfaces. Talk about what can be seen or felt.</li> <li>Use puppets to help tell a story</li> <li>Choose a book from a small selection by verbalising/pointing/looking</li> <li>Use the whiteboard to read stories from – encourage visual tracking (barefoot books)</li> </ul>		<b><u>Resources:</u></b> <p>Variety of different books.</p> <p>Story CDs</p> <p>Hand and finger puppets</p> <p>Camera</p> <p>Post it notes</p>
<b><u>Assessment opportunities:</u></b> <p>Post it notes, camera,</p> <p>Any good looking, exploring sensory pages, any favourite books/part of a story</p> <p>Share any "wow" moments at the end of the session and stick on the wow board</p>		
<b><u>Differentiation</u></b> <p>Encourage children to show an interest in the pages</p> <p>Make sure the pupils aren't facing the window with the sunlight in their eyes</p> <p>Allow pupils time to explore tactile pages.</p> <p>Can eye point between a choice of 2 books to indicate which story/book she would like – use the eye gaze alongside books.</p> <p>If using the white board make sure pupils are positioned correctly according to their visual needs.</p> <p>Note any favourite books!</p>		



Date	Objectives	Teaching Activities / Independent Work	Resources	Notes
Th / Fri	<p><b>Comprehension:</b></p> <p>To be able to look at one book in detail and discuss it.</p> <p><b>Composition:</b></p> <p>To be able to record ideas using drawings and lists.</p>	<p>Show chn the book <b>I'll Take You to Mrs Cole</b> by Gray &amp; Foreman. Read the book to chn, pausing to show them the pictures. Give chn time to comment. Ask questions to prompt –  <i>What do they think Mrs Cole will be like? Do they think she has a cellar like the one illustrated?</i>  <i>What are piranhas?</i></p> <p>At the end of the story, talk about the story.          What do chn like about it? Which was their best part?</p> <p>Turn to the first part where the boy imagines what is happening at Mrs Cole's.</p> <p>What else could he have imagined? What other animals could have been in the dungeon?          Could there be tigers under the stairs? Or snakes? Encourage chn to share ideas.</p> <p>Chn work in pairs, discuss pp7-8 of <b>I'll Take You to Mrs Cole</b>.          They use their imagination to suggest other things that the boy might have thought he would find at Mrs Cole's. Chn make notes and write a list of the horrible creatures that appear in the illustrations of what the boy imagines that Mrs Cole's house might be like. Give chdn a few minutes.          Discuss</p> <p>Then talk about what other creatures the boy might have imagined before he knew what Mrs Cole's was really like.          He could have imagined other wild animals... or slimy monsters... or aliens.</p> <p>Brainstorm ideas.</p> <p>Maisy / Reece / Saahil / Bradley draw a picture of what he might have imagined at Mrs Cole's house.          Michael / Thomas / Alicia / Raphael – describe first then draw a picture</p> <p><b>Plenary:</b> Take feedback. Discuss different chn's ideas for the horrible things he could have imagined.</p>	<p>Copies of pp 7/8 in <b>I'll Take You to Mrs Cole</b> by Nigel Gray and Michael Foreman</p>	

# Maths Year 3 and 4 Weekly Plan: Autumn

## Week 3: Money and time

**Objectives:** Red, Green and Blue group: Recognise all coins; Find the total value of two coins; Find totals up to 20p (including adding more than two amounts using number facts to help); Find change from 20p; Find all possibilities by making an ordered list; Read the time to the quarter of an hour on digital and analogue clocks; Begin to identify time intervals

Red: to support

Green: to guide and support when required

Blue: oversee group

Starters: 10 mins






Whole class: 20 mins

Activities: 25 mins

Plenary: 5 mins

	Starters	Whole class teaching	Guided group and independent paired/indiv practice activities	Plenary
Week 3 day 1	<p><b>Paying amounts</b></p> <p>Give each group of 3 children four 1ps, four 2ps, two 5ps and two 10ps. Ask for 5p. Do not specify how children are to give you this amount! Repeat for 4p, 10p, 6p, 1p, 3p, 11p, 2p. If children cannot give you the exact amount they miss that turn. Each group count how much they have left. The group with the lowest amount win. (Some may have none!)</p>	<p>Recognise coins; make amounts</p> <p>Show children 1p, 2p, 5p, 10p, 20p, 50p and £1 coins (large mock coins or IWB coins). If someone gave you just 1 of these coins, which one would you rather have? Why? If someone says the £1 coin, say - But why not this coin (pointing to 50p coin), it looks bigger and has a bigger number on it! Draw out that the numbers on the coins tell us how much they are worth but that the 1 on the pound coin refers to 1 pound, not 1 penny. How many pennies is this coin worth? How many 10p coins are worth the same as a pound coin? How do you know? Count on in 10s up to 100, holding up 1 finger for each 10p coin to confirm that ten 10p coins have a total of 100p, and that this is the same as £1. Hold up two coins. Children write the total amount of money on their whiteboards. Repeat. Remind children how to count on 20 when adding 50p and 20p for example. <i>Extend Blue group with three coins.</i></p>	<p><i>Red Group</i> Give each pair a pot of one of each coin: 50p, 20p, 10p, 5p, 2p and 1p. One child puts a hand over the pot, shakes it, and the partner takes 2 coins with eyes closed. They sketch the coins and record the total. Repeat, taking turns.</p> <p><i>Green Group</i></p> <p>Explain that we will find all the amounts up to £1 that can be made using 2 different silver coins. With support children find a few different amounts using coins to help. Point out that they have found lots of amounts, but that it's hard to be sure that they've found <i>all</i> the possible amounts without having a system. <i>So let's start with the biggest coin we could use. What is that? What is the next biggest coin we could put with it? What's the total? Build up a list 50p + 20p, 50 + 10p, 50p + 5p, 20p + 10p, 20p + 5p, 10p + 5p. We've found all the ways because we have a system!</i></p> <p><i>Blue Group</i></p> <p>Explain that we will find all the amounts up to £1 that can be made using 2 different silver coins. Children independently find a few different amounts using coins to help. Point out that they have found lots of amounts, but that it's hard to be sure that they've found <i>all</i> the possible amounts without having a system. <i>So let's start with the biggest coin we could use. What is that? What is the next biggest coin we could put with it? What's the total? Build up a list 50p + 20p, 50 + 10p, 50p + 5p, 20p + 10p, 20p + 5p, 10p + 5p. We've found all the ways because we have a system!</i></p>	<p>Show children a variety of items with prices 15p, 21p, 25p, 60p, 52p, 30p, 70p. <i>Which 2 coins could you use to buy this orange? Repeat for each item.</i></p>



	<b>Maths</b> <b>Dove Class</b>  <b>Tuesday</b>			
<b>Addition</b>	<b>Threading</b>		<b>Cars in traffic</b>	<b>Adding a piece to a puzzle</b>
Resources:	Pipe cleaners & beads	Laces and beads	Cars	Puzzles
Learning objectives:	To add one more in practical situations <sup>***</sup>	To add one more in practical situations <sup>*</sup> To respond to key questions, how many? <sup>**</sup>	To show awareness in changes in quantity <sup>***</sup> To add more in a practical situation <sup>*</sup>	To ask for more in a practical situation
<b>Differentiation:</b> <b>Children:</b>   <b>Children:</b>   <b>Children:</b>   <b>Children:</b> 	<p>Provide the children with pipe cleaners and a selection of beads. Encourage the children to thread one bead onto the pipe cleaner. Encourage the children to add one more. Can the children choose a bead and add it to their pipe cleaner?</p> <p>Provide the children with pipe cleaners and a selection of beads. Encourage the children to thread one bead onto the pipe cleaner. Encourage the children to add one more. Can the children choose a bead and add it to their pipe cleaner? With support, can the children count how many they have now?</p> <p>Provide the children with pipe cleaners and a selection of beads. Encourage the children to thread one bead onto the pipe cleaner. Encourage the children to add one more. Can the children choose a bead and add it to their pipe cleaner? Can the children count their new amount?</p>	<p>Provide the children with pipe cleaners and a selection of beads. Encourage the children to thread one bead onto the pipe cleaner. Encourage the children to add one more. Can the children choose a bead and add it to their pipe cleaner? Can the children count their new amount?</p>	<p>Provide the children with a selection of cars. Allow the children time to play with the cars and explore what they have in the box. Encourage the children to choose more cars to add to their pile or traffic jam. Can the children add more in a practical situation? Can they count how many they have? (One use the eyegaze to identify how many?)</p> <p>Provide the children with a selection of cars. Allow the children time to play with the cars and explore what they have in the box. Encourage the children to choose more cars to add to their pile or traffic jam. Can the children add more in a practical situation? Can they count how many they have?</p> <p>Provide the children with a selection of cars. Allow the children time to play with the cars and explore what they have in the box. Encourage the children to choose more cars to add to their pile or traffic jam. Can the children add more in a practical situation? Can they count how many they have?</p>	<p>Provide the children with a puzzle. Encourage the children to sign and ask for more puzzle pieces to continue to complete the puzzle. Can Holly sign 'more'?</p> <p>Provide the children with a puzzle. Encourage the children to sign and ask for more puzzle pieces to continue to complete the puzzle.</p> <p>Provide the children with a puzzle. Encourage the children to sign and ask for more puzzle pieces to continue to complete the puzzle.</p> <p>Provide the children with a puzzle. Encourage the children to sign and ask for more puzzle pieces to continue to complete the puzzle.</p>

## Singing Maths

### Objectives:

- Cog 9: to experience and develop awareness of counting in practical and play situations.
- Cog10: to participate in activities where items are added or taken away so experiencing increase or decrease.
- Cog 12: to experience and become aware of repeating patterns and sounds.
- R2: to understand the link between an object and its pictorial or symbolic representation. (esp [redacted])
- SL8: To experience vocalising
- SL19: to develop an effective means of expressing choices, needs and preferences
- V7: To visually scan/search a given area [redacted]
- V8: To reach or move towards a seen object

### Lesson plan:

Introduce the singing maths bag. "What song shall we sing?"

Can be either teacher led or pupil led or a combination.

Teacher led:

Teacher to choose which song is to be sung by showing the appropriate symbol to match the song.

Pupil led:

Pupils to either choose which song they would like to sing from a choice board with symbols OR from a choice of 2 tactile objects depending on the pupils being asked.

Always replace the symbol so another pupil can choose it! (Even if it

is the same song as the last one chosen)

### Assessment opportunities:

Post it notes, camera,

Share any "wow" moments at the end of the session and stick on the wow board

Note any pupils have any consistent favourites

### Differentiation

\*Allow pupils time to respond to certain songs where appropriate eg "Mummy duck says....."(5 little ducks)

\*use switches where appropriate for non-verbal pupils.

\*vary the number of symbol choices depending on the child being asked – give them time to look/respond

Show clear symbols to [redacted]

NOTE: [redacted] and [redacted] do not have English as a first language

### Resources:

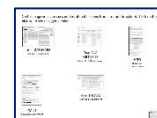
The singing maths bag complete with resources!

Singing maths choice board with correct symbols.

Numbers

Camera

Post it notes



Resources:	Objectives:	Activities: Water play-Fish, Ducks, Boats	Language/signs/symbols:
<p>Water tray, Aprons Fishing nets and fish, ducks, boats bucket Number cards (to 5) Fish, duck, boat symbols I see symbols</p>	<p>Cog 2. To experience and develop understanding of fundamental mathematical concepts and problem solving through exploratory, manipulative and play activities. Cog 8. To experience and develop awareness of the difference between one and lots of objects. Cog9. To experience and develop awareness of counting in practical and play situations. Cog10. To participate in activities where items are added or taken away so experiencing increase and decrease. CS1 To cross the midline of the body FM7.To perform accurate reach and grasp FM16 To use a grip appropriate to the materials or task PM4.To alternate gaze between two objects or between hand and object</p>	<p>Encourage pupil to take part in the following activities at a level appropriate to them:</p> <ul style="list-style-type: none"> <li>Pupil to explore water and props in tray. Hand over hand support for those who need it to run hand through/splash.</li> <li>Encourage pupil to hold on to a fish/duck/boat. Label 'fish, duck and boat'</li> <li>Model holding a duck and dropping in to the water 'splash'. Encourage them to release grasp and drop in to the water. <i>Can they hold and release grasp on a verbal prompt?</i> Could use 'ready steady...'</li> <li>Give pupil fishing net - assist pupils to grasp and hold where necessary.</li> <li>Encourage pupil to move net through water. When a pupil 'catches' a fish/duck emphasise catching 'one' fish/duck.</li> <li>Empty fish in to a bucket - <i>can pupils rotate wrist to empty net?</i></li> <li>Continue to 'catch' fish and add to bucket. Draw pupil's attention to 'lots' of fish in bucket.</li> <li>Introduce number and the language related to number - sing song-one two three four five</li> <li>More able pupils can count how many fish/ducks they have caught. Pupils to point to fish in turn while adult counts.</li> <li>PECS - can use 'I see' and number symbols to say how many fish pupil can see. Adult to model first.</li> <li><i>Can pupil point to/choose correct number card?</i></li> </ul> <p><i>Take photos/video show the pupil the picture on the screen, giving them instant feedback. If any of the responses from the pupils are significant record them on post it notes.</i></p>	<p><u>Symbols</u> I see I want Fish Duck Boat Fishing net</p> <p><u>Language/signs</u> Water Wet Hold Fish Duck Boat 1-5 Lots bucket net</p>

