

KS2 - CYCLE 1

Baseline work - for first 2 weeks: New beginnings - What do I do at school, Who is in my class?, Who helps me?, What do I wear?, Where do things go in class?, What jobs can I do?, What special activities happen in school during a week?

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
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TOPIC	<p style="text-align: center;">Sound</p> <ul style="list-style-type: none"> - How sounds are made - Vibrations - Pitch - Volume <p>P1-4 show consistent responses to referred sound/ pitch/ rhythm ie fast /slow. Record sounds on VOCA and play back.</p>	<p style="text-align: center;">Our academy for Witches and Wizards</p> <p style="text-align: center;">(Northern Ireland Curriculum - Thematic Units)</p> <p>Focus on pattern, science and art.</p> <p>Developing imagination</p> <p>This unit suggests a range of activities centred on an imaginary school for witchcraft, wizardry, magic potions and spells.</p>	<p>What are the children's needs and interests?</p>	<p style="text-align: center;">Marvellous mouths!</p> <ul style="list-style-type: none"> - basic parts of digestive system (Mouth, teeth and stomach) - Fun with food - sensory awareness of different textures <p>Working scientifically - find out what damages your teeth and how to look after your teeth</p>	<p style="text-align: center;">A Pirates Life for me!</p> <p style="text-align: center;">(Northern Ireland Curriculum - Thematic Units)</p> <p style="text-align: center;">Focus on sensory play, physical skills and food!</p> <p>This unit provides a range of activities on the theme of 'A Pirate's Life for Me!' which aims to establish learners' awareness of pirates and of the things associated with pirates. This awareness is developed and embedded through a wide range of sensory stimulation, music, song, poetry, environmental and ICT experiences.</p>	<p style="text-align: center;">On the Move</p> <ul style="list-style-type: none"> - the job of the heart - healthy diet - drinking water - keeping fit - physical development and challenge <p>DT - Manipulative skills: moving the roundabout, holding PD equipment etc (DT Equals) P1-4 - Being in control of our bodies e.g. personalised approach to mobility, physio, positioning, OT needs, encouraging active and independent movement</p>

<p>Curriculum focus for foundation subjects</p>	<p>RE F1-Special Stories- What is your favourite song?</p>	<p>RE F4- Special times- Christmas</p>	<p>RE F1-Special stories- World Book Day F4-Special times-Easter and Chinese New year</p>	<p>RE F2 Special people- Explore other Religions Through Food.</p>	<p>RE F6 Why do people say the world is special?</p>	<p>RE F3-Special places- Where do believers go?</p>
<p>CONTINUOUS CURRICULUM</p>	<p>Communication- Communication is the foundation of learning. Across every lesson and opportunity for children, we will help them to develop ways to communicate that are 'functional' - that allow them to an active member of their class. We will enable every child to be an active communicator using a wide range of strategies and aids. Soft strategies such as simplifying language, rehearsal and repetition will be used and/or hard strategies such as signing, PECS or high tech augmentative and alternative communication aids (AAC).</p> <p>PSED-Continuous work we will do daily is in functional contexts such as personal hygiene, toileting, dressing, eating and drinking skills, independence (organisational skills), learning to learn skills (attention), emotional awareness/appropriate behaviour, interaction (working with others), communication and transitions.</p> <p>Physical Development - Throughout every day we will be working on body awareness (being able to move their bodies voluntarily and with control), fine motor skills (working on reaching, grasping, releasing and manipulating), gross motor skills (opportunities to practice sitting, standing and walking), and mobility (indoor mobility, outdoor mobility and water mobility)</p> <p>Science - Forces: Forces opportunities will be carried out throughout the school term in a variety of practical and relevant ways for our children through PE, food technology, playtimes including (use of swings and roundabouts) and sensory processing opportunities.</p> <p>DT - Food Technology: Every week each class will use the PSHE room to carry out food based activities, involving cooking, baking, fun with food, healthy eating opportunities, designing, making and evaluating the products made, learning basic cooking skills, cross curriculum approach of skills including communication, maths, PD and PSED,</p>					

	<p>History-Throughout set activities and circle time during each day such we will ensure that children will be given the opportunity to use/ become familiar with vocabulary such as today, yesterday, tomorrow, first, next, On Monday etc when discussing visual timetables. Children can uses switches to share their news from home or use PECS/symbols to share their news or holiday activities or what we did on a class trip or in cookery etc.</p> <p>Maths (Cognition)- functional mathematics throughout school day will include such activities as grasping, holding, retrieving, exploring and orienting their own bodies in space, use of senses to explore and develop an understanding of world around them, exchanging, schedules, anticipation of events happening, time e.g. remaining at an activity for 2 mins before moving onto next.</p>		
<p>ENRICHMENT DAYS</p> <p>Each year we will add activities for any new historical changes within living memory e.g. Royal Weddings</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Islam - Special Journeys (Islamic new year and Pilgrimage)</p> <p>Hinduism - Divali</p> <p>Children in Need</p> <p>Jeans for Genes</p> <p>Christmas Production</p>	<p>Comic Relief/Sport Relief</p> <p>Chinese New Year</p> <p>St Georges Day</p>	<p>Summer 1: MFL - Spanish day</p> <p>Hinduism - Rakshan Bandhan (Brother and sister love)</p> <p>Enterprise Project supporting the Summer Fair</p> <p>Garden Party</p>
<p>TOPIC WEEKS</p>	<p>Harvest (SOW)</p> <p>Christmas - Light (SOW)</p>	<p>Spring 1 - History: Egyptians</p> <p>Easter - Easter Story (Happy and sad)</p>	<p>Sports Week and Sports Day</p>

(SOW)

KS2 - CYCLE 2

Baseline work - for first 2 weeks: New beginnings - What do I do at school, Who is in my class?, Who helps me?, What do I wear?, Where do things go in class?, What jobs can I do?, What special activities happen in school during a week?

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS -	<p>Houses and homes</p> <ul style="list-style-type: none"> - Where do I live? - What does my house look like? - Different houses - electricity in the home and school <p>P1-4 Exploring a variety of electrical equipment using switch access box. Exploring what equipment is personal to them- and match to activity ie find/ look at cup when in dining hall or round snack table. Find/ lok at towel when in hydro.etc etc</p>	<p>Animals , including humans</p> <ul style="list-style-type: none"> - skeletons - Categorising animals by food that they eat and their body make up ie worm and crab! - Comparing how different animals, 	<p>What are the children's needs and interests?</p> <p>F1-Special stories- World Book Day</p> <p>F4-Chinese New Year and Easter</p>	<p>Friendships Who are my friends?</p> <p>Being kind to my friend</p> <p>Turn taking with my friends</p> <p>I like, my friend likes...</p> <p>Sharing Friends at St Marys/Yew Tree - additional opportunities</p> <p>Friends across school</p>	<p>Light and dark</p> <ul style="list-style-type: none"> - what is it like when it is dark? - Sensory light activities/ tracking - sun - shadows <p>Working scientifically - looking for shadows</p>	<p>Stepping back in time</p> <p>(Northern Ireland Curriculum - Thematic Units)</p> <p>Experiencing the past through music</p> <p>In this unit learners gain an awareness of different decades from the 1950s to the present day. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as</p>



	<p>DT - Cause and effect: using simple switches (DTEquals) F3-Special Places-Where do you feel happy and safe? Why?</p>	<p>including humans, move - Compare and contrast the different foods animals eat F1-Special Stories- Noahs Ark</p>		<p>F5-Belonging-Who do you care about? What can we do better together? What makes us feel special about being welcomed in to a group?</p>	<p>or changes in light and dark/tracking lights F6-Special World- What stories of creation are told?</p>	<p>poetry, songs, stories, games and art. Artist - Andy Warhol or Peter Blake: Pop Art F2-Special People- Who is special to you and why? (generations)</p>
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CONTINUOUS CURRICULUM

Communication- Communication is the foundation of learning. Across every lesson and opportunity for children, we will help them to develop ways to communicate that are 'functional' - that allow them to be an active member of their class. We will enable every child to be an active communicator using a wide range of strategies and aids. Soft strategies such as simplifying language, rehearsal and repetition will be used and/or hard strategies such as signing, PECS or high tech augmentative and alternative communication aids (AAC).

PSED-Continuous work we will do daily is in functional contexts such as personal hygiene, toileting, dressing, eating and drinking skills, independence (organisational skills), learning to learn skills (attention), emotional awareness/appropriate behaviour, interaction (working with others), communication and transitions.

Physical Development - Throughout every day we will be working on body awareness (being able to move their bodies voluntarily and with control), fine motor skills (working on reaching, grasping, releasing and manipulating), gross motor skills (opportunities to practice sitting, standing and walking), and mobility (indoor mobility, outdoor mobility and water mobility)

Science - Forces: Forces opportunities will be carried out throughout the school term in a variety of practical and relevant ways for our children through PE, food technology, playtimes including (use of swings and roundabouts) and sensory processing opportunities.

	<p>DT - Food Technology: Every week each class will use the PSHE room to carry out food based activities, involving cooking, baking, fun with food, healthy eating opportunities, designing, making and evaluating the products made, learning basic cooking skills, cross curriculum approach of skills including communication, maths, PD and PSED,</p> <p>History-Throughout set activities and circle time during each day such we will ensure that children will be given the opportunity to use/ become familiar with vocabulary such as today, yesterday, tomorrow, first, next, On Monday etc when discussing visual timetables. Children can uses switches to share their news from home or use PECS/symbols to share their news or holiday activities or what we did on a class trip or in cookery etc.</p> <p>Maths (Cognition)- functional mathematics throughout school day will include such activities as grasping, holding, retrieving, exploring and orienting their own bodies in space, use of senses to explore and develop an understanding of world around them, exchanging, schedules, anticipation of events happening, time e.g. remaining at an activity for 2 mins before moving onto next.</p>		
<p>ENRICHMENT DAYS</p> <p>Each year we will add activities for any new historical changes within living memory e.g. Royal Weddings</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Islam - Special Journeys (Islamic new year and Pilgrimage)</p> <p>Hinduism - Divali</p> <p>Children in Need</p> <p>Jeans for Genes</p> <p>Christmas Production</p>	<p>Comic Relief/Sport Relief</p> <p>Chinese New Year</p> <p>St Georges Day</p>	<p>MFL - Spanish day</p> <p>Hinduism - Rakshan Bandhan (Brother and sister love)</p> <p>Enterprise Project supporting the Summer Fair</p> <p>Garden Party</p>

TOPIC WEEKS	Harvest (SOW) Christmas - Christmas Visitors (SOW)	Spring 1 - History: Tudors Easter - Lent (SOW)	Sports Week and Sports Day
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KS2 - CYCLE 3

Baseline work - for first 2 weeks: New beginnings - What do I do at school, Who is in my class?, Who helps me?, What do I wear?, Where do things go in class?, What jobs can I do?, What special activities happen in school during a week?

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TOPICS	The hungry caterpillar - life cycles - reproduction caterpillar - butterfly egg - chick baby -adult	Properties and changes to materials - dissolving - crystal jelly/ jelly cubes - mixing and separation - through filtering, sieving - e.g.sand and water	What are the children's needs and interests? F1-Special stories- World Book Day	Growing Pongy Plants - Plant parts - Plant growth - Plant life cycle (P1-4) Multi-sensory approach -use of a variety plants that smell, look and feel different	Our local area -maps -Compare local human and physical features -A significant Tameside event or person to visit/study (P1-4)	Australia - Here we come! (Northern Ireland Curriculum - Thematic Units) Finding out about a different part of the world. In this unit learners gain an awareness of things associated with



	<p>(Puberty, if appropriate) RE F6-Special World Talk about things you find interesting, puzzling or wonderful</p>	<p>- mixing and changing of states are reversible, water, ice, water Working Scientifically - observe changes ie baking cakes or bread F4 Special times.</p>	<p>F4-Chinese New Year and Easter</p>	<p>-observe plant growth/changes RE F6 Special World- What do you like in nature? What have you learnt about nature?</p>	<p>Around school and familiar areas in local community Mobility/transition Who is where? Artist - George Seuvat: Finger painting/painting with dots F3-Special places- Where is special for believers to go?</p>	<p>Australia. This awareness is developed and embedded through a wide range of carefully planned and personalised sensory experiences such as poetry, stories, songs, musical experiences and art. RE F1- Special stories from another culture.</p>
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CONTINUOUS CURRICULUM

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<p>TOPIC WEEKS</p>	<p>Harvest (SOW)</p> <p>Christmas - Christmas through art (SOW)</p> <p>DT - Design and Make a Christmas Card</p>	<p>Spring 1 - History: Vikings</p> <p>Easter - Easter in Art (SOW)</p>	<p>Sports Week and Sports Day</p>

KS2 - CYCLE 4

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TOPICS	<p>Our countryside</p> <p>Woodland creatures and flowers/plants.</p> <p>Countryside code</p> <p>Recognise that changes to the environment can pose dangers -e.g litter (P1-4 - tidy up routines to support this understand).</p> <p>F6-Special World- What do people say about how we should look after the World?</p>	<p>On the Stage</p> <ul style="list-style-type: none"> - TV and films - Performance - Dance/music/ singing - Disco dancing - Performing <p>DT - Sensory properties of fabrics (DT Equals)</p> <ul style="list-style-type: none"> - Trying on different clothes - Decorating a costume <p>F1 Special stories-Joseph and his brothers.</p>	<p>What are the children's needs and interests?</p> <p>F1-Special stories- World Book Day</p> <p>F4-Chinese New Year and Easter</p>	<p>To infinity and beyond (Northern Ireland Curriculum - Thematic Units)</p> <p>-earth and space</p> <p>Sun, moon and earth</p> <p>In this unit learners gain an awareness of outer space and space travel. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, ICT, art and music.</p> <p>Artist - Jackson Pollock</p> <p>Drip painting - relate to journey into space</p> <p>RE F5-Belonging-Where do you belong? How do you know you belong?</p>	<p>Changes</p> <p>-Compare and group materials - solid or liquid</p> <p>-observe materials heated and cooled</p> <p>Working Scientifically - the effect of temperature of on substances such as chocolate and cream.</p> <p>Making chocolate crispy cakes and ice cream.</p> <p>Observe puddles disappearing or clothes drying</p> <p>F6-Special World- What have you learnt about nature that is new to you?</p>	<p>Magic carpet rides (Northern Ireland Curriculum - Thematic Units)</p> <p>Going on holiday and exploring different countries</p> <p>This unit introduces the learners to the Learning Areas of The World Around Us and Environment and Society through the theme of Magic Carpet Rides. It focuses on the varied experiences the learners will have as they explore some of the wonders of the countries they visit.</p> <p>F3-Special Places- Where do you feel happy? What makes a place special?</p>

**CONTINUOUS
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<p>TOPIC WEEKS</p>	<p>Harvest (SOW)</p> <p>Christmas - Christmas and families (SOW)</p>	<p>Spring 1 - History topic: Victorians (Use Northern Ireland PMLD topics for ideas)</p> <p>Easter - Palm Sunday (SOW)</p>	<p>Sports Week and Sports Day</p>