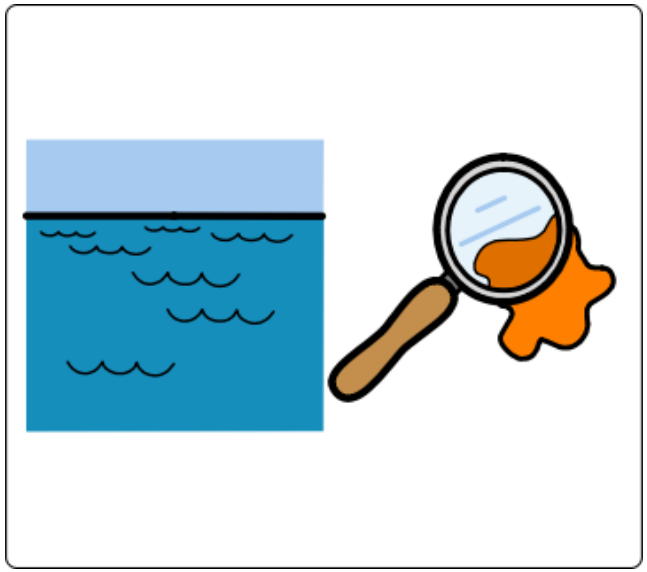
Kingsland School

Long Term Planning - CLDD

Upper School Summer Term—Year 3



Ocean Exploration

Responsible Citizens | **Confident Individuals** | **Successful Learners**

Communication | Cognition | Community | Physical, Personal Health & Wellbeing | Life Skills

Communication

STORY: story by a current author

POETRY: poetry to read aloud or perform

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name ocean animals, replicate sounds they make, develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore messy play, including with food, in order to learn how to:

-create an effect using a range of actions and equipment

-make consistent choices using cause and effect equipment

-demonstrate dislikes (by turn away, vocalisation) and demonstrate that they can stop the activity

-recognise and respond to instructions to 'stop' and 'go'

-manage risky behaviour (not getting too close to the edge or jumping from height etc)

-experience food of different textures, colours and smells

Link to: SRE (making choices) & Safety (keeping safe & likes/dislikes)

Cognition

NUMBER: ongoing focus

MEASUREMENT: handle money; play shop; use money to exchange for goods in local shops; recognise coins & notes as money in real life situations; sort coins & notes into groups of the 'same'

Link to Maths Schemas according to pupil motivators & strengths

SEASONAL CHANGES

Observe & Explore:

- weather associated with the seasons

- changes across the four seasons

Computing

TAKING CONTROL: use a program that accomplishes a specific goal

CONTROLLING DEVICES: select & use a variety of software on a range of digital devices to explore a range of programs, systems & content

Link to whole curriculum:

Switch skills progression

Contingency responding & awareness

Musical

KODALY SKILLS (use of Songs & Games for Tiny Tots/ Early Years & adapted from Jolly Music):

Beat development – use of props such as Lycra & elastic rings, as well as resonant instruments, such as big drums and resonance board.

Pitch development – Songs to be sung daily at child friendly pitch (similar to Jolly Music tracks). Listening opportunities should active & involve live singing as much as possible with the use of lycra, parachutes & scarves. Children should experience songs through games and whole body movement. Games should include multi sensory props to encourage engagement, e.g. Puppets. They should be encouraged to join in with very simple songs with opportunities for vocal response (Intensive Interaction approach). Tell stories in a musical way using instruments & other props to enhance them.

TOPIC BASED: create an ocean soundscape—listen to ocean animal sounds (dolphins, whales, seagulls), put shells to ears, re-create the sound of 'waves', make an ocean drum

Physical

SUMMER 1 SKILLS: Team Sports

SUMMER 2 SKILLS: Athletics (including sports day)

TOPIC-BASED: develop confidence around water (including playing appropriately); experience swimming

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Communication

Cognition

Community

Physical, Personal Health & Wellbeing

Life Skills

Individual Programmes

Music Therapy

Scerts programmes

SI programmes

SALT programmes

Hydrotherapy

Physiotherapy

Positive Looking / Positive Eye Programmes

Communication Journeys

Daily Routines

Explanation of this

Physical

Physiotherapy

Hydrotherapy

Group activities e.g. Boccia, dance, multi-skills

Sports competitions

Rebound Therapy

MATP

Outdoor Learning including Forest Schools

Play (indoor & outdoor)

Music

Yamsen Choir & Concerts

Signing Choirs

Performances

Christmas performance

Drumming groups

Music Technology groups

Live Music Now!

Theme days/weeks

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Project Based Learning

Science

STATES OF MATTER & CHANGES:

Explore—changing the state of food, e.g. freezing & melting ice cream (using different sources of heat)

Design/Food Technology

Create an underwater scene

Design a new ice cream sundae! (try different flavours, toppings etc. link to messy food play)

Link to Art

Art

COLOUR & LINE: use crayons, brushes & pencils to make wave pattern pictures; listen to a soundtrack of waves crashing & respond to the sounds using different marks

3D WORK: use sponges to model & make different types of seaside food e.g. fish & chips; use paper mâché to make stones & sea shells

COLLAGE & TEXTURE: explore a range of seaside materials (e.g. sand) to make an ocean collage

PRINTING & PATTERN: print repeating patterns using seaside templates e.g. starfish, shells etc; use shapes to represent things from the seaside & make a printed seaside scene plate; use a range of materials & objects to build up an ocean scene picture e.g. print with bubble wrap to create bubbles & seafoam, use seaweed to print with to make underwater plants etc.

DIGITAL ART: photograph different things from the seaside & re-create a seaside scene using these photographs

Humanities

OCEAN LIFE: explore the different 'environments' on the beach e.g. rock pools, the sea, the sand, the rock faces etc; pack a bag for a day at the seaside; read a sensory story to 'travel' to the beach for the day

Drama

Re-enact poems & stories about the ocean, seaside, 'under the sea' etc.

Enterprise

N/A

R.E.

GENERAL FOCUS: special people - Guru Nanak—worshipping Ganesh & why Jesus told stories

CELEBRATIONS: Father's Day