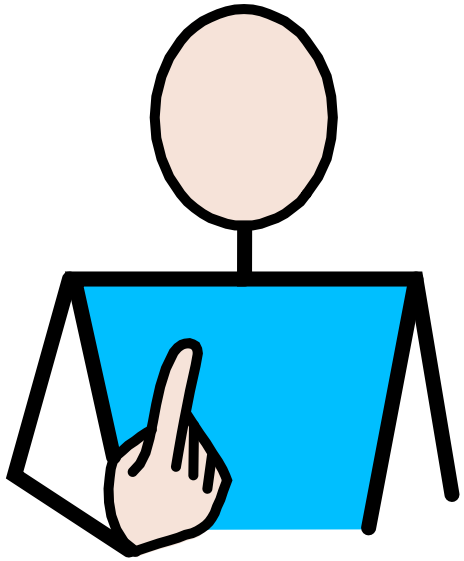
Kingsland School

Long Term Planning - CLDD

Lower School Autumn Term—Year 1



All About Me

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

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

Communication

STORY: traditional tale

POETRY: action songs & rhymes

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name my family, my friends, my favourite things; develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore choices & friendships in order to learn how to:

-identify who is important to them

-share preferences with others

-make consistent choices

-share information with others

-listen to peer preferences/choices/beliefs

-participate in activities with peers in order to widen pupils' interests

-negotiate, share & turn take with peers

Link to: British Values

Incorporate: Play (see Scheme of Work)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore & measure size & length of self & others; recognise key events in my day to day routine; begin to understand time in terms of 'now & next', key times of day within my routine e.g. dinner time, days of the week etc.

Link to Maths Schemas according to pupil motivators & strengths

ANIMALS INCLUDING HUMANS

Observe & explore:

-common animals such as birds, fish, amphibians, reptiles, mammals (including humans) and invertebrates

-the senses to experience a range of animals through images, video and in real life

Controlling My Environment: pupils can control different environments using technology & can alter things in their environment using this technology

Finding Things Out: pupils explore a range of digital devices to make something happen (making use of specialist equipment such as switches, powerlinks etc.)

Creative Work: pupils begin to recognise that they have made choices using technology e.g. observing their own actions & watching the result

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 IDEAS: listening to my favourite music & sounds in my environment; compose my own music using my favourite sounds, my voice/body percussion etc.

Physical

AUTUMN 1 SKILLS: Gymnastics

AUTUMN 2 SKILLS: Dance

TOPIC BASED IDEAS: my body & movements; warming up my body; my favourite kind of dancing

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



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

Drama

Dressing up: my clothing / dressing for the season (coats, hats. gloves etc.)

Link to communication—reading & writing: sensory stories

Design/Food Technology

My favourite foods: learning to tolerate a wider range of colours/ textures etc.

Making my favourite foods: basic skills (cutting, slicing, spreading, stirring, washing etc.)

Science

N/A

Art

COLOUR & LINE: explore colour; explore pupil preferences; use different drawing tools (pencil, crayon, paintbrush) to follow lines

3D WORK: clay work—sculpting/modelling with clay; collage junk modelling faces

COLLAGE & TEXTURE: collage - use magazine and newspapers to create a face

PRINTING & PATTERN: make wrapping paper for different Autumn/Winter events & explore patterns as part of this (e.g. Halloween, Christmas etc.); Picasso style portraits

DIGITAL ART: take photographs of myself & my class friends—print in grey scale, colour over in the style of pop art

Humanities

MY LIFE & MY WORLD: explore my environment: indoors & outdoors—moving around safely; make choices in my environment; learn about my family; learn about myself (likes/dislikes) & try new things

R.E.

GENERAL FOCUS: Identity

CELEBRATONS: Festivals including Christmas