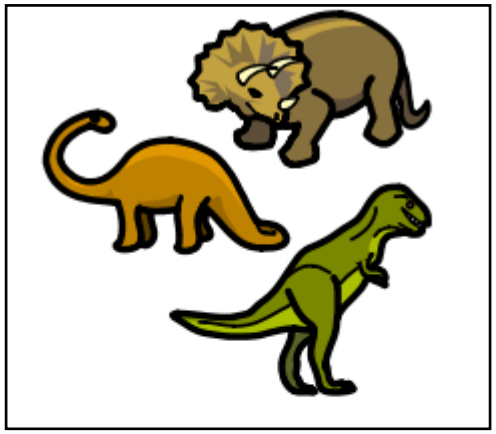
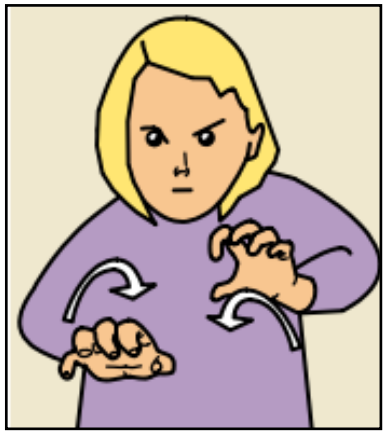
Kingsland School

Long Term Planning—CLDD

Lower School Spring Term—Year 1





Dinosaurs

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

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

Communication

STORY: story with a familiar setting or event

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 dinosaur characters in films & the names of real dinsosaurs; develop ob-ject/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore mindfulness & emotions in order to learn how to:

-identify likes & how they make pupils feel

-support pupils to say 'stop'/ 'no' if they do not like an activity

-support pupils to have options/make alternative choices if they are unhappy

-explore how music can make us feel

-explore 'mindful' activities which support pupils exploring how they feel

-participate in physical activities & how they make pupils feel

-make choices which promote mental & physical wellbeing

-explore the role of friendships in mental wellbeing

- make choices which encourage pupil safety & recognise what they can do to keep safe/who can they tell.

Link to: Safety (making choices) & SRE (physical & mental wellbeing)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore & measure size & length of dinosaurs; 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.

GEOMETRY: explore properties of 2D shapes; explore position & direction, angles, turns; use positional language through play & exploring movements

Link to Maths Schemas according to pupil motivators & strengths

PLANTS

Observe & Explore:

- a variety of common plants, including garden plants & wild plants

- a range of fruits & vegetables, including seeds within fruits

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 some-thing 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 senso-ry props to encourage engagement, e.g. Puppets. They should be encouraged to join in with very simple songs with opportunities for vocal response (Intensive Inter-action approach). Tell stories in a musical way using instruments & other props to enhance them.

TOPIC BASED IDEAS: explore pulse & beat of music through dinosaur movements/steps; assign different dinosaur characters different instruments; explore dinosaur sounds

Physical

SPRING 1 SKILLS: Game Skills

SPRING 2 SKILLS: Orientation

TOPIC BASED IDEAS: dinosaur stomp (book also); dinosaur movements; dinosaur hunt e.g. following footprints; den making

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Communication

Cognition

Community

Physical, Personal Health and Well Being

Life Skills

Individual Programmes

Music Therapy

Scerts programmes / Emotional Regulation Plans

SI programmes

SALT programmes

Hydrotherapy

Physiotherapy

Positive Looking / Positive Eye Programmes

Communication Journeys

Daily Routines

Curriculum Fundamental Strands

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

Hatching Eggs

What do we need to survive?
Evolution / Extinction

Design/Food Technology

Design & make fossil biscuits, fruit dinosaur, dino-sandwiches

Make playdough dinosaur eggs

Art

COLOUR & LINE: cave drawings—use different tools to draw with, explore effects of these tools

COLLAGE & TEXTURE: use materials to make woolly mammoths, lizards etc.

PRINTING & PATTERN: use clay to make fossils & footprints to print & make patterns with

DIGITAL ART: take photographs of different types of dinosaurs from books—cut out & stick back together to make a new dinosaur

Humanities

THE LIFE & TIMES OF DINOSAURS: explore Jurassic age/prehistoric times; explore the environments they lived in, e.g. volcanos erupting

Drama

Dress up as dinosaurs

Act/move like dinosaurs

Act out dinosaur book

Link to communication—reading & writing: sensory stories

R.E.

GENERAL FOCUS: special books

CELEBRATONS: Mother's Day & Easter