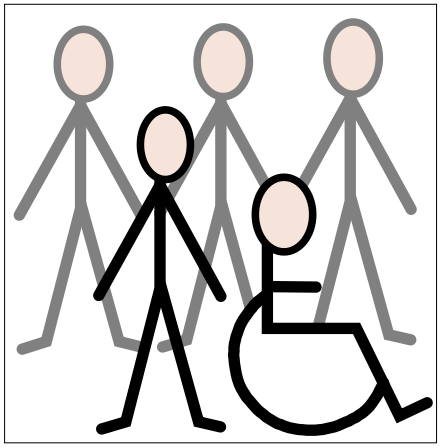
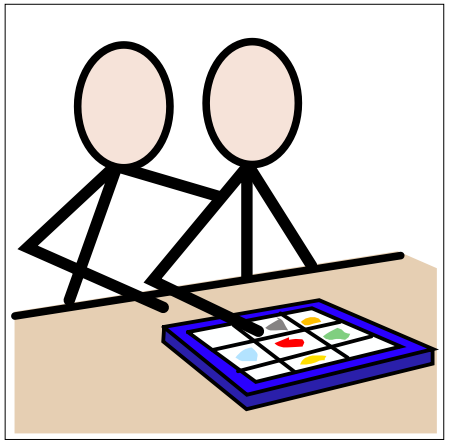
Kingsland School

Long Term Planning - CLDD

Lower School Summer Term—Year 3







People Who Help Us

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

Communication | Cognition | Community | Physical, Personal Health and Well Being | Life Skills

Communication

STORY: picture book story

POETRY: alliterative poetry

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name family members, friends, people who help us (medical, police, fire brigade); engage in small-world play, develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will experience & explore TACPAC activities in order to learn how to:

-build up friendships with peers through activities

-make choices about who to work with

-explore props & activities with familiar/trusted adults

-explore properties of sensory materials

-indicate likes/dislikes

-explore how items can make us feel

-engage with activities alongside other peers

-explore who can help them & how

Link to: British Values, Safety & SRE (choices)

Incorporate: Play (see Scheme of Work)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore toy animals of different sizes; discuss 'big' & 'small' animals; celebrate key dates in class; explore height/hand span/foot size of self & others to familiarise with role of nurses, doctors, dentists etc.

BULBS & SEEDS

Observe & Explore:

-how seeds & bulbs grow into mature plants

-the life cycle of a seed

FINDING A PURPOSE: use technology to share ideas (e.g. a switch to respond in a group song) & to make things happen (e.g. a switch to control a toy)

CREATING & SHARING INFORMATION: use a range of digital devices for different reasons

<u>Link to whole curriculum:</u>

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: listen to music from other cultures/ TV tunes; explore sound effects linked to the emergency services—incorporate instruments & create own composition

Physical

SUMMER 1 SKILLS: Team Sports

SUMMER 2 SKILLS: Athletics

TOPIC BASED IDEAS: playground games e.g. cops & robbers, sing songs such as 'London's Burning' & play ball games in time to the song

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



Individual Programmes

Music Therapy

SCERTS programmes / Emotional Regulation Plans

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

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

Communication | **Cognition** | **Community** | **Physical, Personal Health and Well Being** | **Life Skills**

Project Based Learning

Science

N/A

Design/Food Technology

Create 'thank you' cards for people who help us—family, friends, school nurses etc.

Link to Art

Art

COLOUR & LINE: paint & draw pictures of people who help us; draw around each other on large paper & 'decorate' each other as people who help us, e.g. policeman, fireman etc.

3D WORK: make 3D objects associated with people who help us, e.g. a crossing control sign, a stethoscope, a police car; make puppets of people who help us

COLLAGE & TEXTURE: use collage & texture to decorate pictures of people who help us

PRINTING & PATTERN: use symbols associated with people who help us to print a pattern, e.g. the red cross

DIGITAL ART: dress up as people who help us & take photographs of each other; make a class book

Humanities

PEOPLE WHO HELP US IN DIFFERENT WAYS & PLACES: celebrate our class, our school, our family, our friends; take a trip to the local police/fire/ambulance station; invite people who help us into school

Drama

Role play how to ask for 'help' & how to contact the emergency services (if appropriate)

Role play what the emergency services do, e.g. what does a policeman look like, what does he wear, what does he drive

Enterprise

Make & sell crafts from around the world

R.E.

GENERAL FOCUS: beliefs (Islam)

CELEBRATIONS: Father's Day