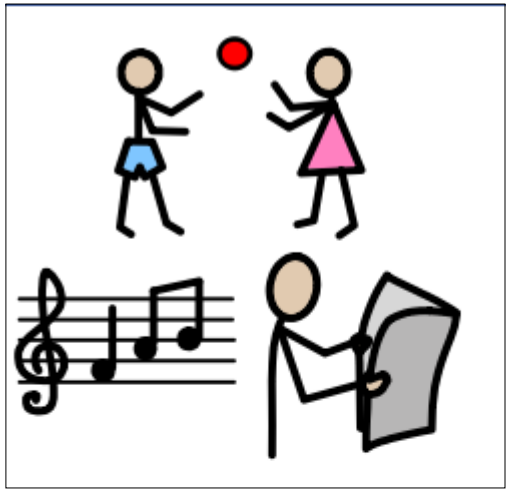
Kingsland School

Long Term Planning - CLDD

Lower School Autumn Term—Year 3







Recreation & Leisure

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

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

Communication

STORY: story from another country

POETRY: action songs & rhymes

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name objects/toys, engage in small-world play, develop object/ symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will learn about themselves, their choices & their 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

-recognise baby animals when given a choice

-recognise themselves & familiar others

Link to: British Values

Incorporate: Play (see Scheme of Work)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore time in relation to own life, e.g. experience & respond to routine and key events/dates, sequence events in a day/week; explore time of the year such as the season; 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'

GEOMETRY: explore position, direction & movement in relation to selves & others as part of physical activities, events & hobbies

Link to Maths Schemas according to pupil motivators & strengths

SEASONAL CHANGES

Observe & Explore:

-weather associated with the seasons

-changes across the four seasons

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

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: listen to music involving toy sounds or sound effects; compose toy 'sound stories' and singing-based

Physical

AUTUMN 1 SKILLS: Gymnastics

AUTUMN 2 SKILLS: Dance

TOPIC BASED IDEAS: explore games & sports from different times & cultures, i.e. what kinds of toys/games did Victorian children play with? What kinds of playground games to children in African schools play?

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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

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Project Based Learning

Science

N/A

Design/Food Technology

Design & make a toy that is based on pupil interests, e.g. a toy that bounces, a toy that makes a sound etc.

Art

COLOUR & LINE: draw/paint pictures of favourite leisure activities

COLLAGE & TEXTURE: use magazine/ newspaper cut outs to make a collage of games & hobbies; make a collage of a new game!

PRINTING & PATTERN: make patterns using leisure equipment, e.g. roll cars through paint, bounce balls in paint & then bounce on paper

DIGITAL ART: take photos of favourite leisure activities—make a class book

Humanities

OUR LOCAL AREA & COMMUNITY: explore different areas within & outside of school (including cross-site visits); explore local sites

Drama

Explore our favourite TV shows & films -dress up, recreate, make props etc.

R.E.

GENERAL FOCUS: Harvest

CELEBRATIONS: Christmas