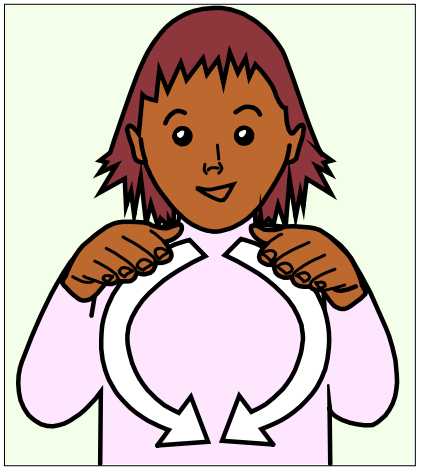
Kingsland School

Long Term Planning - CLDD

Lower School Spring Term—Year 3





The World Around Us

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

Communication | Cognition | Community | Physical, Personal Health and | 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 modes of transport, identify/name foods from other countries, develop object/symbol/ word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore cultural mindfulness in order to learn how to:

-identify likes and how they make pupils feel

- explore sensory objects from different cultures

- 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 items can make us feel

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

-participate in physical activities and how they make pupils feel

-make choices which promote mental and physical wellbeing

-explore the role of friendships in mental wellbeing

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

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

Incorporate: Play (see Scheme of Work)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore & measure size & length; 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

THE WORLD AROUND US

Observe & Explore:

-different foods as part of a health diet & different types of physical activity

-find out about the basic needs of animals, including humans, for survival (food, water, air)

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 folk music; compose everyday sound stories (e.g. using an IPAD sampler)

Physical

SPRING 1 SKILLS: Game Skills

SPRING 2 SKILLS: Orientation

TOPIC BASED IDEAS: games we can play in different weathers; orienteering in different conditions e.g. light/dark places, dry/wet places etc.

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

Project Based Learning

Science

EVERYDAY MATERIALS:

Explore—materials & their use; feely tubs 'what is in the tub?'

Name—different materials

Sort—materials by their properties

Describe—materials & their properties

Design/Food Technology

Make a recipe from another country—use different ingredients, discuss taste/texture etc.

Design a new recipe inspired by this country & invite other classes/staff to a tasting session

Art

COLOUR & LINE: paint & draw pictures of anything from our environment, including natural & manmade objects

3D WORK: junk model objects that represent our environment, e.g. animal houses & habitats using natural materials, bird feeders, houses using carboard boxes, make mobiles for outdoors

COLLAGE & TEXTURE: collage pictures of places & environments using a range of materials

PRINTING & PATTERN: copy & recreate patterns from the environment; make repeating patterns using objects from the world around us

DIGITAL ART: take photos of our environment, put together to make an atlas; recreate places photographed

Humanities

COMPARING ENVIRONMENTS: compare inland/coast environments, compare climates, compare how to get around etc.

LEARN ABOUT DIFFERENT CULTURES: language, food, custom & tradition, clothes, sports etc.

Drama

Role play going on holiday—planning the trip, packing a bag, going to the station/airport etc.

Discuss different types of holiday (camping, caravan, hotel) & act out being on a holiday

R.E.

GENERAL FOCUS: being around others & being part of a community— caring, belonging & welcoming

CELEBRATIONS: Easter & Mother's Day