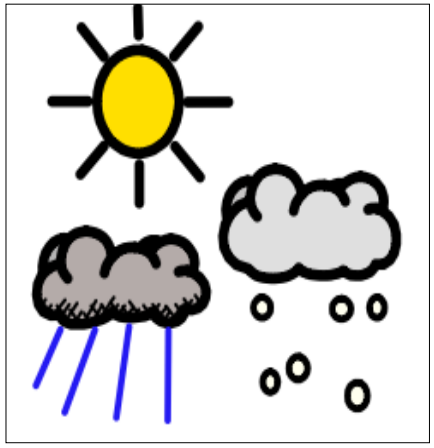
Kingsland School

Long Term Planning - CLDD

Lower School Spring Term—Year 2





Weather

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

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

Communication

STORY: simple modern story

POETRY: humorous or fun poems

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. identify types of weather, replicate weather-related sounds, develop object/ symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore sensory environments (fabrics, materials, food & music) in order to learn how to:

- identify their 'likes' & how these make them feel

- say 'stop'/ 'no' if they do not like an activity & communicate options/make alternative choices if they are unhappy

- visit a range of environments, explore items from specific environments & explore how different environments make them feel

- explore 'mindful' activities which support them to understand how they feel

- participate in physical activities & explore how these make them feel

- make choices which promote their mental and physical wellbeing, as well as explore the role of friendships as part of their own mental wellbeing

- make choices to help keep them safe, to recognise what they can do to keep safe & who they can tell things to/who they can trust

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

Incorporate: Play (see Scheme of Work)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore temperate & capacity

GEOMETRY: explore patterns & sequences using art-based materials, objects & sounds; explore the position, direction & movement of people & objects

Link to Maths Schemas according to pupil motivators & strengths

SEASONAL CHANGES

Observe & explore:

- weather associated with the seasons

- changes across the four seasons

FOLLOWING INSTRUCTIONS: follow a single instruction to operate appropriate digital devices

MAKING CHOICES: explore content, options within apps, on-screen cues

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 (music with one instrument and/or a small group) & composing (sound stories about the weather)

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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Project Based Learning

Drama

ROLE PLAY: dress up for different types of weather; play in different types of weather, sing songs associated with different types of weather

Link to communication—

Science

LIGHT & SOUND: experience the concepts of -

light/dark & day/night; light & weather e.g. storm clouds are 'dark'; space, UV mark making & glow in the dark; artificial light e.g. light bulbs., torches

different types of sounds e.g. inside & outside 'sound walk'; matching sounds; making different kinds of sound e.g. fast/slow & high/low; changing sound e.g. use of microphone

Design/Food Technology

Design & make a rainmaker or windchime

Make & pack a picnic

Humanities

CLIMATES & WEATHER AROUND THE WORLD: explore the weather in different places around the world e.g. hot/cold places, dry/wet places; explore extreme environments & weather e.g. desert, rainforest; explore weather/natural events from around the world e.g. tornados, floods, earthquakes

Art

COLOUR & LINE: pour paint or dye into ice cube trays; use straws to 'blow' paint in the wind; 'flick' or 'drip' paint to make rain pictures

3D WORK: make rainmakers; use scrunched-up newspaper secured with masking tape to make clouds—cover with Modroc or cotton wool

COLLAGE & TEXTURE: use magazines/newspapers to find different colours & glue together to make a rainbow/sun/storm collage

PRINTING & PATTERN: roller blue paint onto bubble wrap & use it to print rain drop pictures; make multi coloured hand prints with paint and use them to create a rainbow; foot printing patterns with wellies and paint

R.E.

GENERAL FOCUS: Celebrations

CELEBRATONS: Mother's Day & Easter