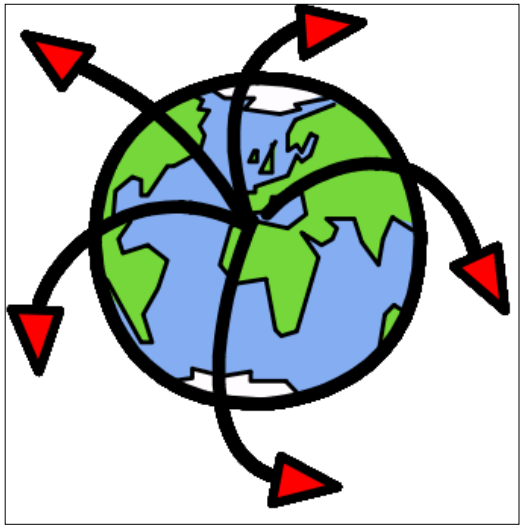
Kingsland School

Long Term Planning - CLDD

Upper School Spring Term—Year 3



All Around The World

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

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

Communication

STORY: fable or parable

POETRY: different styles of poetry—rhyming couplets

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name places, name forms of transport, develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will explore the theme of friendship in order to learn how to:

-follow simple rules

-work with a range of peers and in different sized groups

-identify preferred peers and will acknowledge them

-negotiate, turn take and share with peers

-make choices about who they wish to work with

-build positive relationships with others

-adapt their behaviour when they no longer wish to join in an activity

-will work alongside a peer to retell a familiar story

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

Cognition

NUMBER: ongoing focus

MEASUREMENT: become familiar with key vocabulary linked to daily routine e.g. now, next, today, tomorrow etc; develop awareness of daily routine & key events within this which are important for staying healthy, e.g. washing hands, eating lunch, play time etc; sequence events & make plans

GEOMETRY: compare & classify shapes; explore properties of 2D & 3D shapes; identify a range of lines; explore the concept of symmetry

Link to Maths Schemas according to pupil motivators & strengths

PLANTS (trees)

Observe & Explore:

- the functions of different parts of a tree: roots, stem/trunk, leaves and flowers/seeds

- the way in which water is transported within plants

Computing

TAKING CONTROL: use a program that accomplishes a specific goal

CONTROLLING DEVICES: select & use a variety of software on a range of digital devices to explore a range of programs, systems & content

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: listen to music from other cultures & compose music in the style of other cultures e.g. African drumming music, Samba music, Aborigine music etc.

Physical

SPRING 1 SKILLS: Game Skills

SPRING 2 SKILLS: Orientation

TOPIC BASED IDEAS: games/ sports from around the world

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Communication

Cognition

Community

Physical, Personal Health & Wellbeing

Life Skills

Individual Programmes

Music Therapy

Scerts programmes

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

LIGHT:

explore - light/dark; night/day; types of weather – light or dark; torches in dark spaces; glow in the dark materials & UV light e.g. UV mark making; the sun & how to stay safe in the sun in hot places, e.g. suncream, sunglasses etc.

SOUND:

explore — sound shakers; sound walks & sounds in different environments (e.g. in-door/outdoor, school/home) - what's that sound?; loud/quiet sounds; fast/slow sounds

Design/Food Technology

Research about products from around the world, including items which are specific to a culture & re-create

Link to Enterprise

Humanities

WORLDWIDE TRAVEL: investigate different forms of transport; experience rural & urban environments; experience sea & land; experience climates; experience food from around the world; explore sounds of different languages

WORLDWIDE HISTORY: link to a specific country (e.g. Australian Aborigines—art & dance)

Art

COLOUR & LINE: look at/draw/paint a range of different landscapes from around the world—focus on colour (e.g. white for polar, yellow for desert) & line (e.g. mountains, trees, oceans)

3D WORK: make a globe & decorate with countries; junk model famous landmarks from around the world

COLLAGE & TEXTURE: collage places, landmarks & geographical features—use texture e.g. sand

PRINTING & PATTERN: use country shapes & key features from countries (e.g. landmarks, mountains etc.) to print with; look at patterns on flags & re-create through printing; print a new flag design

DIGITIAL ART: recreate famous landmarks from around the world, photograph and collate together to make an atlas

Enterprise

Make & sell crafts from around the world

Drama

Experience the re-telling of stories/ plays/folktales from specific cultures

Experience films & plays from a specific country

R.E.

GENERAL FOCUS: sacred places around the world & special buildings

CELEBRATIONS: Easter & Mother's Day