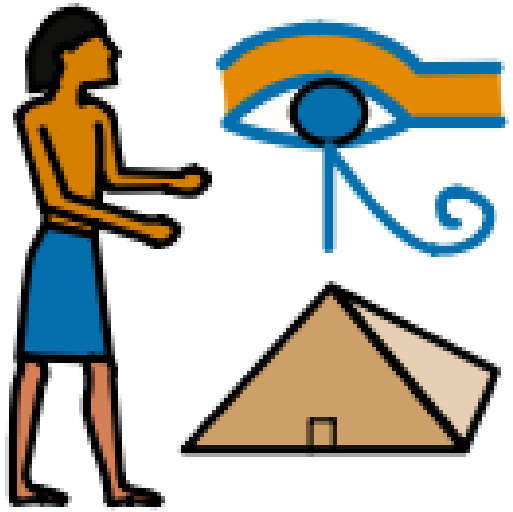
Kingsland School

Long Term Planning - CLDD

Upper School Summer Term—Year 1



Ancient Egypt

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

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

Communication

STORY: historical story

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 animals, replicate sounds they make, develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will experience & explore activities involving cause & effect in order to learn how to:

-create an effect using a range of actions & equipment

-make consistent choices using cause & effect equipment

-demonstrate dislikes (by turning away, making vocalisations) & demonstrate that they can stop the activity

-recognise & respond to instructions to 'stop' and 'go'

-manage risky behaviour (not getting too close to the edge or jumping from a height etc)

Link to: SRE (making choices) & Safety (Keeping Safe & Likes/Dislikes)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore & measure lengths, mass, volume/capacity; explore 2D shapes

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

LIVING THINGS & THEIR HABITATS

Observe & Explore:

-the life cycles of different mammals, including amphibians, insects & birds

DATA/INFORMATION: experience, explore & use of range of software to as part of everyday learning

MY OWN WORK: use a range of digital resources & media for different purposes; combine different media

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: explore Egyptian sounds e.g. 'exotic' sounds/ pentatonic scales; study use of music in ancient & current Egypt e.g. music as part of daily life/rituals. snake charmers; study Egyptian instruments—recreate designs & sounds, find instruments in school which sound similar or objects that can be used to make similar sounds

Physical

SUMMER 1 SKILLS: Team Sports

SUMMER 2 SKILLS: Athletics (including sports day)

TOPIC BASED IDEAS: history of the Olympics / ancient sports & games

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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

N/A

Design/Food Technology

Make pyramids/paper/jewellery

Link to Enterprise

Art

COLOUR & LINE: use children's photographs to make themselves into Pharaohs: decorate their photos using colours & patterns; take part in natural paper making: exploring natural dyes & pigments; pull string through paint onto paper to make snake patterns; paint along to snake charmer music

3D WORK: Modrock bandages: covering models/plastic bottles - links to mummification & canopic jars; make 3D pyramids using a range of 3D materials

COLLAGE & TEXTURE: Make Ancient Egyptian collars using paper plates; create patterns & textures on snake cut outs

PRINTING & PATTERN: repeated patterns & triangle shapes (links to pyramid shapes), square & rectangle shapes (links to brick shapes)

Humanities

ANCIENT EGYPT: the life & times of Ancient Egyptians

WORLDWIDE ENVIRONMENTS: landscapes & climates in different continents & countries—e.g. deserts

Drama

Sensory story—'walk like an Egyptian!'

Sensory story—Aeroplane to Egypt

Movement in drama: pattern

Enterprise

Design & sell challenge: ancient Egyptian jewellery

R.E.

GENERAL FOCUS: Families in different communities e.g. Muslim & Christian families

CELEBRATIONS: Father's Day