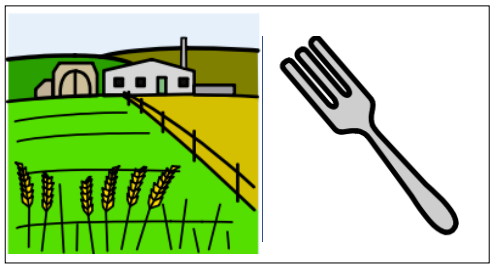
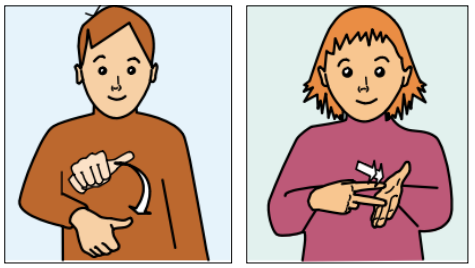
Kingsland School

Long Term Planning - CLDD

Upper School Autumn Term—Year 2





From Farm to Fork

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

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

Communication

STORY: play from our literacy heritage

POETRY: poem by a modern author

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 explore moving to music & responding to the resonance board in order to learn how to:

-Make healthy lifestyle choices (food/activity)

-participate in a range of activities which promote healthy lifestyle and a range of movements

-identify music which makes them feel happy using the resonance board

-locate preferred activities/items which promote mental wellbeing

-demonstrate signs that moving to music is making them feel happy

-explore a range of props linked to music/topic in rhythm to music

Link to: SRE (physical & mental wellbeing)

Cognition

NUMBER: ongoing focus

MEASUREMENT: explore mass/weight of food and volume/capacity of liquids; experience time when cooking food; 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; 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'

Link to Maths Schemas according to pupil motivators & strengths

SEASONAL CHANGES

Observe & Explore:

-weather associated with the seasons

-changes across the four seasons

CREATING INSTRUCTIONS: develop an awareness of cause & effect and/or recall a single instruction or more than one instruction in order to control a digital device

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 folk music & compose songs about food

Physical

AUTUMN 1 SKILLS: Gymnastics

AUTUMN 2 SKILLS: Dance

TOPIC BASED IDEAS: physical skills used on a farm, e.g. rolling barrels of hay

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

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

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

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

Project Based Learning

Science

STATES OF MATTER & CHANGES:

Explore—changing the state of food, e.g. freezing, melting (using different sources of heat) & boiling; cooking food in different ways e.g. cooking eggs

Design/Food Technology

Make & taste food made using natural ingredients; experience heating/melting/cooling foods

Link to Enterprise

Humanities

FOOD IN OUR COMMUNITY: experience life on a farm; visit a farm/garden centre/nursery; grow food (vegetables, fruits, herbs) & cook using this food

Art

COLOUR & LINE: look at pictures of farms & animals—respond

3D WORK: junk model different animals & vegetables

COLLAGE & TEXTURE: tear paper from magazines to make a plate of food; use different textures & materials to collage animals

PRINTING & PATTERN: print patterns with different fruit & vegetables

Enterprise

Plan & host a feast for another class/parents/governors

Drama

N/A

R.E.

GENERAL FOCUS: weddings - special food & clothes for special occasions (weddings from different cultures)

CELEBRATIONS: Christmas