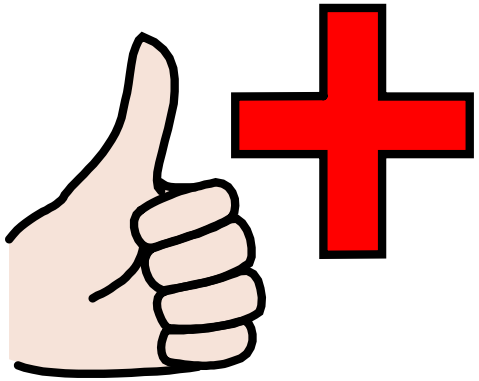
Kingsland School

Long Term Planning—CLDD

Upper School Autumn Term—Year 1



Healthy Me

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

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

Communication

STORY: Story or Play from Our Literacy Heritage

POETRY: poem by significant author

NON-FICTION: cross-curricular opportunities for pupils to develop their vocabulary at an appropriate level, e.g. name key members of my family/staff/friends, name healthy foods, develop object/symbol/word recognition both verbally & visually (where appropriate)

PSED

Pupils will experience & explore activities involving moving to music 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

-locate preferred activities/items which promote mental wellbeing

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

Link to: SRE (physical & mental wellbeing)

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; 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

PLANTS

Observe & Explore:

- a variety of common plants including; garden plants, wild plants and deciduous & evergreen trees

- the functions of different parts of flowering plant: roots, stem/trunk, leaves & flowers

- the requirements of plants for life & growth (air, light, water, nutrients from soil and room to grow)

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

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 different tempi/best to keep fit to; music for wellbeing / relaxation) & composing (own music to keep fit to)

Physical

AUTUMN 1 SKILLS: Gymnastics

AUTUMN 2 SKILLS: Dance

TOPIC BASED IDEAS: warming up my body; healthy routines & habits

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

Communication

Cognition

Community

Physical, Personal Health and Well Being

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 and Well Being** | **Life Skills**

Project Based Learning

Science

N/A

Design/Food Technology

Make healthy snacks/drinks

Link to Enterprise

Humanities

MY ENVIRONMENT: learn to explore my environment (as independently as possible); make choices within my environment; keep myself safe within different environments (home, school, indoor & outdoor); keep myself safe in the local community (crossing roads, putting on my seatbelt, stranger danger etc.)

Art

COLOUR & LINE: paint - observation/ still life of fruit & vegetables

3D WORK: 3D sculpting of fruit & vegetables sponge/paper mache/mod rock; make a healthy meal/3D veg/fruit

COLLAGE & TEXTURE: collage - make a healthy plate of food; colour collage using fruit

PRINTING & PATTERN: print with fruits & vegetables

Drama

Act out stories that promote healthy living, e.g. cooking, sports etc.

Role play / dress up as sports personalities

Enterprise

Prepare food for different events e.g. class events; picnics for class trips; Governor visits; Christmas buffet

Link to Design/Food Technology

R.E.

GENERAL FOCUS: Special Books e.g. Torah, Bible etc and Families & Traditions e.g. Jewish & Muslim families

CELEBRATIONS: Christmas