

Keelman’s Way School

Week 1	Week 2	Week 3
<p>Science: L.A: children will be looking at the objects in front of them. They will be encouraged to put all the 'cars' in one pile and all the 'spoons' into the other pile.</p> <p>MA: children will be looking at the objects in front of them and will be introduced to the terms 'hard' and 'shiny'. They will then be encouraged to look at the objects and sort them into groups. They will be challenged with objects that fit into both categories and will be shown how to do this.</p> <p>ICT: L.A: children will be supported in holding the sound bar. They will listen to the nursery rhyme and will be supported in pressing a sound when prompted.</p> <p>MA: children will be encouraged to listen to the nursery rhyme. They will be asked to think of a sound that could accompany the nursery rhyme. They will then be asked to add their sound at the correct part of the nursery rhyme.</p> <p>PSD: LA: children will be supported in looking at the symbols of the two objects. They will then be encouraged to choose from the two objects.</p> <p>MA: children will be encouraged to look at the objects in front of them. They will be asked to think about the suitability of each object for different people in the class and also the unsuitability.</p> <p>History: LA: children will be supported in looking at the photos in front of them. They will be supported in finding their own photograph. They will then be shown a young picture of themselves and</p>	<p>Science: L.A: children will be looking at another set of objects in front of them. They will be encouraged to put all the 'apples' in one pile and all the 'boats' into the other pile.</p> <p>MA: children will be looking at the objects that are in front of them. They will be asked to try and find objects using two types of criteria such as 'the hard, shiny thing.'</p> <p>ICT: L.A: Children will be supported in holding the musical instrument. They will then be encouraged to listen to the song and then use the musical instrument to add sound.</p> <p>MA: Children will be encouraged to listen to the song. They will then explore the musical instruments and will the sounds they can make. They will then add their own sounds when the correct part arrives.</p> <p>PSD: LA: children will be encouraged to look at the objects. They will be supported in following through a negative choice. They will then be helped with identifying the consequence to their choice.</p> <p>MA: children will be asked to make a choice. They will be guided to follow through the negative aspect of their choice. They will then look at the consequences of making a negative choice.</p> <p>History: LA: children will be supported in looking at the pictures of the outside of their house and another. They will be helped to find their own house from the picture.</p> <p>MA: children will be encouraged to look at the pictures of the houses. They will be asked to find all of the similarities between the houses.</p>	<p>Science: L.A: children will be encouraged to explore the materials in front of them. They will be told that the objects are 'metal' etc.</p> <p>MA: children will be looking at the objects that are in front of them. They will be introduced to the terms 'metal, plastic, wood, paper, rock and glass'. They will be encouraged to look at the objects and then sort them into these groups.</p> <p>ICT: L.A: Children will be supported in looking at the sound switch. They will be supported in holding down the switch when the sound is played. They will then be helped in playing the sound back.</p> <p>MA: Children will be encouraged to look at the iPad. They will be shown how to record sound using the iPad. They will then listen to the sound and will then record it. They will then listen to the sound they recorded.</p> <p>PSD: LA: children will be encouraged to participate in the 'pass the parcel' game. They will be supported in following the rules for the game.</p> <p>MA: children will be shown the 'pass the parcel' game. They will be asked what the rules are that we need to follow. They will then help to create the rules and then follow them.</p> <p>History: LA: children will be supported in looking at the instruments that were commonly used in the past. They will be supported in holding the instruments and then making some sounds on them.</p> <p>MA: children will be looking at the different instruments that were used in the past. They will be encouraged to play the instruments and recall the</p>

<p>will be encouraged to find their picture. MA: children will be encouraged to look at the pictures of them. They will be asked to find the picture that was taken of then recently. They will then be asked to find the picture that was taken a long time ago.</p>		<p>names of the instruments. They will then listen to some music and identify the instruments that were used.</p>
<h2>Topic: Workers</h2>		
<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p>Science: L.A: children will be encouraged to explore the kitchen items. They will be encouraged to feel the items and then fill and empty them. MA: children will be encouraged to look at the objects associated with the kitchen. They will be asked to discuss what material they are made of and why they think this material was used. ICT: L.A: children will be encouraged to make a simple music score with help. They will then be supported in holding down the switch to record their music. MA: children will be encouraged to make a simple score using the software. They will then use the IPod to record their music score. PSD: LA: children will be encouraged to follow some of the school rules that exist. They will participate in a role play of what could happen if we don't follow the rules. MA: children will identify some rules that we follow in school. They will then explore a role play of someone breaking the rules. They will be encouraged to talk about the consequences of breaking the rules. History: LA: children will be supported in looking at the two rooms. They will then be shown a symbol</p>	<p>Science: L.A: children will be encouraged to explore the 'natural' materials. They will then be introduced to 'man made materials' and will be encouraged to explore them. MA: children will be encouraged to look at the materials that are in front of them. They will be introduced to the term 'natural' and 'man-made' and will be asked to sort them. ICT: L.A: Children will be supported in looking at the objects. They will be given two choices of sounds and will be asked to record a sound to go with that object. MA: Children will be encouraged to look at the picture of the object. They will be shown how to record a sound for that object. They will then record the sound. PSD: LA: children will be supported in identifying items that need to be added to our class rules for snack time. MA: children will be asked to think about what rules we need to follow during snack time. They will then be supported in creating a list of rules for snack time for us all to follow. History: LA: children will be supported in exploring the materials that houses are made from. They will</p>	<p>Science: L.A: children will be supported in exploring the materials. They will be encouraged to put the objects into the water to see if they float or sink. MA: children will be encouraged to look at the objects that are in front of them. They will be asked to make a prediction about which objects will float or sink. They will then carry out the investigation to see if their predictions were correct or not. ICT: L.A: Children will be supported in looking at the objects. They will be given two choices of sounds and will be supported in importing a sound to go with that object. MA: Children will be encouraged to look at the picture of the object. They will be shown how to import a sound for that object. They will then import sounds for the objects. PSD: LA: children will be encouraged to look at the rules that exist in society. They will be supported in following these rules. MA: children will be looking at things in society that have rules. They will be guided into the consequences of someone who does not follow the rules of society.</p>

Half termly skills curriculum plan

Yellow Class

Autumn term 2 -2018/19

<p>and will be guided into finding that room. MA: children will be encouraged to look at the different photographs of the rooms. They will then be asked to find all of one type of room. This will then be repeated with the other room types.</p>	<p>be shown symbols to support each types of material.. MA: children will be encouraged to look at some of the houses around the school field. They will discuss the features of the houses. They will then identify the types of materials used for the house.</p>	<p>History: LA: children will be supported in exploring the objects associated with the 'old' house. They will then copy the name of the object or identify the object from a symbol. MA: children will be encouraged to look at the 'old' room. They will then be asked to think about the objects in the room that are missing from their houses. They will then create a list of these items.</p>
<p style="text-align: center;">Week 1</p>	<p style="text-align: center;">Week 2</p>	<p style="text-align: center;">Week 3</p>
<p>R.E: LA: children will be supported in identifying people that are in their home. They will select pictures of people in their homes or symbols. MA: children will be encouraged to think of the different communities that they are involved with. They will then add their picture to these communities and discuss others who are in this. P.E: Group 1: Action - Work card 1. Group 2: Balance-Work card 3. Group 3: Coordination-Work card 13 D.T: L.A: children will be supported in looking at the musical instruments. They will explore how to play the instruments and the materials that they are made from. M.A: children will be looking at the range of instruments. They will be exploring the materials that they are made of and how they are constructed. Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture.</p>	<p>R.E: L.A: children will be encouraged to participate in the sensory approach to the feeding the 5000 story. They will then identify symbols to show Jesus cared. MA: children will be exploring the feeding the 5000 story. They will then discuss how Jesus was caring for the community and will write or identify symbols to show this. P.E: Group 1: Action - Work card 2. Group 2: Balance-Work card 4. Group 3: Coordination-Work card 16 D.T: L.A: children will be supported in looking at the range of materials and deciding which one will be the best for their instrument. M.A: children will be looking at the range of materials and will be deciding which ones they Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture. Art: L.A: will be supported in creating a piece of artwork using the materials provided.</p>	<p>R.E: L.A: children will be encouraged to 'help an adult. They will be shown the sign and symbol for help and will be supported in following this. M.A: children will be looking at pictures of people who are helping people and those who are not. They will be encouraged to talk about who is helping and who is not and possibly why. P.E: Group 1: Action - Work card 5. Group 2: Balance-Work card 7. Group 3: Coordination-Work card 17 D.T: L.A: children will be supported in putting the materials together to make their musical instrument. M.A: children will use the resources to combine the materials together to make their musical instruments. Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture. Art: L.A: will be supported in creating a piece of artwork using the materials provided.</p>

<p>Art: L.A: will be supported in creating a piece of artwork using the materials provided. M.A: will use the tools and techniques to create a piece of artwork using the materials provided.</p>	<p>M.A: will use the tools and techniques to create a piece of artwork using the materials provided.</p>	<p>M.A: will use the tools and techniques to create a piece of artwork using the materials provided.</p>
<h2>Topic: Workers.</h2>		
<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p>R.E: L.A: children will be supported in looking at the body parts they could use to be helpful. They will be shown a symbol for a part of their body and will be encouraged to find it. MA: children will be encouraged to look at body parts that could be used to be helpful. They will then be thinking about how they could use that body part to be helpful. P.E: Group 1: Action - Work card 14. Group 2: Balance-Work card 10. Group 3: Coordination-Work card 18 D.T: L.A: children will be supported in looking at the instrument that they started in the previous lesson and will add some other elements. M.A: children will look at the instrument that they started in the previous lesson and will add some other elements. Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture. Art: L.A: will be supported in creating a piece of artwork using the materials provided.</p>	<p>R.E: L.A: children will be supported in looking at two pictures of people who could help them in the community. They will then be asked or shown a symbol and then supported in finding a person. M.A: children will be encouraged to look at people in the community that could help them. They will then be talking about how that person could help them. P.E: Group 1: Action - Work card 15. Group 2: Balance-Work card 11. Group 3: Coordination-Work card 19 D.T: L.A: children will be encouraged to add finishing touches to their musical instrument. M.A: children will be adding finishing touches to their musical instruments. They will look for a high quality finish to their product. Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture. Art: L.A: will be supported in creating a piece of artwork using the materials provided. M.A: will use the tools and techniques to create a</p>	<p>R.E: L.A: children will be supported in visiting the 'Hebburn Helps' community project. They will be assisted in looking at the things that are there that people can get help with. M.A: children will be encouraged to look at the 'Hebburn Helps' community project. They will then identify ways people can get help from the project. P.E: Group 1: Action - Work card 15. Group 2: Balance-Work card 12. Group 3: Coordination-Work card 20 D.T: L.A: children will be encouraged to play their musical instrument. They will then be supported in evaluating their own instrument. M.A: children will be evaluating their final product and then will be evaluating the work of others. Music: L.A: will be supported in exploring the instruments. They will then be supported in playing the instrument as a sound track to the video/picture. MA: will be encouraged to explore the instruments. They will play the instrument as a sound track to the video/picture. Art: L.A: will be supported in creating a piece of artwork using the materials provided. M.A: will use the tools and techniques to create a piece of artwork using the materials provided.</p>

Half termly skills curriculum plan

Yellow Class

Autumn term 2 -2018/19

<p>M.A: will use the tools and techniques to create a piece of artwork using the materials provided.</p>	<p>piece of artwork using the materials provided.</p>	
---	---	--