

Keelman’s Way School

Literacy	Maths	Science	ICT	RSHE
<p>Text types: Fiction: Diary of a fly</p> <p>Poetry: Mini who?</p> <p>Non-fiction: Something new in the forest Whale watching Fantastic insects</p> <p>Writing: Create diary extract from the point of view of a fly. Produce a fact file for a minibeast.</p> <p>Looking at using the correct structure, language choice, tech vocab.</p>	<p>Counting numbers. Reading numbers. Writing numbers. Number rhymes. Adding one more... Taking one away... Weight 2D shapes Counting and properties of numbers. Comparing numbers. Writing numbers. Rounding numbers. Adding and subtracting numbers Mental maths. Weight 2D/3D shapes names. Creating tables and graphs. Comparing tables and graphs.</p>	<p>(Eq- 3.2c- Living things and their environment) Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> <li>• Habitat and environment variations</li> <li>• Animals adaptations to environmental changes in their habitats</li> <li>• Food chains</li> <li>• Animals adaptations as predators and prey</li> </ul>	<p>(Eq-3.3d-Introduction to multimedia tools) Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Use a variety of ICT tools to obtain pictures</li> <li>• Put pictures into a multimedia program</li> <li>• Add sound effects to their pictures.</li> </ul>	<p><i>The World we live in</i></p> <ul style="list-style-type: none"> <li>• Recognise what we all have in common, despite differences.</li> <li>• Identify some of the different kinds of rights and responsibilities we have in and outside school.</li> <li>• Describe simple steps to take to check if something we see online is trustworthy.</li> <li>• Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</li> <li>• Identify our aspirations for adult life.</li> </ul>
<b>Topic: Minibeasts and their habitats.</b>				
Humanities ( RE History Geography )	Sensory Activities	Physical Education and Development	Design Technology	Creativity (Art and Music)

	Linked to other areas of the curriculum.			
<p>(Eq-3.6-Can the Earth cope?) Pupils should:</p> <ul style="list-style-type: none"> <li>• Explore volcanoes</li> <li>• Explore earthquakes</li> <li>• Explore changes in the environment.</li> </ul> <p>R.E: (Eq-3.7.6-What can religious stories teach us about good and bad?)</p> <ul style="list-style-type: none"> <li>• to understand that good and evil exist in the world</li> <li>• to think about the way that stories teach us to do good</li> <li>• to reflect on how Christians believe you can change from bad to good</li> <li>• to consider how we can make life happier by doing good</li> </ul>	<p>All activities are designed to encourage a multisensory approach to include:</p> <ul style="list-style-type: none"> <li>• Little chatterboxes</li> <li>• Little maths chatterboxes.</li> <li>• Massage.</li> <li>• TACPAC</li> <li>• Exploring sensory materials.</li> <li>• Rebound</li> <li>• Hydro</li> <li>• Positioning</li> <li>• OT Swing.</li> </ul>	<p><b>Athletics</b></p> <p><b>Developing Skills</b> To experience and explore a range of athletic activities such as travelling, running, jumping and throwing.</p> <p><b>Selecting and Applying Skills, Tactics and Compositional Ideas</b> To develop the ability to travel, jump, and throw, with or without adult support.</p> <p><b>Knowledge and Understanding of Fitness and Health</b> To experience and learn the use of a warm up and cool down activity.</p> <p><b>Evaluating and Improving Performance</b> To observe, experience and adapt their own performance. v) play into space where the opponent isn't standing</p>	<p>(3.7.5-Snacks) Pupils should:</p> <ul style="list-style-type: none"> <li>• use simple prototypes and modelling to evaluate design ideas, incorporating good nutrition</li> <li>• use a range of cutting, shaping and mixing processes</li> <li>• use a variety of techniques to prepare and process foods</li> <li>• consider safety and hygiene when handling food.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• To listen and respond to music through movement.</li> <li>• To learn song lyrics.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.</li> </ul>