

<p align="center"><b>Literacy</b> Reading, Writing Speaking and listening</p>	<p align="center"><b>Maths</b> Counting and Properties of Number and Data Handling</p>	<p align="center"><b>RSHE</b> Changing and Growing</p>	<p align="center"><b>ICT</b> Strand: Data Handling</p>
<ul style="list-style-type: none"> <li>● To develop handwriting skills whilst writing about weekend news or completing pre handwriting activities.</li> <li>● To explore a variety of Roald Dahl stories to develop presentation of work.</li> <li>● To develop fine motor skills through a variety of activities such as ‘What’s in the Bag’</li> <li>● To develop speaking and listening skills through small group discussions and 1:1 activities.</li> <li>● Develop reading skills by following the appropriate reading scheme in a suitable format. i.e. Dockside or sensory story.</li> </ul>	<p><b>Counting and Properties of Number</b></p> <ul style="list-style-type: none"> <li>● To sing number rhymes</li> <li>● Writing numbers and improving formation</li> <li>● To experience adding on and finding a number of objects</li> <li>● To develop division and multiplication skills</li> <li>● To begin to halve numbers</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● To read tables and graphs</li> <li>● To create tables and graphs</li> <li>● To interact with appropriate resources linked to data handling including ICT</li> </ul>	<ul style="list-style-type: none"> <li>● Puberty - Describe the specific physical and emotional changes that happen during puberty.</li> <li>● Friendships - Describe what having or being a friend means.</li> <li>● Friendships - Recognise that friends do not always know what is best for each other.</li> <li>● Relationships and consent - Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</li> <li>● Healthy lifestyles - Describe how to take care of dental health.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect information- taking photographs using the iPad</li> <li>● Begin to sort, classify or group various objects</li> <li>● Sort and sequence objects on screen, iPad or interactive whiteboard.</li> <li>● Save, retrieve and print their work.</li> <li>● Develop mouse and keyboard skills.</li> <li>● Use new ICT programmes to support our learning.</li> <li>● To explore different ICT programmes.</li> </ul>

**Key Stage 3- Indigo 3 Summer 2**

<p align="center"><b>Science - Topic</b> <b>Growing Plan</b> Life Processes</p>	<p align="center"><b>Sensory Activities</b></p>	<p align="center"><b>Physical Education and Development</b> Cycling</p>	<p align="center"><b>Design Technology</b> Cookery</p>	<p align="center"><b>Art / Music</b></p>
<ul style="list-style-type: none"> <li>● To experience a range of sensory activities linked to Life Processes.</li> <li>● Life cycles and reproduction</li> <li>● What is a life cycle?</li> <li>● To complete a variety of activities in our school garde</li> <li>● What are the stages of a plant’s life cycle?</li> </ul>	<p>Sensory Art exploring a variety of materials.</p> <p>To explore various stories with interactive resources and sounds.</p> <p>Sensory Circuits with various lighting effects to a variety of relaxing music.</p> <p>Regular access to the sensory garden and other outdoor sensory resources.</p>	<ul style="list-style-type: none"> <li>● To increase gross motor skills and provide opportunities to increase strength through cycling and cricket.</li> <li>● To participate in a variety of sessions working on balance with the bikes in school.</li> <li>● To participate in a variety of cricket and ball skills both in school and on the school field.</li> <li>● Regular swimming sessions.</li> <li>● To participate in Sensory PE at an appropriate level.</li> <li>● To improve listening skills and build confidence whilst having fun both in school and in our outside spaces.</li> </ul>	<ul style="list-style-type: none"> <li>● To prepare my working area and myself as independently as possible.</li> <li>● To create a variety of items that can be used in a packed lunch.</li> <li>● To safely navigate my way around the kitchen and collect my resources</li> <li>● To follow a set of instructions in an appropriate format as independently as possible.</li> <li>● To practise: area cleaning, cutting, mixing, increasing independence when working.</li> </ul>	<ul style="list-style-type: none"> <li>● To explore photography as a form of art.</li> <li>● To create a piece of artwork linked to growing plants.</li> <li>● To explore mixing colours both independently and with support.</li> <li>● To participate in a variety of musical lessons in and out of the classroom setting.</li> <li>● To experience music for enjoyment and personal well being daily - Wake up Shake up</li> </ul>