

Term: (Autumn 2)
Class: KS4 Indigo 4 Teacher: Miss K Harbinson

Literacy: Speaking and Listening:	Maths- Number	Money/ Size:	Mental Health: Social Interaction RSHE/Writing	ICT
<p>Sharing news from our weekend, target based.</p> <p>Semi- Formal: To engage in conversation with peers about week. To use symbols to identify likes and dislikes. To identify the correct symbol. To start to share information. To listen to others and identify answer using symbol.</p> <p>Subject Specific: To add relevant details when sharing news. To talk in grammatical form about topics of interest. To answer questions regarding news from others. To speak with confidence to others. To listen and follow a set of instructions.</p>	<p>Semi-Formal: Counting numbers. Reading numbers. Writing numbers. Number rhymes. Adding one more. Taking one away.</p> <p>Subject Specific: Counting and properties of numbers. Comparing numbers. Ordering numbers. Writing numbers. Place value. Rounding numbers. Finding numbers of objects. Comparing numbers. Doubling numbers Halving numbers.</p>	<p>Semi-Formal: To measure objects using direct comparison. To indicate which holds more / less with sign / symbol / word from a choice of two. To make a direct comparison of the capacity of two containers with support. To compare the overall size of objects where the difference is not great. To find big and small objects on request. To compare the size of two objects where there is a marked difference. To show recognition of the operation of direct comparison using big / small. Enjoys filling and emptying containers.</p> <p>Subject Specific: UPKS2: use all four operations to solve problems involving money. LKS2: Solve simple measure and money problems involving fractions and decimals to two decimal places. Add and subtract amounts of money to give change, using both £ and p in practical. Contexts UKS1: Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.</p> <p>SSL: Group 2 To give change from 5p, To find the total of a number of items costing 1p or £1 each, To know that large denomination coins are worth the same as an equivalent amount of lower denomination coins, To know that larger amounts can be made by combining coins. To compare the overall size of objects where the difference is not great. To know that “pound” is a unit of monetary value. To compare the size of two objects where to know that “pence” or “p” is a unit of monetary value. To name coins by looking at the numeral on them</p>	<p>Semi- Formal: To engage in activities with others. To form positive relationships with my new class. To play games and follow verbal instructions to support play.</p> <p>Subject Specific: Develop relationships with other in new class. To play games and follow instructions. To develop speaking and listening skills through questioning.</p> <p>Activity: Art, Camera Show, Yoga, Music Session.</p> <p>RSHE/Writing:</p>	<p>Semi-Formal: To access saved videos and sounds which support health and wellbeing. To access Grid Play to express emotions and preference. To use communication aids to support learning. To navigate a table to preference.</p> <p>Subject Specific: To use a search engine to generate ideas, to save and print documents. To take images using a range of devices. To create graphs using computer software.</p>

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Work Experience	Enterprise	Literacy Reading:	Leisure and Hobbies/PE/Keep Fit Personal Presentation	Home Management Cookery
<p>Equals Topic: The Work Place SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>	<p>Make Product for Sale: Focus Instructions/Team work. To identify the resources needed to complete the job. To follow instructions to create a number of craft items for the school fair. To work and interact with peers to create a Craft Product.</p>	<p>We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>	<p>Yoga: To develop balance, agility and coordination. Develop perseverance, core strength and balance. Bikes: To practice balance and co-ordination and improve health. To identify Risks associated with riding a bike. Daily Mile: To take part in a daily mile to help improve health and wellbeing. Supporting focused learning in the classroom. To follow instructions to complete yoga pose. Complete an exercise journal and comment on went well/what can be improved. To shower independently afterwards To take part in a variety of different exercises using different parts of the body. To complete daily mile. To take part cycling sessions. To complete Dance video wake up shake up. To follow instructions and to complete routines. To complete sports working as a team. Complete an exercise journal and comment on went well/what can be improved.</p>	<p>Planning meals for a period of time. Semi-Formal: To use symbols to identify preference. To identify food and drinks using symbols. To taste a variety of Harvest foods from the garden. To use a range of kitchen utensils. To follow 1 Step Instructions. Subject Specific: To learn about Healthy Food Groups and foods. To help prepare and plan meals. To follow instructions. To taste a variety of Harvest foods from the garden. To use a search engine to price up shopping list.</p>

Week Plan: HT2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>
<p><u>Literacy: News:</u> Literacy Speaking and Listening Target Based. Subject Specific: To add relevant details when sharing news. To talk in grammatical form about topics of interest. To answer questions regarding news from others. To speak with confidence to others. To listen and follow a set of instructions. Answer questions verbally. To engage positively with peers. Semi-Formal: To use up to 4 words in a sentence. To use sentence opener. To answer Staff first Time using a symbol/communication aid. To engage with questions.</p>	<p><u>Literacy: News:</u> Literacy Speaking and Listening Target Based. Subject Specific: To add relevant details when sharing news. To talk in grammatical form about topics of interest. To answer questions regarding news from others. To speak with confidence to others. To listen and follow a set of instructions. Answer questions verbally. To engage positively with peers. Semi-Formal: To use up to 4 words in a sentence. To use sentence opener. To answer Staff first Time using a symbol/communication aid. To engage with questions.</p>	<p><u>Literacy: News:</u> Literacy Speaking and Listening Target Based. Subject Specific: To add relevant details when sharing news. To talk in grammatical form about topics of interest. To answer questions regarding news from others. To speak with confidence to others. To listen and follow a set of instructions. Answer questions verbally. To engage positively with peers. Semi-Formal: To use up to 4 words in a sentence. To use sentence opener. To answer Staff first Time using a symbol/communication aid. To engage with questions.</p>
<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>	<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>	<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>
<p><u>Maths: Number</u> LA: To count and read numbers to 10. MA: To find the number of objects around school grounds I. MA2: To read number words. HA: To complete End of unit assessment properties of number.</p>	<p><u>Maths: Number</u> LA: To count and read numbers to 10. MA: To add the right amount together. MA2: To compare numbers to find the smallest number. HA: To practice addition and subtractions of 3 digit numbers.</p>	<p><u>Maths: Number</u> LA: To practice writing numbers to 10. MA: To add two numbers together up to 20. MA2: To add two numbers together upto10. HA: To add and subtract three digit numbers.</p>

<p>Maths: SSL Money/ SF Size LA: Assessment: To compare the overall size of objects where the difference is not great. To find big and small objects on request. To compare the size of two objects where there is a marked difference. To show recognition of the operation of direct comparison using big / small. Enjoys filling and emptying containers. MA: Finish off time work. MA2: Finish time work E 1.1, 1.2. HA: To complete end of unit assessment for the calendar and time. Ext: 3.1, 1.3</p>	<p>Maths: SSL Money/ SF Size Introduction: https://www.topmarks.co.uk/early-years/lets-compare LA: To start to use language big and small. (Sort Baubles Christmas Tree). LA: To compare the overall size of objects where the difference is not great. (Baubles Christmas tree sorting) Introduction: https://www.topmarks.co.uk/money/toy-shop-money MA: To name coins by looking at the numeral on them. MA2: To know that “pound” is a unit of monetary value. To know that “pence” or “p” is a unit of monetary value. https://natwest.mymoneysense.com/students/students-5-8/the-change-game/ Ext: End of unit assessment calendar and time. HA: To find different combinations of coins that equal the same amounts of money. HA: To give change from £10.00. Ext: 3.1, 1.3</p>	<p>Maths: SSL Money/ SF Size LA: To start to use language big and small. LA: To compare the overall size of objects where the difference is not great https://www.topmarks.co.uk/money/toy-shop-money MA: To name coins by looking at the colour and shape on them. HA: LKS2: Add and subtract amounts of money to give change, using both £ and p in practical. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
<p>Work Experience All students will work towards PLG target’s. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>	<p>Work Experience All students will work towards PLG target’s. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>	<p>Work Experience All students will work towards PLG target’s. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>
<p>Enterprise Christmas LA: To identify the tools for the job using symbols. LA: To listen to 1 step verbal instructions to complete the job. LA2: To identify and name the tools for the job using words. LA: To listen to 1 step verbal instructions to complete the job. MA: HA: To follow 3 step verbal instructions to create a craft item. To work and communicate a partner to create a craft item. HA: To follow 3 step verbal instructions to create a craft item. To work and communicate partner to create a craft item. Reindeer</p>	<p>Enterprise Christmas LA: To identify the tools for the job using symbols. LA: To listen to 1 step verbal instructions to complete the job. LA2: To identify and name the tools for the job using words. LA: To listen to 1 step verbal instructions to complete the job. MA: HA: To follow 3 step verbal instructions to create a craft item. To work and communicate a partner to create a craft item. HA: To follow 3 step verbal instructions to create a craft item. To work and communicate partner to create a craft item. Reindeer</p>	<p>Enterprise Christmas LA: To identify the tools for the job using symbols. LA: To listen to 2 step verbal instructions to complete the job. LA2: To identify and name the tools for the job using words. LA: To listen to 1 step verbal instructions to complete the job. MA: HA: To follow 3 step verbal instructions to create a craft item. To work and communicate a partner to create a craft item. HA: To follow 3 step verbal instructions to create a craft item. To work and communicate partner to create a craft item. Snowmen</p>
<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
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<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>	<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>	<p><u>Literacy Reading</u> We will visit the school Library once a week to complete our reading session; SSL: To listen to a story for longer period of time. To be able to sequence a story. To talk about characters in books and retell the story. To answer questions about a story and start to make predictions. To use information texts to find out information. To read out loud with expression for different characters. SF: Choosing a book or magazine. Looking at symbols, objects or pictures while listening to someone read. Expressing preferences about texts. Demonstrate some understanding of what is being read. Listening to a text being read and responding (e.g. by laughing at something they find funny). Communicating about people, characters, events or images from texts with which they are familiar. Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning. Understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page. Match objects to symbols, letters or words. Matching similar and identical objects, symbols, signs and words.</p>
<p><u>Maths Number</u> LA: To start to add one more MA: To add two numbers together up to 20. MA2: To add two numbers together upto10. HA: To partition a two-digit number use knowledge of multiples to calculate.</p>	<p><u>Maths Number</u> LA: To start to add one more. MA: To compare numbers using language smallest, biggest. MA2: To add two numbers together up to 20. HA: To partition a two-digit number use knowledge of multiples to calculate.</p>	<p><u>Maths Number</u> LA: To start to add one more. MA: To compare numbers using language smallest, biggest. MA2: To add two numbers together up to 20. HA: To partition a two-digit number use knowledge of multiples to calculate.</p>
<p><u>Maths: SSL Money/ SF Size</u> LA: To take part in activities to measure items, using language, big, small, tall, short. MA: To name coins by looking at the colour and shape on them. To understand the vocabulary associated with money. HA: UPKS2: Use all four operations to solve problems involving money. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p><u>Maths: SSL Money/ SF Size</u> LA: LA: To take part in activities to measure items, using language, heavy, light. MA: To identify how many 1's in a coin to order in value. To understand the vocabulary associated with money. HA: UPKS2: Use all four operations to solve problems involving money. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p><u>Maths: SSL Money/ SF Size</u> LA: LA: To take part in activities to measure items, using language, heavy, light. MA: To identify how many 1's in a coin to order in value. MA: To start to add pennies together to find a total. UPKS2: Use all four operations to solve problems involving money. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
<p><u>Work Experience</u> All students will work towards PLG target's. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>	<p><u>Work Experience</u> All students will work towards PLG target's. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>	<p><u>Work Experience</u> All students will work towards PLG target's. SSL: Learning Through Work Experience. Be able to prepare for learning in the workplace. Be able to carry out straightforward activities in the workplace. Be able to identify what they learnt from the workplace experience To identify what they learnt from the workplace experience. Be able to carry out activities in the workplace Be able to prepare for learning in the workplace. SF: Following Instructions To follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.</p>

Enterprise Christmas

LA: To identify the tools for the job using symbols.
LA: To listen to 1 step verbal instructions to complete the job.
LA2: To identify and name the tools for the job using words.
LA: To listen to 1 step verbal instructions to complete the job.
MA: HA: To follow 3 step verbal instructions to create a craft item.
To work and communicate a partner to create a craft item.
HA: To follow 3 step verbal instructions to create a craft item.
To work and communicate partner to create a craft item.

Table Centre

Enterprise Christmas

LA: To identify the tools for the job using symbols.
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Christmas Party