



## Yearly Plan 2018/2019

<b>Key Stage:</b>	<b>KS 1&amp;2</b>	<b>Class Teachers:</b>	<b>All</b>
-------------------	-------------------	------------------------	------------

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>IPC Unit</b>	Family and Friends	Shopping	Clothes	Food	Changes	Transport
<b>Skills for Life</b>	<b>A place of your own:</b> <i>Taking responsibilities for own possessions keeping work space tidy. Acknowledging and adhering to 'Tidy up Time'</i>	<b>Coping with cooking</b> <i>Helps students understand the importance of food including shopping, hygiene, storage and preparation.</i>	<b>Doing it yourself.</b> <i>Changing clothes, fastening buttons. Explains how to cope with everyday homecare including cleaning appliances, laundry and repairs.</i> <b>Coping with cooking</b> <i>Helps students understand the importance of food including shopping, hygiene, storage and preparation.</i>		<b>Everyday health</b> <i>Practical information about common health issues – visiting the GP and what this entails, accepting O.T input, taking medicine, sun safety</i>	<b>A place of your own:</b> <i>Taking responsibilities for own possession. Packing a bag for varied destinations (school, holiday, overnight: how many pairs of underwear do I need to 2 nights..)</i>
<b>Sensory Modulation</b>	<ul style="list-style-type: none"> <li>• <b>Attention and concentration:</b> To begin to develop an understanding of sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.</li> <li>• <b>Receptive (understanding) language:</b> To begin to develop an understanding of comprehension of language.</li> <li>• <b>Expressive (using) language:</b> To begin to develop an understanding of the use of language through speech, sign or alternative forms of communication to communicate wants, needs, thoughts and ideas.</li> <li>• <b>Play skills:</b> To begin to develop an understanding of the need to voluntarily engage in self-motivated activities that are normally associated with pleasure and enjoyment where the activities may be, but are not necessarily, goal oriented.</li> <li>• <b>Pre-language skills:</b> To begin to develop an understanding of the ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention and eye-contact.</li> <li>• <b>Self-regulation:</b> To begin to develop an understanding of the ability to obtain, maintain and change one's emotion, behaviour, attention and activity level appropriate for a task or situation in a socially acceptable manner.</li> <li>• <b>Executive functioning:</b> To begin to develop an understanding of higher order reasoning and thinking skills.</li> <li>• <b>Planning and sequencing:</b> To begin to develop an understanding of the sequential multi-step task or activity performance to achieve a well-defined result.</li> </ul>					



## Yearly Plan 2018/2019

NC Science link	Life Cycles	Materials	Seasons	Plants	Animals	Forces
<b>English (include core texts)</b>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Labels Lists Writing about themselves and others</p> <p><b><u>Fiction</u></b> Poetry – descriptive poems about self and others</p> <p>Narrative – Simple story, using sequencing, with self or family/friends as characters. Description therefore can be of somewhere familiar.</p>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Reports – non-chronological Lists Letters</p> <p><b><u>Fiction</u></b> Christmas stories from around the world/different cultures</p> <p>Christmas songs.</p>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Labels Lists Diary – personal routines</p> <p><b><u>Fiction</u></b> Poetry – descriptive poems about the seasons. What clothes could be worn in winter – what words can describe them?</p> <p>Narrative – stories by the same author.</p>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Labels Lists Information/fact writing Instructions – recipes</p> <p><b><u>Fiction</u></b> Traditional stories (Jack and the Beanstalk, The Enormous Turnip)</p> <p>Poetry – performance poetry/chanting from traditional stories.</p>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Labels Lists Information/fact writing</p> <p><b><u>Fiction</u></b> Fiction – Fables/Tinga Tinga tales – animals as the main character</p> <p>Poetry – description of animal</p>	<p style="text-align: center;"><b><u>Non-fiction:</u></b></p> <p>Labels Lists Information/facts Letters – writing to a transport company</p> <p><b><u>Fiction</u></b> Fantasy/Science fiction stories</p> <p>Performance poetry – sounds of different forms of transport</p>
<b>Maths</b>	<p>-Number and the Number System</p> <p>Addition and Subtraction</p> <p>Time</p>	<p>Place Value</p> <p>Money</p> <p>Shape</p>	<p>Time</p> <p>Sequences and Patterns</p> <p>Multiplication and Division</p>	<p>Addition and Subtraction</p> <p>Length and Height</p> <p>Weight</p>	<p>Position and Direction</p> <p>Multiplication and Division</p> <p>Capacity</p>	<p>Addition and Subtraction</p> <p>Place Value</p> <p>Shape</p>



## Yearly Plan 2018/2019

<b>Celebrations Citizenship Community</b>	Halloween	Guy Fawkes/Bonfire Night  Diwali  Thanksgiving (USA)  Hannukah  Christmas	Shrove Tuesday  St Valentine's Day  Chinese New Year	Mothering Sunday  Good Friday  Pesach (Passover)	Ramadan  Shavo'ot	Eid al-Fitr  Father's Day  American Independence day
<b>PSHE/SEAL/Citizenship</b>	<b><u>HEALTH AND WELLBEING</u></b> <ul style="list-style-type: none"> <li>To begin to develop an understanding of what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>To begin to develop an understanding of recognising what they like and dislike, how to make real and informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>To begin to develop an understanding of good and not so good feelings, building a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>To begin to develop an understanding of change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>To begin to develop an understanding of the importance of and how to maintain personal hygiene</li> <li>To begin to develop an understanding of how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (washing hands)</li> <li>To begin to develop an understanding of how bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>To begin to develop an understanding of the process of growing from young to old and how people's needs change</li> <li>To begin to develop an understanding of that household products, including medicines, can be harmful if not used properly</li> <li>To begin to develop an understanding of recognising the people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>To begin to develop an understanding of what is meant by 'privacy'; their right to keep things 'private' and the importance of respecting others' privacy and personal space</li> </ul>					
	<b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>To begin to develop an understanding of how to communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>To recognise appropriate ways to gain a person's attention and request wants/needs</li> </ul>					



## Yearly Plan 2018/2019

	<ul style="list-style-type: none"><li>• to recognise that their behaviour can affect other people</li><li>• To begin to develop an understanding of how to recognise what is fair and unfair, kind and unkind, what is right and wrong</li><li>• To begin to develop an understanding of the importance of listening to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li><li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li><li>• To begin to develop an understanding of what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li><li>• To begin to develop an understanding of how people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li><li>• To begin to develop an understanding of the importance of recognising when people are being unkind either to them or others, how to respond, who to tell and what to say</li><li>• To begin to develop an understanding of different types of teasing and bullying, to understand that these are wrong and unacceptable</li><li>• To begin to develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li></ul>
	<p><b><u>Living in the wider world</u></b> <b>(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)</b></p> <ul style="list-style-type: none"><li>• To begin to develop an understanding of how they can contribute to the life of the classroom and school by establishing class responsibilities and roles</li><li>• To help construct, and agree to follow, group, class and school rules and to understand how these rules help them that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li><li>• To begin to develop an understanding of how they belong to different groups and communities such as family and school</li><li>• To begin to develop an understanding of the role that money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li><li>• To begin to develop an understanding of the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li></ul>