

Half termly skills curriculum plan – [Blue 1](#) – Victoria Hart

Keelman’s Way School

<u>Literacy</u>	<u>Maths</u>	<u>Science</u>	<u>ICT</u>	<u>Personal and social Development</u>
<p><u>Text – Babette Cole</u>  <u>Dr Dog</u>                      (Linked to Health and Exercise Topic)</p>	<p>Focus – <u>Solving Real Life Problems</u>                      - <u>Ordering and Comparing Numbers</u>   <u>Counting and Numbers</u></p>	<p>Focus – <u>Keeping Healthy</u></p>	<p>Focus – <u>Online Safety</u></p>	<p>Focus – <u>Health and Exercise</u>  <u>Exercise is fun</u>  <u>Leisure Awareness</u></p>
<p>*Participate in a sensory story.</p>				
<p><u>Writing</u>                      *Hold a writing implement with increasing control.                      *Communicate meaning through repetition of key words.                      *Spell some words conventionally and show some evidence of the use of phonic strategies for spelling.</p>	<p><u>Solving Real Life Problems</u>                      *Can use a tallying to record values up to 5.                      *Can describe a puzzle or problem and set the solution in its original context e.g. There are seven birds in the nest, two fly away. How many are left?                      *Can present solutions to puzzles and problems in an organised way.</p>	<p><u>Keeping Healthy</u>                      *Know the right foods to eat to stay healthy. (also delivered in Food Tech)                      *Understand that exercise can keep you healthy                      *Be able to observe and measure a range of differences that relate to good health and bad health in their own lifestyles.</p>	<p><u>Online Safety</u>                      *To increase knowledge of Internet safety                      *Understand how to identify dangers on the Internet                      *Discuss social networking sites and what information should / should not be shared.</p>	<p><u>Health and Exercise</u>                      *Develop an awareness of themselves and their bodies.                      *Learn to cope with their changing bodies                      *Make informed choices about their activities.</p>
<p><u>Reading</u>                      *Uses patterns of speech influenced by their experience of books.                      *Reads on sight some high frequency words.                      *Relates characters, settings and events to their own experiences.</p>	<p><u>Ordering and Comparing Numbers</u>                      *Can count 5 objects reliably                      *Can solve addition and subtraction problems involving 10 objects in a range of contexts.                      *Create number sentences using +, - and =.</p>			<p><u>Exercise is Fun</u>                      *Understand that exercise can be enjoyable and fun.                      *Know that exercise is accessible to everyone                      *Learn that everyone can benefit from exercise.</p>
<p><u>Listening</u>                      *Can listen, attend to and follow a story for short stretches of time.                      *Begin to take turns in</p>	<p><u>Counting and Numbers</u>                      *Join in with rote counting                      *Know some simple subtraction facts</p>			<p><u>Leisure Awareness</u>                      *Develop an awareness of different leisure activities.                      *Have an awareness of the</p>

<p>conversation, listening to others so they can enter on cue. *Listen carefully in pairs and small groups and show this by making helpful contributions</p>	<p>*Begin to use halves and quarters</p>			<p>benefits of leisure activities. *Demonstrate an awareness of leisure and fitness activities that involve / do not involve others.</p>
<p><u>Speaking</u> *Is able to combine 3 words/signs or symbols to communicate meaning *Use descriptive language to describe similarities.</p>				
<h2>Topic:</h2>				
<p>Humanities ( RE History Geography )</p>	<p>Sensory Activities</p>	<p>Physical Education and Development</p>	<p>Design Technology</p>	<p>Creativity (Art and Music)</p>
<p><u>Local Traffic – An environmental Issue</u> *Undertake simple tasks relating to maps *Discuss what types of traffic we have in our local area. *Use our signs and symbols from our Art lessons and plan a route around school / immediate area.</p>	<p><u>Sensory Exploration</u> *Delivered in Art and the sensory room once a week.  <u>Messy Play</u> *PMLD pupils only, different textures and smells to promote cognitive and creative development with one to one support.  <u>Holistic Music Discovery Box</u> *Music to support sensory exploration of different materials.</p>	<p><u>PE</u> Group and teams games.  <u>Swimming</u> *One to one Hydro Therapy for PMLD pupils *Group sessions for the more able to promote swimming skills.  <u>Hydro Therapy</u>  <u>Wake Up and Shake Up</u> *Every morning for 15 minutes, pupils dance to popular music in the hall.</p>	<p><u>Food Technology</u> *Understand the differences between healthy and unhealthy food. *Experience a range of fruit and vegetables and make choices about fruit and vegetables in terms of likes and dislikes. *Design and make their own soup and salad for an appropriate occasion.</p>	<p><u>Signs and Symbols:</u> <u>Journeys</u> *Explore ideas about journeys. *Look at different viewpoints aerial, birds eye, as the crow flies etc. *Look at visual forms like aerial photography, maps and diagrams, structures, mazes.</p>