

Half termly skills curriculum plan – **Green 2** – Victoria Hart

## Keelman's Way School

<b><u>Literacy</u></b>	<b><u>Maths</u></b>	<b><u>Science</u></b>	<b><u>ICT</u></b>	<b><u>History</u></b>
<u>Text – The Tunnel By Anthony Brown</u>	<u>Focus – Counting and Numbers</u> <u>Shape, Space and Measure</u>	<u>Focus – Materials</u>	<u>Focus – Controlling Devices</u>	<u>Focus – The Passage of Time</u>
*Participate in a sensory story. <u>Listening</u> Pupils will listen, attend to and follow a story and answers questions about the story. Pupils will show confidence in listening, sometimes with people who are unfamiliar.	<u>Counting and Numbers</u> Join in with rote counting to 10. Pupil can add and subtract numbers of objects to 10.	Identify different materials and sort these into categories.	Know that devices can be controlled through direct and multiple instructions	Learn about the life and achievements of a famous North East author Catherine Cookson.
<u>Writing</u> Pupils can communicate some ideas for scribing with adult support Pupil's writing is understood without mediation.	<u>Shape, Space and Measure</u> Pupil begins to understand and use in practical contexts names of days of the week. Pupil can follow directional language when given instructions.	Apply knowledge of common materials to identify material that are used to make clothes.	Sequence a set of instructions to achieve a desired outcome.	Learn about the life and achievement of a famous North East Engineer George Stephenson.
<u>Reading</u> Pupils show emerging confidence when talking about points of interest in a story. Pupil occasionally asks simple questions, often in the form of 'how?', 'where?' or 'why?'		Experience changes that occur in solids and liquids when heated and cooled. Experience mixing solids and liquids.		Learn about the life and achievements of a famous North East musician Sting.

<p><u>Speaking</u> Pupil uses the conjunction, 'and' when retelling an event or a familiar story. Pupil uses a variety of words to convey subtle changes in meaning, e.g. instead of 'he said', pupil uses 'he exclaimed', 'he shouted', 'he whispered', etc.</p>				
<h2>Topic:</h2>				
<p>Creativity (Art and Music)</p>	<p>Sensory Activities</p>	<p>Physical Education and Development</p>	<p>Design Technology</p>	
<p><u>Art</u> Investigate the artists Lisa Kokin and Leo Sewell and look at materials they use. Create a piece of Art using buttons.</p>	<p><u>Sensory Exploration</u> *Delivered in Art and the sensory room once a week.</p> <p><u>Messy Play</u> *PMLD pupils only, different textures and smells to promote cognitive and creative development with one to one support.</p> <p><u>Holistic Music Discovery Box</u> *Music to support sensory exploration of different materials.</p>	<p><u>PE</u> Invasion Games – become more confident and co-ordinated in their ability to move and produce actions that link together.</p> <p>Use a range of skills to keep possession of the ball – pass, receive and dribble the ball keeping control and possession</p> <p><u>Swimming</u> *One to one Hydro Therapy for PMLD pupils *Group sessions for the</p>	<p><u>Food Technology</u> *Heating and cooling different food (Linked to Materials in Science) *Investigate reversible and irreversible changes (linked to Materials in Science)</p>	

		<p>more able to promote swimming skills.</p> <p><u>Hydro Therapy</u></p> <p><u>Wake Up and Shake Up</u> *Every morning for 15 minutes, pupils dance to popular music in the hall.</p>		
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