

Keelman’s Way School

Literacy	Maths	Science	ICT	Personal and social Development
<p>Text types: Fiction: Amy Lee and the Darkness Hex by Amy Lee.</p> <p>Poetry: Forces poem</p> <p>Non-fiction: All about magnets</p> <p>Writing: Instructions of how to look after the garden area.</p>	<p>Counting numbers. Reading numbers. Writing numbers. Number rhymes. Adding one more... Taking one away... Length 2D Shapes Patterns Counting and properties of numbers. Comparing numbers. Writing numbers. Sequences. Multiplying and dividing numbers. Fractions. Mental maths. Length Exploring patterns. Reading tables and graphs. Creating tables and graphs. Comparing tables and graphs.</p>	<p><i>(Eq-2.4d- Magnets and magnetism)</i> Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> • Pushes and pulls. • Attraction and repulsion. • Magnetic materials. • Magnets in the home. • Investigating the behaviour of magnets. 	<p><i>(Eq-2.1a-Information in the school)</i> Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Learn that sounds, signs and symbols convey information. • Recognise familiar sounds, signs and symbols around the school. • Use sounds, signs and symbols to make choices and to find out information. 	<p><i>(Eq-2.5c- Safety in the community)</i> Pupils should:</p> <ul style="list-style-type: none"> • Recognise places where they feel safe. • Recognise the importance of keeping their immediate environment safe. • Be aware of the need to be safe in other environments.
<p>Topic: Forces and magnets</p>				

Humanities (RE History Geography)	Sensory Activities Linked to other areas of the curriculum.	Physical Education and Development	Design Technology	Creativity (Art and Music)
<p><i>(Eq-2.10-changing our school area)</i> Pupils should:</p> <ul style="list-style-type: none"> • Investigate the school environment. • Examin different ways of improving the local area. • Sustain different ways to keep improving the school environment. <p>R.E: <i>(Eq-2.6.4- Why is sharing food important on special occasions?)</i></p> <ul style="list-style-type: none"> • how food is important. • why and how people share food. • stories about sharing food from different religions about sharing food. • what food is special in religious celebrations. 		<p><i>(Eq-2.12—Invasion Games-Making your mark)</i> Acquiring and Developing Skills Use a variety of skills to attack, defend, tackle and mark opponents. Selecting and Applying Skills, Tactics and Compositional Ideas Play uneven sided games in a variety of roles. Knowledge and Understanding of Fitness and Health Be aware of how playing games can cause changes in the body temperature, colour and breathing rates. Evaluating and Improving Performance Watch others playing and communicate on their own and others' tactical performance.</p>	<p><i>(2.6.1-Shelters)</i> Pupils should:</p> <ul style="list-style-type: none"> • Learn about what shelters are. • Learn what shelters are used for. • Learn why shelters are needed. • Learn how framework structures are constructed to make shelters. • Design and construct a model shelter for an identified purpose. 	<p><i>Music</i></p> <ul style="list-style-type: none"> • To listen and respond to music through movement. • To learn song lyrics. <p><i>Art</i></p> <ul style="list-style-type: none"> • To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.