

Keelman’s Way School

Week 1	Week 2	Week 3
<p><b>Science: L.A:</b>  <b>ICT: L.A:</b> children will be supported in dragging the labels over to the picture to correctly label it.  <b>MA:</b> children will be looking at the picture. They will be using the word bank to create labels to identify things they see in the picture.  <b>PSD: LA:</b> children will be looking at items that they need to do to take care of themselves.  <b>MA:</b> children will be looking at items of personal care and will be sorting them into groups of ones they do at school and ones they do at home.  <b>Geography: LA:</b> children will be supported in exploring water using different types of equipment.  <b>MA:</b> children will be encouraged to fill containers with water. They will then be asked to pour it into another container and will discuss how the 'shape' of the water has changed.</p>	<p><b>Science: GROUNDWORKS- Life processes and living things.</b>  <b>ICT: L.A:</b> children will be looking at a picture. They will be asked to say what they can see. They will be shown different sections and the name of these sections will be said/signed and they will be encouraged to copy.  <b>MA:</b> children will be looking at a picture. They will be asked to say what they can see. This will then be typed into the document to accompany the picture.  <b>PSD: LA:</b> will be supported in identifying things which are not 'attractive' within the picture.  <b>MA:</b> will be looking at the pictures of people which are 'unattractive'. They will then say/point to things which are 'unattractive' on the picture. CH use communication aid.  <b>Geography: LA:</b> children will be supported in exploring different types of water.  <b>MA:</b> children will be looking at fresh water and salt water. They will be encouraged to explore the water and identify which is which. They will then plot areas of these water types on a map.</p>	<p><b>Science: GROUNDWORKS- Life processes and living things.</b>  <b>ICT: L.A:</b> children will be supported in inserting a picture and then dragging text to describe the picture  <b>MA:</b> children will be supported in inserting a picture and then using the word bank to add text to describe the picture  <b>PSD: LA:</b> will be supported in looking at how we brush our teeth. They will be helped in using the toothbrush to clean the 'teeth' and then their own.  <b>MA:</b> will be supported in looking at how we brush our teeth. They will be helped in using the toothbrush to clean the 'teeth' and then their own.  <b>Geography: LA:</b> children will be supported in exploring the moving water.  <b>MA:</b> children will be looking at rivers, streams, lakes and sea. They will then be identifying these things and will be talking about how we can identify each of them.</p>
<h2>Topic: Water</h2>		
Week 4	Week 5	Week 6
<p><b>Science: GROUNDWORKS- Life processes and living things.</b>  <b>ICT: L.A:</b> children will be helped to add a new page to their book. They will be supported in inserting a picture and dragging a word to describe</p>	<p><b>Science: GROUNDWORKS- Life processes and living things.</b>  <b>ICT: L.A:</b> children will be supported in adding the pictures to Publisher. They will then be assisted in dragging text to create a poster.</p>	<p><b>Science: GROUNDWORKS- Life processes and living things.</b>  <b>ICT: L.A:</b> children will be supported in continuing to add pictures to their Publisher document. They will then be assisted in dragging more text to create</p>

# Half termly skills curriculum plan

## Green Class 1

## Spring term 1 -2017/18

<p>the picture</p> <p><b>MA:</b> children will be supported in adding a new page to their book. They will be helped in inserting a picture and then using the word bank to add text to describe the picture</p> <p><b>PSD: LA:</b> children will be supported in joining in the game with the other children from the class.</p> <p><b>MA:</b> children will be asked to join in the game with their classmates. They will be reminded of the correct way to play the game and will be asked of ways to make sure that everyone is included in the game.</p> <p><b>Geography: LA:</b> children will be supported in exploring the salt water environment.</p> <p><b>MA:</b> children will be exploring an area with salt water. They will be encouraged to look at the structure of this and will be discussing features that they can see.</p>	<p><b>MA:</b> children will be supported in adding the pictures to Publisher. They will then be assisted in adding text to create a poster.</p> <p><b>PSD: LA:</b> children will be supported in joining in the game using a 'tag' motion.</p> <p><b>MA:</b> children will have the rules of the game explained to them. They will then be asked to think about other rules such as how we tag someone. They will then play the game and evaluate as they go along.</p> <p><b>Geography: LA:</b> children will be supported in exploring the fresh water environment.</p> <p><b>MA:</b> children will be exploring an area with fresh water. They will be encouraged to look at the structure of this and will be discussing features that they can see.</p>	<p>a poster.</p> <p><b>MA:</b> children will be supported in continuing to add pictures to their Publisher document. They will then be assisted in adding more text to create a poster.</p> <p><b>PSD: LA:</b> children will be shown a range of activities and encouraged to participate. They will then be supported in identifying activities that they do not like to participate in.</p> <p><b>MA:</b> children will be encouraged to look at other people as they participate in activities. They will be asked what to do if someone doesn't want to participate in an activity. They will then identify activities they may not like participating in.</p> <p><b>Geography: LA:</b> children will be supported in creating a collage of things identified in a fresh and salt water environment.</p> <p><b>MA:</b> children will be encouraged to create a poster to show the differences between salt water and fresh water environments.</p>
<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>
<p><b>R.E: LA:</b> children will be encouraged to look at a copy of the Tora. They will then be supported in identifying symbols associated with it.</p> <p><b>MA:</b> children will be looking at a copy of the Tora. They will be asked to write about how this is special to a Jewish person and how they know this by looking at a video.</p> <p><b>P.E: LA:</b> children will be encouraged to throw a ball up and then catch it again.</p> <p><b>MA:</b> children will be exploring throwing a ball up in the air and then catching it, throwing it against a wall and then throwing it to a partner.</p> <p><b>D.T: L.A:</b> children will be supported in tasting a range of biscuits. They will be encouraged to put a</p>	<p><b>R.E: LA:</b> children will be supported in looking at the text used in the Tora. They will then be helped to write their own name in Hebrew and add it to their own scroll.</p> <p><b>MA:</b> children will in looking at the text used in the Tora. They will be asked to identify how the writing is different and will then be asked to write their own name in Hebrew as well as a special message and add it to their own scroll.</p> <p><b>P.E: LA:</b> children will be encouraged to bounce a ball..</p> <p><b>MA:</b> children will be exploring bouncing a ball on the spot, travelling with the ball while bouncing and then bouncing around obstacles.</p>	<p><b>R.E: LA:</b> children will be supported in watching a video of the Tora being used in a synagogue. They will then be helped to participate in wearing some of the special clothing associated with this event.</p> <p><b>MA:</b> children will be watching an extract from a synagogue where the Tora is being used. They will identify the different clothing used and any rituals that are followed. They will then join in with a role play of the extract.</p> <p><b>P.E: LA:</b> children will be encouraged to bounce and catch a ball.</p> <p><b>MA:</b> children will be exploring how many times they can throw and catch a ball as well as seeing how long they can travel for while bouncing.</p>

<p>smiley face next to the biscuits that they like.  <b>M.A:</b> children will explore a range of biscuits. They will comment on the taste, appearance, size, consistency etc.  <b>Music: L.A:</b> will be supported in using the instruments to create a sound effect for the stream.  <b>MA:</b> will be asked to look at the video of stream. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.  <b>Art: L.A:</b> will be supported in creating a piece of artwork associated with 'Water'  <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>	<p><b>D.T: L.A:</b> children will be encouraged to follow the simple basic biscuit recipe. They will then be helped to evaluate the finished product.  <b>M.A:</b> children will follow the instructions to create the basic biscuit recipe. They will then evaluate the finished product.  <b>Music: L.A:</b> will be supported in using the instruments to create a sound effect for the stream. They will be encouraged to place their symbol of instrument in the correct places to indicate where they come in.  <b>MA:</b> will be asked to look at the video of a stream. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect. They will be encouraged to use the symbols to create a composition sheet for the video.  <b>Art: L.A:</b> will be supported in creating a piece of artwork associated with 'Water'  <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>	<p><b>D.T: L.A:</b> children will be encouraged to explore the different ingredients that they could add to make their biscuit. They will then be supported in deciding which they are going to use.  <b>M.A:</b> children will be exploring the different types of ingredients. They will be asked to decide which ingredients they will use and then discuss at which stage of the recipe they will be added.  <b>Music: L.A:</b> will be supported in using the instruments to create a sound effect for the stream.  <b>MA:</b> will be asked to look at the video of a river. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.  <b>Art: L.A:</b> will be supported in creating a piece of artwork associated with 'Water'  <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>
<h2>Topic: Water</h2>		
<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p><b>R.E: LA:</b> children will be supported in creating their own model of a synagogue. They will then stick down the different labels.  <b>MA:</b> children will be creating a model of a synagogue. They will be encouraged to talk about the different buildings and why they are special and the function that they do.  <b>P.E: LA:</b> children will be encouraged to participate in the throwing and catching game.  <b>MA:</b> children will be participating in games that</p>	<p><b>R.E: LA:</b> children will be encouraged to listen to the story from the Tora. They will then complete the story board by putting the events into the correct order.  <b>MA:</b> children will be listening to the story from the Tora. They will discuss the fact the story is the same as the bible and the fact that the Tora is based upon the first 5 chapters of the Bible. They will then create their own storyboard using words and pictures.</p>	<p><b>R.E: LA:</b> children will be encouraged to listen to the ten commandments. They will be given a list of statements and will be helped in sticking the ones down which are part of the ten commandments and the ones which are not.  <b>MA:</b> children will be shown the ten commandments. They will be given a list of statements and will be asked to identify ones which are part of the ten commandments and the ones which are not.  <b>P.E: L.A:</b> children will be encouraged to throw the</p>

<p>involve throwing and catching.</p> <p><b>D.T:</b> <b>L.A:</b> children will be supported in making their biscuit using their ingredient choices. They will then be helped to complete the biscuits.</p> <p><b>M.A:</b> children will be making their biscuit using their ingredient choices made in the previous lesson. They will discuss how they found the process of making the biscuits.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for the river. They will be encouraged to place their symbol of instrument in the correct places to indicate where they come in.</p> <p><b>MA:</b> will be asked to look at the video of a river. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect. They will be encouraged to use the symbols to create a composition sheet for the video.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Water'</p> <p><b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>	<p><b>P.E:</b> <b>LA:</b> children will be encouraged to throw the ball towards a target.</p> <p><b>MA:</b> children will be exploring throwing a ball towards a target while avoiding certain areas.</p> <p><b>D.T:</b> <b>L.A:</b> children will be supported in identifying elements of the packaging that they like.</p> <p><b>M.A:</b> will be looking at a range of packaging. They will identify the aspects of the packaging and find things they would like to use for their own biscuits</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for the ocean.</p> <p><b>MA:</b> will be asked to look at the video of an ocean. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Water'</p> <p><b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>	<p>ball towards the target area.</p> <p><b>MA:</b> children will be moving with the ball while bouncing it towards a target. They will then have to aim and throw the ball towards a goal.</p> <p><b>D.T:</b> <b>L.A:</b> children will be supported in creating their own packaging for their biscuits.</p> <p><b>M.A:</b> children will create a packet for their biscuits. They will create a name for the biscuits and will then add the ingredients to the label.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for the ocean. They will be encouraged to place their symbol of instrument in the correct places to indicate where they come in.</p> <p><b>MA:</b> will be asked to look at the video of a ocean. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect. They will be encouraged to use the symbols to create a composition sheet for the video.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Water'</p> <p><b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Water.'</p>
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