

Inscape House School

Class plan - Lower School Champions and Explorers Cycle A



Land Ahoy!

Geography



Once Upon a Time

Literacy



Memory Box

History



Childhood

History

Levels of Engagement	Autumn 1 Responsiveness – do changes in behaviour demonstrate students are being attentive to new stimulus? Curiosity – are students reaching out or scanning for the source of new stimulus? Discovery – are students searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how do students predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which students sustain attention towards a particular toy or action and thus beginning to develop some conceptual understanding? Initiation – the different ways and extent to which a student is instigating an event in order to bring about a desired outcome? Investigation – the extent to which a student actively trying to find out more about a toy or activity via prolonged, independent experiment?	Autumn 2 Responsiveness – do changes in behaviour demonstrate students are being attentive to new stimulus? Curiosity – are students reaching out or scanning for the source of new stimulus? Discovery – are students searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how do students predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which students sustain attention towards a particular toy or action and thus beginning to develop some conceptual understanding? Initiation – the different ways and extent to which a student is instigating an event in order to bring about a desired outcome? Investigation – the extent to which a student actively trying to find out more about a toy or activity via prolonged, independent experiment?	Spring 1 Responsiveness – do changes in behaviour demonstrate students are being attentive to new stimulus? Curiosity – are students reaching out or scanning for the source of new stimulus? Discovery – are students searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how do students predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which students sustain attention towards a particular toy or action and thus beginning to develop some conceptual understanding? Initiation – the different ways and extent to which a student is instigating an event in order to bring about a desired outcome? Investigation – the extent to which a student actively trying to find out more about a toy or activity via prolonged, independent experiment?	Spring 2 Responsiveness – do changes in behaviour demonstrate students are being attentive to new stimulus? Curiosity – are students reaching out or scanning for the source of new stimulus? Discovery – are students searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how do students predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which students sustain attention towards a particular toy or action and thus beginning to develop some conceptual understanding? Initiation – the different ways and extent to which a student is instigating an event in order to bring about a desired outcome? Investigation – the extent to which a student actively trying to find out more about a toy or activity via prolonged, independent experiment?
Careers and Employability A discrete level that is embedded and forms part of other lessons	LAND AHOY Fisher man Life guard Actor Navy diver Historian (Artefacts) Fish Mongers Fish and chips shop owner Ship Maintenance Ship Crew	ONCE UPON A TIME/ SPARKLE AND SHINE Actors Writers Artists - Cartoonists Costume design Architect Narrator Theatre workers	MEMORY BOX historian librarian	CHILDHOOD Inventors Builder Roofer Plumber Tradesman watch maker Photographer
My Communication	LAND AHOY ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing/Communication and language: : remembering (narratives/ texts / postcards Role play - pirate Reading/ Read Write Inc	ONCE UPON A TIME/ SPARKLE AND SHINE ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing/Communication and language: Fairy tale magic. [Sparkle and Shine] - Celebrations A story for the king. [Sparkle and Shine] - Making tealight holders Role play - sing a long Reading/ Read Write Inc	MEMORY BOX ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Recounts; Diaries; Rhymes and mnemonics; Descriptions; Information texts Special memories family Reading/ Read Write Inc	CHILDHOOD Wilfrid Gordon McDonald Partridge – Mem Fox ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: how does life change Communication and language: Riddles Childhood knowledge organisers Role play - Childhood past and present Reading/ Read Write Inc



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My Reasoning Skills

LAND AHOY Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology MATHS (Construction/Building/ water play) ICT - sea rescue ATTENTION AUTISM

ONCE UPON A TIME/ SPARKLE AND SHINE Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM

MEMORY BOX Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM

CHILDHOOD Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM

My Physical Development and Care

LAND AHOY Knowing about, maintaining a healthy body Learning to move my body, Independent Care Skills Eating/ drinking/Washing/ showering/ Using the toilet/haircare/Brushing teeth Dressing/ undressing Body awareness: Gross motor skills - sit/ stand/walk/jump. Mobility: indoor/outdoor/ water Fine motor skills: reach /grasp/ release/ manipulate Community(AET) Health and Well being (AET) Personal care targets / O.T targets Bespoke to the individuals and the need within the group. A clear half termly individual focus, evidenced against progression statements to be recorded on Earwig.

ONCE UPON A TIME/ SPARKLE AND SHINE Knowing about, maintaining a healthy body Learning to move my body, Independent Care Skills Eating/ drinking/Washing/ showering/ Using the toilet/haircare/Brushing teeth Dressing/ undressing Body awareness: Gross motor skills - sit/ stand/walk/jump. Mobility: indoor/outdoor/ water Fine motor skills: reach /grasp/ release/ manipulate Community(AET) Health and Well being (AET) Personal care targets / O.T targets Bespoke to the individuals and the need within the group. A clear half termly individual focus, evidenced against progression statements to be recorded on Earwig.

MEMORY BOX knowing about, maintaining a healthy body Learning to move my body, Independent Care Skills Eating/ drinking/Washing/ showering/ Using the toilet/haircare/Brushing teeth Dressing/ undressing Body awareness: Gross motor skills - sit/ stand/walk/jump. Mobility: indoor/outdoor/ water Fine motor skills: reach /grasp/ release/ manipulate Community(AET) Health and Well being (AET) Personal care targets / O.T targets Bespoke to the individuals and the need within the group. A clear half termly individual focus, evidenced against progression statements to be recorded on Earwig.

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Understanding me and my relationships

Emotional development, interpersonal and community relationships, health and wellbeing Relationship with others and ourselves Heritage/Family /Games - feeling positive RESPECTING DIFFERENCES BETWEEN PEOPLE/ SELF AWARENESS : people who are special/ kind and unkind / playing and working together/ conflict and resolution/ falling out and making up/ shaing REFER TO; planning framework for pupils with SEND (KS1/KS2) Encountering - effective engagement in the learning process Foundation - underpinning learning Core - fundamental learning elements Development - increasing understanding of learning Enrichment - depending of application of learning Enhancement - applying learning in different contexts

Emotional development, interpersonal and community relationships, health and wellbeing Our wonderful world Environment rights and responsibilities Managing my self and building relationships REFER TO; planning framework for pupils with SEND (KS1/KS2) Encountering - effective engagement in the learning process Foundation - underpinning learning Core - fundamental learning elements Development - increasing understanding of learning Enrichment - depending of application of learning Enhancement - applying learning in different contexts

Emotional development, interpersonal and community relationships, health and wellbeing Caring for babies and toddlers; Sharing memories; Playing and working cooperatively; Feeling positive REFER TO; planning framework for pupils with SEND (KS1/KS2) Encountering - effective engagement in the learning process Foundation - underpinning learning Core - fundamental learning elements Development - increasing understanding of learning Enrichment - depending of application of learning Enhancement - applying learning in different contexts

Emotional development, interpersonal and community relationships, health and wellbeing Stages of life and changes REFER TO; planning framework for pupils with SEND (KS1/KS2) Encountering - effective engagement in the learning process Foundation - underpinning learning Core - fundamental learning elements Development - increasing understanding of learning Enrichment - depending of application of learning Enhancement - applying learning in different contexts

My World

LAND AHOY Using and making maps; Locational knowledge; Directions Understanding my relationships, working with advocates, being with others, accessing and enjoying public spaces, finding individual interest. How we function in the world, learning about the world Surrounding seas Navigate for captain cook Atlas and globes Locating RNLI stations Treasure Maps

ONCE UPON A TIME/ SPARKLE AND SHINE Past and present the natural world Understanding my relationships, working with advocates, being with others, accessing and enjoying public spaces, finding individual interest. How we function in the world, learning about the world World Past and present Kings and queens' Into the woods - old clothes new clothes Animal tales Exploring the natural world

MEMORY BOX Understanding my relationships, working with advocates, being with others, accessing and enjoying public spaces, finding individual interest. How we function in the world, learning about the world Changes within living memory Field work in the local area

CHILDHOOD Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Understanding my relationships, working with advocates, being with others, accessing and enjoying public spaces, finding individual interest. How we function in the world, learning about the world How does everyday life and childhood in the 1950s compare to today? Childhood past and present changes over time Moving on same and different

Science

Investigating Materials Changes in state

States of matter Stickier/ muddier/ shape of a bubble

Animals, including humans; Working scientifically why do we have two eyes? can you remember?

Everyday materials What can you remember



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MY CREATIVE
EXPRESSION Art/ and
design Music

LAND AHOY Art and Design Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Making Boats Pirate flag/ printed D&T Making Boats Making a working lighthouse Maritime Museum Music Singing, communication and listening skills - Sea Shanties, Row Row Row Your Boat sung in a round

ONCE UPON A TIME/ SPARKLE AND SHINE MUCK/MESS and MIXTURES Art and Design Creating with materials; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Logs, pebbles, sand, mud, clay and other natural materials make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art. D&T Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients Different materials have different properties Construct simple structures and models using a range of materials. Building Bridges Animal Tales Fantasy Home A coach for Cinderella Music Singing, performance and listening skills - Fairy tale songs, timbre and sound effects, sounds to represent a character or place. Christmas music

Art and Design Drawing; Painting; Collage; Family portraits D&T Making picnic foods; Celebration cards; Making a memory box Music Songs that help us remember; Writing a class song

CHILDHOOD Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Art and Design Face sculptures - funny faces and fabulous features Mix it D&T Street life Music Listening and composing - Listening to music and exploring own tastes and giving an opinion. Compose using graphic scores

Food Tech

LAND AHOY Tuna pasta Fish and chips Tasting different fish / smells of the sea

ONCE UPON A TIME/ SPARKLE AND SHINE Porridge Fairy cakes Ginger bread

MEMORY BOX picnic food

CHILDHOOD Angel delight Farles rusks Jelly and ice cream Alphabet spaghetti Funny face potatoes

RE and spiritual well being

Islam Muhammad Milad un Nabi

Hinduism Diwali

Sikhism Guru Nanak

Christianity Harvest; Sharing



Rio de Vida

Music



Coastline

Geography

Levels of Engagement

Summer 1 Responsiveness – do changes in behaviour demonstrate students are being attentive to new stimulus? Curiosity – are students reaching out or scanning for the source of new stimulus? Discovery – are students searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how do students predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which students sustain attention towards a particular toy or action and thus beginning to develop some conceptual understanding? Initiation – the different ways and extent to which a student is instigating an event in order to bring about a desired outcome? Investigation – the extent to which a student actively trying to find out more about a toy or activity via prolonged, independent experiment?

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Careers and Employability
A discrete level that is embedded and forms part of other lessons

RIO de VIDA Make up artists costume designer Events organiser Jeweller Musician Dance teachers

COASTLINE Coast Guard Life guard Fisherman Deep sea divers Engineers Conservationist Environmentalist NSPC Birds

My Communication

RIO de VIDA ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: everyday life/ childhood Communication and language: Poetry/ Myths and Legends/ recipes Role play Reading/ Read Write Inc

COASTLINE ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: learning new words Descriptions; Adventure narratives; Non-chronological reports; Persuasive writing Communication and language: enjoying the coastline Role play Reading/Read Write Inc



Rio de Vida

Music



Coastline

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My Reasoning Skills

RIO de VIDA Number/
Thinking and problem
solving Functional time/
Space Shape and Measure/
construction building/
attention autism/ water
play/ music using
technology MATHS
(Construction/Building/
water play) ICT
ATTENTION AUTISM

COASTLINE Number/
Thinking and problem
solving Functional time/
Space Shape and Measure/
construction building/
attention autism/ water
play/ music using
technology MATHS
(Construction/Building/
water play) ICT
ATTENTION AUTISM

My Physical Development
and Care

Knowing about,
maintaining a healthy body
Learning to move my body,
Independent Care Skills
Eating/ drinking/Washing/
showering/ Using the
toilet/haircare/Brushing
teeth Dressing/ undressing
Body awareness: Gross
motor skills - sit/
stand/walk/jump. Mobility:
indoor/outdoor/ water Fine
motor skills: reach /grasp/
release/ manipulate
Community(AET) Health
and Well being (AET)
Personal care targets/ O.T
targets Bespoke to the
individuals and the need
within the group. A clear
half termly individual focus,
evidenced against
progression statements to
be recorded on Earwig.

Knowing about,
maintaining a healthy body
Learning to move my body,
Independent Care Skills
Eating/ drinking/Washing/
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Understanding me and my
relationships

Emotional development,
interpersonal and
community relationships,
health and wellbeing
Special times;
Understanding differences;
What is fair and unfair?
Thinks I want/ I need
Spending and saving Ways
to pay/ shop role play
REFER TO; planning
framework for pupils with
SEND (KS1/KS2)
Encountering - effective
engagement in the learning
process Foundation -
underpinning learning Core
- fundamental learning
elements Development -
increasing understanding of
learning Enrichment -
depending of application of
learning Enhancement -
applying learning in
different contexts

Emotional development,
interpersonal and
community relationships,
health and wellbeing
Special people; Staying
safe; Strengths and goals
Wider world Aiming High
Recognising my
achievements what I'm
good at/even better
if/setting goals Jobs
Everyone has different
strengths (Coast Exhibition)
REFER TO; planning
framework for pupils with
SEND (KS1/KS2)
Encountering - effective
engagement in the learning
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depending of application of
learning Enhancement -
applying learning in
different contexts



Rio de Vida

Music



Coastline

Geography

My World

RIO de VIDA Locating countries and cities; Comparing areas of UK with Rio de Janeiro Understanding my relationships, working with advocates, being with others, accessing and enjoying public spaces, finding individual interest. How we function in the world, learning about the world Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Samba celebration
<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zr2h47h>

COASTLINE Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism captain James cook jobs in the past exploring the sea sea life coast life beach exploration

Science

Sound

Uses of materials

MY CREATIVE EXPRESSION Art/ and design Music

RIO de VIDA Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage Use a range of materials creatively to design and make products. Art and Design Flags and butting Carnival Collage D&T Making Headdresses Music Elements of music, performance and listening skills –Samba band What makes the loudest sound. Sound that bounces.

COASTLINE Use a range of materials creatively to design and make products. Art and Design Waves Model coastlines - sand, clay, soil, pebbles and rocks for children to make model coastlines and physical features. Painting - ready mix/powder paints D&T FLOWERHEAD Build structures, exploring how they can be made stronger, stiffer and more stable. Human features (Construction kits) Music Listening and composing - Carnival of the animals - Aquarium Compose to different stimuli using acoustic and virtual instruments. Create sound effects and soundscapes

Food Tech

RIO de VIDA Showcases Celebration cakes

COASTLINE Ice cream Fish cakes

RE and spiritual well being

Judaism Shavuot - festival

Buddhism Esala Perahera Festival of the tooth (Sweets)