

# Inscape House School

## Class plan - Lower School Champions and Explorers Cycle B



Splendid Skies

Science



Me and My Community

Personal, social and emotional development



Starry Night

Understanding the world



Moon Zoom!

Design and technology

## 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?

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

SPLENDID SKIES  
Astronomer Astrologer  
Weather person  
Meteorologist Pilot Cabin Crew

ME AND MY  
COMMUNITY teacher  
librarian Shop keep  
policeperson Bus drive/  
Taxi driver

WINTER WONDERLAND/  
STARRY NIGHT Electrician  
Night Guard Police Security  
Nurse and doctors  
Musicians Singers DJs

MOON ZOOM/ EARTH  
AND SPACE Astronauts  
Astronomer Weather man  
Meteorologist  
Mathematicians Engineer's

My Communication

SPLENDID SKIES Nature's  
treasures walk ENGLISH  
INTENSIVE INTERACTION  
SENSORY PLAY SNACK  
Literacy Writing: poetry  
Communication and  
language: postcards Role  
play - treasure walk  
Reading Read Write Inc

ME AND MY  
COMMUNITY Friendship  
and families Let's read Let's  
be friends Lost and found  
ENGLISH INTENSIVE  
INTERACTION SENSORY  
PLAY SNACK Reading Read  
Write Inc

WINTER WONDERLAND/  
STARRY NIGHT Wonderful  
winter ENGLISH  
INTENSIVE INTERACTION  
SENSORY PLAY SNACK  
Literacy Writing: Alien  
Phonics/ day and night/  
whatever next  
Communication and  
language: in the woods  
Role play - time for bed/  
binoculars and telescopes  
Reading Read Write Inc

MOON ZOOM/ EARTH  
AND SPACE Alien crash  
scene investigation  
ENGLISH INTENSIVE  
INTERACTION SENSORY  
PLAY SNACK Literacy  
Writing: posters/  
characters/ stars  
Communication and  
language: meet an  
astronaut Role play -life in  
space Reading Read Write  
Inc



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Me and My Community

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Moon Zoom!

Design and technology

My Reasoning Skills

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

ME AND MY COMMUNITY Let's be friends One for me, one for you Where shall we go? Where shall we go? Shape vehicles for Reception Comparing sizes MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM

WINTER WONDERLAND/ STARRY NIGHT Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology Tessa Bear can't sleep MATHS ICT ATTENTION AUTISM

MOON ZOOM/ EARTH AND SPACE Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology Help the alien home MATHS 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.

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Understanding me and my relationships

Emotional development, interpersonal and community relationships, health and wellbeing Being Healthy Fears/ worries and change Germs and bacteria Handwashing 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 Self-regulation; Managing self; 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 Living in the wider world Staying safe asking for help Identity Community and diversity 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 Emotional health and puberty Mental health Body image Boys and girls/ changes What is alcohol/ drugs 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



Splendid Skies

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Me and My Community

Personal, social and emotional development



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Understanding the world



Moon Zoom!

Design and technology

My World	<p><b>SPLENDID SKIES</b> 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 Whatever the weather Wild wind Rainy days Hot stuff Water expects</p>	<p><b>ME AND MY WORLD</b> Past and present; People culture and communities</p>	<p><b>WINTER WONDERLAND/ STARRY NIGHT</b> 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 Day and night what happens when I fall asleep? Bedtime Night owls helping me to go to sleep</p>	<p><b>MOON ZOOM/ EARTH AND SPACE</b> 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 Space, Planet and Astronauts Space terrain NASA Space travel</p>
Science	Seasonal Changes	Exploring Autumn Seasonal Changes Short and long term memory	Sound	Earth and space
Food Tech	<p><b>SPLENDID SKIES</b> Marshmallows Mash Jacket potatoes' White icing on cupcakes</p>	<p><b>ME AND MY COMMUNITY</b> My favourite school/ home meal</p>	<p><b>WINTER WONDERLAND/ STARRY NIGHT</b> Star shaped cookies Rice Krispie cakes</p>	<p><b>MOON ZOOM/ EARTH AND SPACE</b> Pizza Dried food Rehydrated food</p>
MY CREATIVE EXPRESSION Art/ and design Music	<p><b>SPLENDID SKIES</b> Art and Design Whatever the weather Weather-themed art Rainy days Cloud art Hot stuff! Season trees Water experts! Express D&amp;T Suncatchers Music Composition music and sound effects for different weather</p>	<p><b>ME AND MY COMMUNITY</b> Creating with materials; Being imaginative and expressive Match it Emergency vehicles Teamwork Quick and slow</p>	<p><b>WINTER WONDERLAND/ STARRY NIGHT</b> Art and Design Starry night Night owls Light and dark Creative Sky painting Icy Art D&amp;T Make a cuddle pet Construction and small world Snowy play Snow mobiles Ice building Icy Dens Music Listening skills and singing Music to help you relax Lullabies Time for bed Bedtime routine</p>	<p><b>MOON ZOOM/ EARTH AND SPACE</b> Collage; Painting Art and Design Out in space Constellations D&amp;T Alien landing Spaceships Space engineers Space toys Moon buggy Success! Models of the Solar System Space travel Construction and small world Moon buggies Rocket builders Music Sci-Fi film music - listening, composing and performing. Star Wars characters and leitmotifs.</p>
RE	Hinduism Navratri	Christmas	Judaism Hanukkah; Miracles;	Buddhism Losar(New Year)



Dangerous Dinosaurs



Dinosaur Planet

Understanding the world

History

## 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?

Summer 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

DANGEROUS DINOSAURS  
Archaeologist Curator Zoo keeper Dentist Dental nurse

DINOSAUR PLANET Film maker Producers Fossil hunter Script writer Cartoonist Train driver - Shunt Weather person Hydrologist

My Communication

DANGEROUS DINOSAURS  
ENGLISH INTENSIVE  
INTERACTION SENSORY  
PLAY SNACK Which dinosaur? After the dinosaurs Prehistoric phonics Dinosaur adventures Dinosaur trail/ Dinosaur phonics Labels - fantastic facts Discovering dinosaurs Remembering our experience After the dinosaurs Prehistoric phonics Who's who/ Funny names

DINOSAUR PLANET  
ENGLISH INTENSIVE  
INTERACTION SENSORY  
PLAY SNACK Visit a natural history museum Nature's treasures walk Welly walk Nature's treasures walk Literacy Writing: dinosaur poems jokes and riddles Communication and language: fact files Role play - dinosaur party Reading Read Write Inc



Dangerous Dinosaurs



Dinosaur Planet

Understanding the world

History

## My Reasoning Skills

DANGEROUS DINOSAURS  
 Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology Dinosaur museum MATHS Musical weather story ICT ATTENTION AUTISM

DINOSAUR PLANET  
 Number/ Thinking and problem solving Functional time/ Space Shape and Measure/ construction building/ attention autism/ water play/ music using technology Dinosaur museum MATHS 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.

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## Understanding me and my relationships

Emotional development, interpersonal and community relationships, health and wellbeing What is money? Keeping safe Risks lost/stolen Shopping / transitions outs saving and spending Choice Practical handling of money/ cards 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 Building relationships Bullying, teasing, unkind/ kind Consent relationships personal space appropriate and appropriate 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



Dangerous Dinosaurs



Dinosaur Planet

Understanding the world

History

My World	<p><b>DANGEROUS DINOSAURS</b> 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 Celebrating the dinosaurs! Animal extinction! dinosaurs in detail dinosaur explorers</p>	<p><b>DINOSAUR PLANET</b> 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 Discovering Dinosaurs Dinosaur island</p>
Science	Push and Pull	Materials/ State of matter/Animals including humans Fossils/ dinosaurs in (whose pooh/ why do we have teeth)
Food Tech	<p><b>DANGEROUS DINOSAURS</b> Caveman food Eggs/ meat/root veg and tubers</p>	<p><b>DINOSAUR PLANET</b> Caveman food - herbs/ meat - BBQ (Forest school cooking over a fire)</p>
MY CREATIVE EXPRESSION Art/ and design Music	<p><b>DANGEROUS DINOSAURS</b> Art and Design Dinosaurs alive D&amp;T Large and small-scale modelling puppet show Music Listening skills, rhythm and pulse, performance – Music of indigenous people eg Maori, Aborigine, and Native American.</p>	<p><b>DINOSAUR PLANET</b> Art and Design Move like a... Dinosaur adventures Dinosaur island After the dinosaurs Turtles Fact finders Dinosaur painting D&amp;T Dinosaur trails Build a dinosaur Nests Outdoor Mud painting Frozen in time Music Rhythm and pulse, composing and performing Compose sounds to represent different dinosaurs. Perform and compose using graphic scores. Use percussion instruments to represent movement of dinosaurs through varying dynamics and tempo.</p>
RE	Exploring places of worship	Sikhism Anand Karaj/Wedding