

# Inscape House School

## Class plan - Champions and Explorers Cycle A



Land Ahoy!

Geography



Once Upon a Time

Literacy



Muck, Mess and Mixtures

Art and design



Movers and Shakers

History



Childhood

History

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

Fisher man Life guard  
Actor Navy diver  
Historian (Artefacts)  
Fish Mongers Fish and chips shop owner Ship Maintenance Ship Crew

Actors Writers Artists -  
Cartoonists Costume design Architect  
Narrator Theatre workers

Artists Mountaineers/  
Guides Teachers Prime Minister News readers  
Nurses / doctors/ carers Nation trust worker/  
Conservationist

Inventors Builder  
Roofer Plumber  
Tradesman watch maker Photographer

Levels of Engagement

Autumn 1  
Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out

Autumn 2  
Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out

Spring 1  
Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out

Spring 2  
Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out

or scanning for the source of new stimulus? Discovery – are they searching out new stimulus, reacting or responding in ways that show they are engaged (such as exhibiting expressions of enjoyment and excitement)? Anticipation – how they predict, expect or associate a particular stimulus that shows their understanding of cause and effect? Persistence – the extent to which they 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 pupil is instigating an event in order to bring about a desired outcome? Investigation – the extent to which they

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	are actively trying to find out more about a toy or activity via prolonged, independent experiment?	are actively trying to find out more about a toy or activity via prolonged, independent experiment?	are actively trying to find out more about a toy or activity via prolonged, independent experiment?	are actively trying to find out more about a toy or activity via prolonged, independent experiment?
MY COMMUNICATION (Pre) Responding Interacting Communication (Semi) Reading Writing Communication	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Fairy tale magic. [Sparkle and Shine] - Celebrations A story for the king. [Sparkle and Shine] - Making tealight holders Role play -	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	Wilfrid Gordon McDonald Partridge - Mem Fox ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Childhood knowledge organisers Role play -Childhood past and present

MY COGNITION (Pre) Responding Interacting Communication (Semi) Reading Writing My reasoning skills 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	MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM	MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM	MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM
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CARE AND INDEPENDENCE Eating/ drinking Washing/ showering Using the toilet haircare Brushing teeth Dressing/ undressing PHYSICAL DEVELOPMENT AND CARE Knowing about, and maintaining a healthy body Learning to move my body Independent Care Skills	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.
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MY BODY 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 Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig. O.T targets	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig. O.T targets	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig. O.T targets	Community(AET) Health and Well being (AET) Personal care targets Bespoke to the individuals and the need within the group. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig. O.T targets
UNDERSTANDING ME AND MY RELATIONSHIPS Understanding me My relationships /PSHE	Relationship with others and ourselves Heritage Family Games 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/ sharing REFER TO; planning framework for pupils with SEND (KS1/KS2) Encountering -	Our wonderful world Environment rights and responsibilities 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 -	Health and Wellbeing How to keep safe Our bodies changing personal hygiene Puberty 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	Emotional Health Feelings Emotions Healthy minds Hobbies Talking about feelings 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



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Me and My World  
(Pre) understanding  
my relationships  
Working with  
advocates Being  
with others  
Accessing and  
enjoying public  
spaces Finding  
individual interest  
MY WORLD (Semi)  
How we function in  
the world Learning  
about the world

Comprehension; Word  
reading; Writing.  
[Sparkle and Shine] -  
Comprehension;  
Writing

Science	Investigating Materials Changes in state	States of matter Stickier/ muddier/ shape of a bubble	Living things and their habitats	Humans
MY CREATIVE EXPRESSION Art/ and design Music	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 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Sing	MUCK/MESS and MIXTURES Art and Design Creating with materials; Being imaginative and expressive. Share their creations, explaining the process they have used. 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 can be used to 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	Art and Design Mix it Still life D&T Construction and small world -Columbus ships Malleable - memorial models make a paper bridge Music	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 Shades and shelters Music

	<p>simple songs and chants with a sense of melody and shape.</p> <p>Sea Shanties</p> <p>Performance time</p>	<p>upcycled materials, construction kits, textiles and ingredients</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>Construct simple structures and models using a range of materials.</p> <p>Building Bridges</p> <p>Animal Tales</p> <p>Fantasy Home</p> <p>A coach for Cinderella</p> <p>Music Has different features.</p> <p>It can be loud, quiet, soft, fast, slow and can make us feel different emotions.</p> <p>Listen to a variety of music and talk about how it makes them feel.</p> <p>Sing a range of well known and songs</p>		
Food Tech	<p>Tuna pasta</p> <p>Fish and chips</p> <p>Tasting different fish / smells of the sea</p>	<p>porridge</p> <p>fairy cakes</p> <p>Ginger bread</p>	<p>Remarkable recipes</p> <p>Exploring where food comes from</p>	<p>Angel delight</p> <p>Farles rusks</p> <p>Jelly and ice cream</p> <p>Alphabet spaghetti</p> <p>Funny face potatoes</p>

RE and spiritual well being	Cycle A Islam Muhammad	Hinduism Diwali	Sikhism Gurdwara; Guru Granth Sahib; Naming ceremony; Families	Christianity Harvest; Sharing
				
Rio de Vida		Coastline		
<div>Music</div>		<div>Geography</div>		
Careers and Employability A discrete level that is embedded and forms part of other lessons	Make up artists costume designer Events organiser Jeweller Musician Dance teachers	Coast Guard Life guard Fisherman Deep sea divers Engineers Conservationist Environmentalist NSPC Birds		
Levels of Engagement	Summer 1 Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out or scanning for the source of new stimulus? Discovery – are they searching out	Summer 2 Responsiveness – do changes in behaviour demonstrate they are being attentive to new stimulus? Curiosity – are they reaching out or scanning for the source of new stimulus? Discovery – are they searching out		

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Investigation – the extent to which they are actively trying to find out more about a toy or activity via prolonged, independent experiment?

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UNDERSTANDING ME  
AND MY RELATIONSHIPS  
Understanding me My  
relationships /PSHE

Money Think I want Things  
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

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 process  
Foundation - underpinning  
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depending of application  
of learning Enhancement -  
applying learning in  
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<p>Me and My World (Pre) understanding my relationships Working with advocates Being with others Accessing and enjoying public spaces Finding individual interest MY WORLD (Semi) How we function in the world Learning about the world</p>		
Science	Sound	Use of materials /Plants
<p>MY CREATIVE EXPRESSION Art/ and design Music</p>	<p>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&amp;T Making Headdresses Music Samba band What makes the loudest sound Sound that bounces</p>	<p>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&amp;T FLOWERHEAD Build structures, exploring how they can be made stronger, stiffer and more stable. Human features (Construction kits) Music</p>

Food Tech	Showcases Celebration cakes	Ice cream
RE and spiritual well being	Judaism Shavuot - festival	Buddhism Esala Perahera Festival of the tooth (Sweets)