

Inscape House School

Class plan - Champions and Explorers Cycle B



Splendid Skies

Science



Frozen Kingdoms

Geography



Starry Night

Understanding the world



Moon Zoom!

Design and technology



Dinosaur Planet

History

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

Astronomer Astrologer
Weather person
Meteorologist Pilot
Cabin Crew

Litter picker Naturalist
Scientist - polar
Geologist photography
Mariners Climbers/
guides divers

Electrician Night
Guard Police Security
Nurse and doctors
Musicians Singers DJs

Astronauts
Astronomer Weather
man Meteorologist
Mathematicians
Engineer's

Archaeologist
Curator Zoo
keeper Dentist
Dental nurse

Levels of Engagement

Autumn 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

Autumn 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

Spring 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

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

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

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 are actively trying to find out more about a

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)?
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 Investigation – the extent to which they

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

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

toy or activity via prolonged, independent experiment?	toy or activity via prolonged, independent experiment?	are actively trying to find out more about a toy or activity via prolonged, independent experiment?	an event in order to bring about a desired outcome? Investigation – the extent to which they are actively trying to find out more about a toy or activity via prolonged, independent experiment?	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 are actively trying to find out more about a toy or activity via prolonged, independent experiment
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MY COMMUNICATION (Pre) Responding Interacting Communication (Semi) Reading Writing Communication	Nature's treasures walk ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	Day and night walk Nature's treasures walk ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	Wonderful winter Nature's treasures walk ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	Alien crash scene investigation Nature's treasures walk ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -	
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	Weather station MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM	Weather station MATHS (Construction/Building/ water play) ICT ATTENTION AUTISM	Tessy Bear can't sleep MATHS ICT ATTENTION AUTISM	Help the alien home MATHS ICT ATTENTION AUTISM	Dinosaur museum MATHS ICT ATTENTION AUTISM

<p>CARE AND INDEPENDENCE</p> <p>Eating/ drinking</p> <p>Washing/ showering</p> <p>Using the toilet</p> <p>haircare</p> <p>Brushing teeth</p> <p>Dressing/ undressing</p> <p>PHYSICAL DEVELOPMENT AND CARE</p> <p>Knowing about, and maintaining a healthy body</p> <p>Learning to move my body</p> <p>Independent Care Skills</p>	<p>Community(AET)</p> <p>Health and Well being (AET)</p> <p>Personal care targets</p> <p>Bespoke to the individuals and the need within the group.</p> <p>A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.</p>	<p>Community(AET)</p> <p>Health and Well being (AET)</p> <p>Personal care targets</p> <p>Bespoke to the individuals and the need within the group.</p> <p>A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.</p>	<p>Community(AET)</p> <p>Health and Well being (AET)</p> <p>Personal care targets</p> <p>Bespoke to the individuals and the need within the group.</p> <p>A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.</p>	<p>Community(AET)</p> <p>Health and Well being (AET)</p> <p>Personal care targets</p> <p>Bespoke to the individuals and the need within the group.</p> <p>A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.</p>	<p>Community(AET)</p> <p>Health and Well being (AET)</p> <p>Personal care targets</p> <p>Bespoke to the individuals and the need within the group.</p> <p>A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.</p>
<p>UNDERSTANDING ME AND MY RELATIONSHIPS</p> <p>Understanding me</p> <p>My relationships /PSHE</p>	<p>Being Healthy</p> <p>Fears/ worries and change</p> <p>Germs and bacteria</p> <p>Handwashing</p> <p>REFER TO; planning framework for pupils with SEND (KS1/KS2)</p> <p>Encountering - effective engagement in the learning process</p> <p>Foundation - underpinning learning</p>	<p>Positive relationships</p> <p>Friendships</p> <p>conflict disagreeing</p> <p>different families</p> <p>marriage/ love and abuse</p> <p>REFER TO; planning framework for pupils with SEND (KS1/KS2)</p> <p>Encountering - effective engagement in the learning process</p> <p>Foundation -</p>	<p>Living in the wider world</p> <p>Staying safe</p> <p>asking for help</p> <p>Identity</p> <p>Community and diversity</p> <p>REFER TO; planning framework for pupils with SEND (KS1/KS2)</p> <p>Encountering - effective engagement in the learning process</p> <p>Foundation -</p>	<p>Emotional health and puberty</p> <p>Mental health</p> <p>Body image</p> <p>Boys and girls/ changes</p> <p>What is alcohol/ drugs</p> <p>REFER TO; planning framework for pupils with SEND (KS1/KS2)</p> <p>Encountering - effective</p>	<p>Building relationships</p> <p>Bullying, teasing, unkind/ kind</p> <p>Consent relationships</p> <p>personal space</p> <p>appropriate and appropriate</p> <p>REFER TO; planning framework for</p>

Core - fundamental learning elements	underpinning learning	underpinning learning	engagement in the learning process	pupils with SEND (KS1/KS2)
Development - increasing understanding of learning	Core - fundamental learning elements	Core - fundamental learning elements	Foundation - underpinning learning	Encountering - effective engagement in the learning process
Enrichment - depending of application of learning	Development - increasing understanding of learning	Development - increasing understanding of learning	Core - fundamental learning elements	Foundation - underpinning learning
Enhancement - applying learning in different contexts	Enrichment - depending of application of learning	Enrichment - depending of application of learning	Development - increasing understanding of learning	Core - fundamental learning elements
	Enhancement - applying learning in different contexts	Enhancement - applying learning in different contexts	Enrichment - depending of application of learning	Development - increasing understanding of learning
			Enhancement - applying learning in different contexts	Enrichment - depending of application of learning
				Enhancement - applying learning in different contexts

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	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
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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	Seasonal and daily weather patterns			Satellite images	Locating continents and oceans
Science	Electricity	States of matter (Ice/water)	Sound	Earth and space	Materials/ State of matter/Animals including humans Fossils/ dinosaurs in (whose pooh/ why do we have teeth)

MY CREATIVE EXPRESSION Art/ and design Music	Art and Design Whatever the weather Weather-themed art Rainy days Cloud art Hot stuff! Season trees Water experts! Express D&T Suncatchers Music	Art and Design Exploring environmental art Ocean art D&T Recycle, reuse and repurpose - part 1 Recycle, reuse and repurpose - part 2 Music	Art and Design Starry night Night owls Light and dark Creative Sky painting Icy Art D&T Make a cuddle pet Construction and small world Snowy play Snow mobiles Ice building Icy Dens Music Lullabies Relaxation station Time for bed Bedtime routine Icy music	Collage; Painting Art and Design Out in space Constellations D&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	Art and Design Dinosaurs alive D&T Large and small-scale modelling puppet show Music
RE	Cycle B Hinduism Navratri	Christianity Christmas	Judaism Hanukkiah; Miracles;	Buddhism Losar(New Year)	Sikhism Anand Karaj/Wedding

Food Tech



Dangerous Dinosaurs

Understanding the world

Careers and Employability A discrete level that is embedded and forms part of other lessons	Film maker Producers Fossil hunter Script writer Cartoonist Train driver - Shunt Weather person Hydrologist
Levels of Engagement	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 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 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	Visit a natural history museum Nature's treasures walk Welly walk Nature's treasures walk ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Reading - Communication and language: Role play -
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	Dinosaur museum MATHS Musical weather story ICT ATTENTION AUTISM

<p>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</p>	<p>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.</p>
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<p>UNDERSTANDING ME AND MY RELATIONSHIPS Understanding me My relationships /PSHE</p>	<p>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</p>
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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	
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Science	Push and Pull
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MY CREATIVE EXPRESSION Art/ and design Music	Art and Design Move like a... Dinosaur adventures Dinosaur island After the dinosaurs Turtles Fact finders Dinosaur painting D&T Dinosaur trails Build a dinosaur Nests Outdoor Mud painting Frozen in time Music
RE	Exploring places of worship
Food Tech	