

Inscape House School

Class plan - Champions and Explorers Cycle C



Long Ago

Understanding the world



Superheroes

Physical education



Y1 WRM - Autumn

Mathematics



The Enchanted Woodland

Science



Ready Steady Grow

Understanding the world

Careers and Employability A discrete level that is embedded and forms part of other lessons	Charity worker Curator Writer Historian illustrator Narrator Tradesman Glass blower	RNLI RSPCA Counsellors Therapists Mountain rescue Nurses, doctors Teachers Educational assistants Othamologist Optician Audiologist	Volunteers Nation trust workers Conservationist Tree surgeons Orienteering - outdoor adventure Youth worker Florist Landscape gardener Weather person Cook Chef	
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 stimulus? Discovery – are they searching out new stimulus, reacting	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 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	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 stimulus? Discovery – are they searching out new stimulus, reacting	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 are actively trying to find out more about a toy or activity via prolonged, independent experiment?	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?	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?	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?
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MY COMMUNICATION (Pre) Responding Interacting Communication (Semi) Reading Writing Communication	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: As time goes by Step back in time My history My heritage Reading - fairtales/ babies / peepo/ teddy stories Communication and language: b/w photos lets find out toys from the past looking after baby babies Role play - dolls and teddies	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Communication and language:/ Literacy Writing:/Reading Reounts texts and letters lists and instructions Role play - who am I? Hansel and Gretel - Andrea Petrlik	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Communication and language:/ Literacy Writing:/Reading Reounts texts and letters lists and instructions Role play - who am I? Hansel and Gretel - Andrea Petrlik	ENGLISH INTENSIVE INTERACTION SENSORY PLAY SNACK Literacy Writing: Handas surprise Reading - Jack and beanstalk real or fake Communication and language: sand pies herding sheep Role play - farmers and cafe
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) Time flies Abacus Finger Maths How tall Blackboard / chalk Weighing babies/ tiddlywinks/ dominoes/ teddy maths ICT ATTENTION AUTISM	MATHS (Construction/Building/ water play) skipping jumping? how man times shoot the number of baddies on the wall https://rockmyclassroom.com/2015/02/24/superhero-ideas-for-the-early-years/ funky fingers unlocking padlocks Free the superhero Superhero hunt ICT ATTENTION AUTISM	MATHS (Construction/Building/ water play) problem solving shapes, space measure length of cones width size length of leaves width size measuring my world outside Visit a local woodland ICT ATTENTION AUTISM	MATHS (Construction/Building/ water play) Food and farming Weather motifs ICT ATTENTION AUTISM

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. A woodland party for Mr Fox	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.
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 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	Living in the Wider World Dealing with risk: fireworks and bonfires take a chance What if? Risks in play Internet and Screen time Fake news Age restrictions THE WORLD I LIVE IN/ SELF CARE SUPPORT AND SAFETY 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	Living in the Wider World Woodland assembly (working cooperatively) Owls a hunting Teamwork Success and achievement, independence, responsibility, courtesy and manners, change grief and loss, the environment and climate change THE WORLD I LIVE IN/ SELF CARE SUPPORT AND SAFETY 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	Healthy minds, healthy bodies Being healthy Can I eat a rainbow? Sensory Challenge Lets get moving Lets grow Investigate Understanding our emotions: vocabulary for feelings and emotions, mental health and signs of illness, physical health and signs of illness. THE WORLD I LIVE IN/ SELF CARE SUPPORT AND SAFETY 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
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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	Understanding the World Time team explorers Yearly changes putting things in order How old Memories	History Stories of real-life historical ‘superheroes’, superheroes in their life	Geography Fantasy maps Trees woodland trust - visit a woodland / orienteering	Understanding the world Food and farming Our learning Farm to fork Investigations
Science	Everyday Materials	Investigating senses Heroes and Villain's: Villain's or heroes Super me: Investigating senses (Numbered and labelled mystery boxes Objects, food items and sound sources Recording sheets, Clipboards) Super skills Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Choice or change: What happens if..? (Soft pegs/Blindfolds or blackout goggles Ear defenders/Different foods and objects of different sizes and textures)	Plants – Buds/pine cones/ leaves Enchanted Forest Trees Woodland visit Make friends with a tree woodland birds How old? All creatures great and small Woodland animals Who am I	Seasonal changes Wildflowers Plant parts planting seeds living or dead planting seeds and bulbs pine cone investigation Plants for the future observing change What's in a bud? Do pine cones know its raining? What is growing on the trees? What is the weather like? What can you hear? What can you smell? What signs of spring did you spot on the walk?

MY CREATIVE EXPRESSION Art/ and design Music	Collage; Painting Art and Design Explore artwork by great artists: Portraits shades of grey Add mirrors to the art area and provide a range of paper and drawing resources so the children can draw pictures of themselves. D&T Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Construct simple structures and models using a range of materials. Music Story telling Traditional rhythms	Art and Design Mask making D&T Modelling Music Sound effects	Arts and design Trees Tree Boggarts Fantasy Woodland Natural Art Creatures great and small Colour Mixing D&T All creatures great and small Nest and dens Woodland creatures Woodland Crown Music Woodwind instruments sounds of the forest	Arts and design Being healthy Fruit Art Down on the farm Tractor Trouble Looking down Sunrise and sunset D&T Creative Take a closer look Shelters Music Farm songs Floaty scarves Streamers Percussion instruments
Food Tech	Explore and experience Long ago BAKE IT Food related to stories and rhymes (gingerbread man, muffins, Sponge cake	Explore and experience Super foods (spinach/ cabbage) healthy and varied diet (pulses/ seeds etc)	Explore and experience Earthy foods Create teeny tiny, healthy treats to serve at a tiny tea party for imaginary woodland creatures. Mini sandwiches and small fruity skewers on cocktail sticks. Fantasy Woodland Woodland treats	Explore and experience Food and farming Fruit, vegetables, meat, eggs, fish, cheese, milk and bread, potatoes Lets grow Seed shakers Creating weather collagraphs Penny pig's super salad

RE and spiritual well being	Hinduism; Ganesha Chaturthi - Lord Ganesh	Sikhism Guru Nanak Gurupurab	Christianity Lent	Judaism Special clothes; Story of Esther; Purim
				
Y1 WRM - Spring	Sunshine and Sunflowers	Marvellous Machines	Wriggle and Crawl	Y1 WRM - Summer
Mathematics	Understanding the world	Understanding the world	Science	Mathematics
Careers and Employability A discrete level that is embedded and forms part of other lessons		Construction workers Paramedic Bus/ train/ taxi/ metro/ ambulance/ tractor driver puppeteers ventriloquist yoga teacher personal trainer aerobics teacher		

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 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?

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?

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<div>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</div>	<div>MATHS (Construction/Building/ water play) Outside explorers ICT ATTENTION AUTISM</div>	<div>Using technology All shapes and sizes All shapes and sizes Robots and inventors Number machines Moving machines How many? How machines help us Malleable Bendy wires Numicon robots What's the time? Beat the time ICT ATTENTION AUTISM</div>
<div>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</div>	<div>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.</div>	<div>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.</div>

<p>MY BODY Body awareness Gross motor skills - sit/ stand/walk/jump Mobility - indoor/outdoor/water Fine motor skills. Reach /Grasp/ Release/ Manipulate</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. O.T targets</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. O.T targets</p>
<p>UNDERSTANDING ME AND MY RELATIONSHIPS Understanding me My relationships /PSHE</p>	<p>Staying Safe and Healthy little box of sunshine safe in the sun Healthy habits and healthy lifestyles, diet and exercise, sleep hygiene, sun safety, medicines household safety, basic first aid SELF CARE SUPPORT AND SAFETY/HEALTHY LIFESTYLES 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>	<p>SELF CARE SUPPORT AND SAFETY/HEALTHY LIFESTYLES 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>

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	Understanding the world Garden explores Come outside	Moving machines How machines help us Robots and inventors Investigations
Science	Signs of spring Camouflage Does it snow in summer? Lets investigations Outdoor Shadow s and reflections patterns (Enhanced provision) Sand and water construction and small world Camouflage	Wriggle and Crawl
MY CREATIVE EXPRESSION Art/ and design Music	Arts and design Come outside Grow a garden Fun in the sun Creative D&T Homes for who Summer Technology Music Echoes	Arts and design Puppets and pop ups D&T Construct simple structures and models using a range of materials. Protection and camouflage Music Tuned and percussion instruments Lyrics and tunes for familiar songs and rhymes Classical music inspired by minibeasts
Food Tech	Explore and experience Summer fruits Smoothies frozen yoghurts	
RE and spiritual well being	Buddhism Vesak	Islam Haji