

Willow Class long term plans

Social Communication Learners KS3 (Willow & Elm) Year A	Term 1 UK	Term 2 France	Term 3 Stone age to iron age	Term 4 Vikings/ Anglo Saxons	Term 5 The Americas	Term 6 Lights, Camera, Action
English	Sensory story: Prince Cinders Writing their own fairy tales from a different perspective	Sensory story: Alfie Weather Weather poems	Sensory story: Stone age boy Writing their own simple historical fiction of life as a cave man, based on practical experiences.	Sensory story: How to train you dragon Writing a letter to explain how to look after a pet.	Sensory story: Grandmothers Dreamcatcher Learning how to follow simple instructions to learn survival techniques and using these to create their own survival guide You tube video	Sensory story: Shakespeare's A Midsummer Night's Dream Introduction to Shakespearean text and then creating their own play scripts to enter the Into Film Festival.
Maths	Number: Number and Place Value Measure – Weight/Mass	Number: Addition Subtraction Geometry: Position and	Number: Fractions Measure: Money	Number: Number and Place Value. Geometry: Properties of	Number: Multiplication Division Measure: Time	Using and Applying Statistics

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	Height/Length Capacity/ Volume Time	Direction		Shape.		
Science	Pond Life (SC2) Natural Habitat What is a pond? What exists in a pond? Food Chains Life Cycles	Scientists and Inventors (SC1-4) Thomas Edison – Electrical Appliances Washington Sheffield – Toothpaste Electromagnet Inventors around the world Leonardo Di Vinci - The Vitruvian Man	Rocks and Fossils (SC3) Types of Rocks Grouping Rocks Looking at fossils Mary Aning Soil Formation Soil Permeability	Animals, including Humans (SC2) Digestive System Parts Digestive System Function Types and Function of Teeth Tooth Decay Food Chain – building on from Upper KS2	Grouping and Classifying Materials (SC3) Solids and Liquids (recap) The shape and volume of liquids Solids and their liquid properties Solids that do not dissolve Gases – experiment Classification	Forces and Magnets (SC4) Pushes and pulls (revisit) Attraction and repulsion Magnetic materials Magnets in the home Investigating the behaviour of magnets The Earth as a magnet

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		Stonehenge			of solid, liquid or gas	
Computing	<p>Online</p> <p>Internet Searches, Search Engines.</p> <p>Children learn how to search safely on the internet. They will use key words to find subjects on their topic</p>	<p>Data</p> <p>Christmas Fair: Collecting, Entering, Organising Interpreting.</p> <p>Children will be creating questions as a class to ask around school and then collect and analyse data with support.</p>	<p>E-Safety</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify who they can talk to if they are unsafe and what they can say.</p>	<p>Multimedia</p> <p>Video (iMovie) Showcase</p> <p>Children will make an action- packed trailer for their class book. Working in small groups with support they will film and review their work.</p>	<p>Data</p> <p>School fair.</p> <p>Students will add amounts of money, matching to their maths ability, to create totals in tables to help them organise and understand data.</p>	<p>Programming</p> <p>Kodu.</p> <p>With support, children will understand and explore algorithms. They will use algorithms as a sequence. By ‘debugging’, they will spot errors in code and fix the problem.</p>
History/ Geography	<p>Geography (Spatial awareness) The United Kingdom</p>	<p>Geography (EU) Country study: France</p>	<p>History (Wider History) Stone age to Iron age</p>	<p>History (British History) The Vikings invasion of Britain</p>	<p>Geography (Non-UK) Continent study- North America</p>	<p>History (Enquiry) How did Britain change during the Industrial Revolution?</p>

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Art/DT	Pupils will learn to cook with ingredients caught and grown in the U.K. They will be taught about seasonality and basic nutrition. Recipes followed will include blackberry and apple pie and fishcakes.	The children will learn about Claude Monet; his paintings, house and garden. They will paint a skyscape and a landscape and organise an exhibition to display the artwork.	Pupils will learn about the first drawings made by man. They will practise stencilling, mark making and painting. Pupils will find out about bright colours and subtle colours. They will make made clay pots using the thumb pot method.	Pupils will create a variety of artwork inspired by the Vikings; Including jewellery and sculpture. Pupils will start to evaluate their own and other class members work using artistic language.	The children will find out about Totem poles They will then design and make their own totem poles using a variety of techniques and incorporating some of the symbols used by native Americans.	This term the children will learn how to produce an animation with music. They will perform in a short film and produce a poster advertising their class production.
Music	The Beatles Performing with expression Pop music	Music performance Music for theatre Music for dance	Music with everyday objects Using everyday objects and things around us to create music. Exploring sounds and how they are produced.	Chants and work song Music for mood Exploring music in different cultures Understanding	Music of the Americas Country music Samba music	Film Music Music for mood Listening to music with movies Writing music to a movie scene

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				how music can help in everyday life		
RE	<p>4. Beliefs and practices</p> <p>How special is the relationship Jews have with God?</p> <p>Judaism</p>	<p>5. Christmas Incarnation</p> <p>Is the Christmas story true?</p> <p>Christianity</p>	<p>4.The 8-fold path</p> <p>Can the Buddha's teachings make the world a better place?</p> <p>Buddhism</p>	<p>4. Easter Salvation</p> <p>Is forgiveness always possible for Christians?</p> <p>Christianity</p>	<p>5. Beliefs and moral values</p> <p>Are Sikh stories important today?</p> <p>Sikhism</p>	<p>4. Prayer and Worship</p> <p>Do people need to go to Church to show they are Christians?</p> <p>Christianity</p>
PSHCE	<p>Recognising my needs.</p> <p>How I learn best.</p> <p>How to relax.</p>	<p>Drugs and medication.</p> <p>What goes onto and into my body?</p> <p>Staying safe and healthy.</p>	<p>Media and advertising.</p> <p>How does the media work?</p> <p>How to be aware of what I see and hear.</p>	<p>Personal hygiene.</p> <p>Looking after myself.</p> <p>Who can help?</p>	<p>Leisure awareness.</p> <p>Choosing things I like to do.</p> <p>Staying safe</p>	<p>Safe in the community.</p> <p>Going places and staying safe</p>
PE	<p>Basketball invasion games</p> <p>Rolling</p>	<p>Dance</p> <p>Using different props to create individual and</p>	<p>Gymnastic</p> <p>Develop basic movement skills</p> <p>Rolling</p>	<p>Inclusive games:</p> <p>Rolling a ball towards a</p>	<p>Athletics:</p> <p>Running, sprint start, jumping and throwing using different equipment to develop all</p>	<p>Striking and fielding games</p> <p>Rules for kwik cricket</p>

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	Catching Moving with a ball	a group dance Temporary music	Crawling Creeping Jumping On and off equipment.	target Differentiate between the colours for the teams Boccia New age kurling	these skills in preparation for sports day	Teamwork Rules and tactics for all games.
Creative Arts	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
Swimming/ Forest Skills	Pupils can choose between weekly swimming lessons or Forest skills. Swimming- each week pupils will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills. Forest Skills- each week pupils will build on the previous week to explore and be creative within our Pond Place/ local area to learn more about the great outdoors.					
MFL- Makaton	Learning makaton signing relating to Last Night of the Proms	Learning makaton vocabulary relating to France as a holiday destination	Revising core makaton vocabulary through interactive games	Learning how to use key makaton words in order to form fuller sentences	Using makaton signing in order to prepare a story for a virtual assembly	To learn Makaton signs and symbols connected to the basic plot of A Midsummer Night`s Dream.

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Careers	Finding out about jobs in the catering industry and completing simple catering related tasks.	Finding out about what it means to be an inventor and what an engineer does.	Learning about jobs within the creative industries such as being an artist.	Exploring the role of an archaeologist.	Finding out about social enterprise.	Learning about roles within the media and entertainment industries.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.					

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Year B Social Communication Learners KS3	Term 1 Victorians	Term 2 South Africa	Term 3 Romans	Term 4 Rivers and Coasts	Term 5 Enterprise- Leisure	Term 6 Local area
English	Sensory story: Oliver Twist Exploring, labelling and describing a Victorian workhouse, writing a diary entry for a Victorian child working in the workhouse.	Sensory story: Mama Panyas Pancakes Describing our emotions, linked to different dilemmas.	Romans Poetry- traditional/ shape	Sensory story: Wind in the Willows Understanding and raising awareness by creating leaflets/ posters to help others keep safe near water.	Sensory Story: Camillas Lemonade Stand Using persuasive techniques to create own leaflet on a familiar place.	Sensory story: based on pupil's interests. Discussion; how to improve the school/ classroom
Maths	<u>Number:</u> <u>Number and</u> <u>Place Value</u> Counting forwards and backwards from different numbers	<u>Number:</u> <u>Addition</u> <u>Subtraction</u> <u>Multiplication</u> <u>Division</u> More and less Add one/Take away one	<u>Number:</u> <u>Fractions</u> <u>Decimals</u> <u>Percentages</u> Practical sharing activities Halves/quarters	<u>Number: Ratio and</u> <u>Proportion/Counting</u> <u>consolidation</u> Counting activities More and less activities Simple problem	<u>Number:</u> <u>Number and</u> <u>Place Value.</u> Counting on, counting forwards and backwards from different	<u>Using and</u> <u>Applying</u> Practical problem-solving skills - pattern Money –

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	<p>Matching numbers</p> <p>More and less</p> <p><u>Geometry: Properties of shape</u> Naming, describing and comparing different 2d and 3d shapes</p>	<p>Practical addition and subtraction sums</p> <p>Counting on in number songs</p> <p><u>Measure – Weight/Mass</u> <u>Height/Length</u></p> <p>Compare size – bigger smaller</p> <p>Compare heights – taller and shorter</p> <p>Compare length – longer and shorter</p> <p>Compare weights – heavy and light</p> <p>Compare capacity – more,</p>	<p>of quantities and objects</p> <p><u>Geometry: Position and Direction</u> Explore and describe different positions using objects</p> <p>Explore & Describe movements – left and right, forward backwards. Describe turns made by shapes/objects.</p>	<p>solving</p> <p>Simple ratio and proportion activities</p> <p><u>Measure – Area</u> Measure length – non-standard units, standard units</p> <p>Simple area and capacity problem solving activities</p>	<p>numbers</p> <p>Counting, Matching, Writing, Representing numbers</p> <p>Estimating and counting</p> <p>More and less</p> <p><u>Statistics</u> Sorting and classifying</p> <p>Understand lists Record and analyse simple data. Pictograms</p>	<p>exchanging coins</p> <p><u>Number: + - x ÷</u> Consolidation of addition and subtraction skills</p> <p>Practical number activities – rhymes songs and games</p>
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		less, full, empty.				
Science	Forces and Motion (SC4) Gravity Air Resistance Water Resistance Friction Mechanisms	Living Things and Their Habitats (SC2) Making new plants Mammals Jane Goodall Metamorphosis Comparing Life Cycles	Properties and Changes of Materials (SC3) Properties of materials Thermal Conductors and Insulators Conductors and Resistance Dissolving Separating Materials Irreversible Changes	Scientists and Inventors (SC1-4) Neil deGrasse Tyson – The Solar System Eva Crane – Bees David Attenborough – Nature Stephanie Kwolek - materials	Electricity (SC4) Circuits and symbols Volts Electricity investigations	Animals, including Humans (SC2) Human Timeline Growth of babies Puberty Change in Old Age Gestation Periods Life Expectancy
Computing	Programming Hopscotch	Online Internet	E-Safety Children will	Data Bug hunt – collecting data.	Multimedia “We are presenters”	Multimedia/ Data. Children will use a range of skills

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	<p>With support, children will explore algorithms and debugging problems. They will also program using new software and use logical reasoning to compare their process for the best result.</p>	<p>Research. Children will use the internet for a specific purpose and recall how to ensure safety on the internet using symbols. They will find key photos for their topic</p>	<p>understand how the internet can be used to communicate and how to report concerns to staff, family and online .</p>	<p>Children collect data and input it into a computer. They will then use the data in new ways to create visual representations as graphs to answer questions</p>	<p>Video/Sound recording, editing. With support, children will create their own TV show segment using video software and editing. They will practice reviewing footage and selecting the best shots.</p>	<p>to create a project based on the local area, using digital adverts and presentations</p>
<p>History/ Geography</p>	<p>History (British History) The Victorians- live for children and families</p>	<p>Geography (non UK) Country study- South Africa</p>	<p>History (Wider History) Romans – Impact of Romans on Britain today.</p>	<p>Geography (UK) Streams, rivers and coasts</p>	<p>NA- Enterprise</p>	<p>Geography (Spatial Awareness) Local area study of a specific area of interest e.g. pollution.</p>

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<p>Art/DT</p>	<p>Pupils will learn about William Morris and the Arts and Crafts Movement. They will develop their observational skills and drawing and painting abilities. Pupils will learn about embroidery and fabric printing and make a print based on a peacock's feather.</p>	<p>Pupils will learn about traditional African textiles. They will decorate fabric in a variety of ways and learn about how pattern is used in the production of decorative fabrics.</p>	<p>Pupils will design, model and evaluate a Roman style clay bust, joining components with slip. They will have created mosaics from paper, pasta and ceramic tiles, organising a pattern on the latter.</p>	<p>The children will be focussing on painting. They will learn about different paints and techniques and find out about some famous painters including Banksy and L.S. Lowry</p>	<p>Each pupil will be given money to invest in a project that is designed to make money. The children will collectively decide what to make or do. Any money made will be used to treat the children in an agreed way.</p>	<p>Pupils will learn about seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Using recipes decided on as a class, pupils will cook foods that include local produce.</p>
<p>Music</p>	<p>Songs of Oliver Twist Performing with expression Understanding tempo and dynamics</p>	<p>African Drumming Playing in time Following a leader</p>	<p>Marching Band Music Hearing different instruments Music and movement</p>	<p>Composing The journey of the river Writing music for effect Graphic score</p>	<p>Music for enjoyment Choosing music to play, sing or listen to Working together to present music to others</p>	<p>Local radio station Creating a playlist Choosing music Jobs involving music</p>

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<p>RE</p>	<p>5. Belief and meaning</p> <p>Can Brahman be everywhere and in everything?</p> <p>Hinduism</p>	<p>6. Christmas Incarnation</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Christianity</p>	<p>4. The 8- fold path</p> <p>What is the best way for a Buddhist to lead a good life?</p> <p>Buddhism</p>	<p>5. Easter Salvation</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p>Christianity</p>	<p>Beliefs and Moral values</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Islam</p>	<p>Beliefs and Moral values</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Islam</p>
<p>PSHCE</p>	<p>Money.</p> <p>How do we get money?</p> <p>Why do we need money?</p>	<p>Self-awareness.</p> <p>My personal qualities.</p> <p>Accepting help to be my best.</p>	<p>Peer relationship skills.</p> <p>Cooperating.</p> <p>Solving problems.</p> <p>Respecting others.</p>	<p>Taking responsibility for my health.</p> <p>Staying clean.</p> <p>Smoking and drinking.</p> <p>Who can help me stay safe and healthy?</p>	<p>Family.</p> <p>Different families.</p> <p>What families do together.</p> <p>Why are families important?</p>	<p>Rights and choices.</p> <p>Making good choices.</p> <p>Accepting help to make good choices.</p> <p>How my choices affect others.</p>

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<p>PE</p>	<p>Basketball skills</p> <p>Passing to a partner</p> <p>Drop and catch</p> <p>Dribble</p> <p>Simple games with support</p>	<p>Hockey</p> <p>Using a hockey stick to move an object e.g. ball / bean bag</p> <p>Dribbling</p> <p>Passing</p> <p>Playing a basic game</p>	<p>Circuits:</p> <p>To follow a circuit of activity to include balance coordination and agility skills.</p>	<p>Dance</p> <p>Movement to music</p>	<p>Athletics:</p> <p>Running, sprint start, jumping and throwing using different equipment to develop all these skills in preparation for sports day.</p>	<p>Striking and fielding games</p> <p>Rules for kwik cricket</p> <p>Teamwork</p> <p>Rules and tactics for all games.</p>
<p>Creative Art/ Dance</p>	<p>Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.</p>					
<p>Swimming or Forest Skills</p>	<p>Pupils can choose between weekly swimming lessons or Forest skills.</p> <p>Swimming- each week pupils will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills.</p> <p>Forest Skills- each week pupils will build on the previous week to explore and be creative within our Pond Place/ local area to learn more about the great outdoors.</p>					
<p>MFL- Makaton</p>	<p>Learning of makaton vocabulary in relation to the topic – <i>The</i></p>	<p>Learning makaton vocabulary in order to re tell a South African</p>	<p>Learning makaton vocabulary in relation to the topic – <i>The</i></p>	<p>Revising core makaton vocabulary through interactive games</p>	<p>Using makaton signing in order to prepare a story for a virtual assembly</p>	<p>Learning makaton vocabulary through pictures and song in relation to the local area.</p>

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	<i>Victorians</i>	story	<i>Romans</i>			
Careers	Learning about jobs using computers.	Learning about what a textile designer does and how they create designs.	Finding about the support available to live independently.	Finding out about people who keep us safe around water.	Students will learn how to start a small business and participate in a mini enterprise project.	Finding out about jobs within the school.
Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.						

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Year C Social Communication Learners KS3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Volcanoes and Earthquakes	Our History	Battle of Britain	Countries, continents and oceans	Enterprise- culture	Meet the Greeks
English	Class text: TBC Descriptive writing volcanoes, earthquakes other natural disasters	Sensory story: I am not a label Recount, recalling and sharing events that have happened in the past.	Battle of Britain War poetry	Sensory Story: Under the Sea Recalling information, labelling and describing the seaside.	World literature challenge Writing letters to persuade linked to class enterprise project.	Sensory story: Percy Jackson and the singer of Apollo Exploring myths and creating a simple battle between Percy and a monster.
Maths	Number: Number and Place Value Measure: Mass, Volume,	Number: Addition Subtraction Multiplication Division Geometry: Properties of	Number: Fractions Decimals Percentages Measure – Height/Length	Algebra Geometry: Position and Direction.	Number: Number and Place value. + - x ÷ Measure - Time	Number: Ratio and Proportion Statistics

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		shape.	Capacity/Volume			
Science	Earth and Beyond (SC4) Spherical Bodies The Planets Geocentric Versus Heliocentric Night and Day Movement of the Moon	Evolution and Inheritance (SC2) Inheritance Adaption Theory of Evolution Evidence of Evolution	Living Things and Their Habitats (SC2) Classification Linnaean System Microorganisms The harmful effects of tobacco, alcohol and other drugs Field Guides	Scientists and Inventors (SC1-4) Stephen Hawking Libby Hyman Marie Maynard Daly Alexander Flemming Mary Leakey	Light (SC4) How we see Reflecting light Refraction Colour Spectrum Shadow theatres	Animals, including Humans (SC2) The Circulatory System: Parts The Circulatory System: Functions Transporting Water and Nutrients Healthy Lifestyle Exercise Investigation The impact of drugs and

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						alcohol
Computing	<p>Online</p> <p>Blogging</p> <p>Children learn how to create an online profile, using images that do not reveal their identity</p>	<p>Programming</p> <p>Scratch (Temple Run)</p> <p>Children will explore algorithms and debugging problems. They will also program using new software and use logical reasoning to compare their process for the best result</p>	<p>E-Safety</p> <p>‘Creating a Better Internet Together’</p> <p>Children will use technology safely, respectfully and responsibly. They will learn about new and emerging technology and discuss what is acceptable on the internet using symbols and speech</p>	<p>Multimedia</p> <p>Animation (Monkey Jam).</p> <p>Children will create an animation linking to their topic, which uses media that needs to be saved, stored, reviewed and exported.</p>	<p>Data</p> <p>Weather: Collecting, Entering, Organising Interpreting</p> <p>Children will create ways of collecting data about weather for a fictional sustainable energy company.</p>	<p>Media/online</p> <p>Children will research an end of term celebration activity they can do. They will then create a video of their celebration in the form of a documentary</p>
History/ Geography	<p>Geography (Non UK) Volcanoes and Earthquakes</p>	<p>History (enquiry) Local history Nailsea/ WSM</p>	<p>History (British) Battle of Britain and Home Front</p>	<p>Geography (Spatial Awareness) Identifying countries, continents and ocean</p>	<p>Enterprise- Culture Setting up an running a class business.</p>	<p>History (Wider History) Ancient Greece and the Olympics</p>

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<p>Art/DT</p>	<p>The children will learn about abstract art, they will look at some of the work by famous abstract artists such as Piet Mondrian and Barbara Hepworth. Pupils will make their own 2D and 3D abstract art and imitate that of famous artists.</p>	<p>Pupils will find out about engineering feats such as dams, bridges and towers. They will make their own examples and investigate such things as what supports a tall tower and how to make a dam watertight</p>	<p>Pupils will find out what people ate and grew in wartime Britain and how recipes have changed. The children will be supported to make basic recipes such as cauliflower cheese and bacon sandwiches that were popular</p>	<p>The children will learn about Sculptors and Sculpture around the world, including the work of Joan Miro. Pupils will use a variety of media to design and make sculptures</p>	<p>Each pupil will be given money to invest in a project that is designed to make money. The children will collectively decide what to make or do. Any money made will be used to treat the children in an agreed way.</p>	<p>Pupils will learn about the art and crafts created in Ancient Greece. They will find out about how people and Gods were portrayed in sculptures and on vases and mosaics. The children will make Greek inspired imitations.</p>
<p>Music</p>	<p>Dramatic Music Music and mood Creating a musical 'picture' Performing with others</p>	<p>Songs of the 20th Century Listening to a variety of music Performing famous songs</p>	<p>Songs of World War 2 Singing with expression Music to help us feel good</p>	<p>Music around the world African drumming Samba rhythms</p>	<p>Performing music Choosing songs and pieces Playing and singing with expression Performing to an audience</p>	<p>Writing music Choosing instruments or objects Using structure to make music interesting Graphic scores</p>

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<p>RE</p>	<p>4. Buddha's teachings</p> <p>Is it possible for everyone to be happy?</p> <p>Buddhism</p>	<p>6. Christmas Incarnation</p> <p>How significant is it that Mary was Jesus's mother?</p> <p>Christianity</p>	<p>5. belief into action</p> <p>How far would a Sikh go for their religion?</p> <p>Sikhism</p>	<p>6. Easter Gospel</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Christianity</p>	<p>5. Beliefs and moral values</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Hinduism</p>	<p>6. Beliefs and meaning Salvation</p> <p>Is anything ever eternal?</p> <p>Christianity</p>
<p>PSHCE</p>	<p>Taking responsibility towards others.</p> <p>Take on responsibilities.</p> <p>Know that others can rely on me.</p>	<p>Special days.</p> <p>My special days.</p> <p>Special days that other people have.</p>	<p>Communities and cultures.</p> <p>My beliefs.</p> <p>The beliefs of others.</p> <p>Being respectful.</p>	<p>Money and environment.</p> <p>Managing money.</p> <p>Taking care of my spaces.</p>	<p>Feelings.</p> <p>How do I feel?</p> <p>How do others feel?</p>	<p>Respect and privacy.</p> <p>Routines to help me take care of myself.</p> <p>Respecting others privacy.</p>
<p>PE</p>	<p>Yoga/stretching and flexibility</p>	<p>Dance</p> <p>Movement to music/sensor</p>	<p>Gymnastics</p> <p>Develop basic movement skills</p> <p>Rolling</p> <p>Crawling</p> <p>Creeping</p> <p>Jumping On and off equipment</p>	<p>Inclusive games:</p> <p>Focus on volleyball/balloons and scarves</p>	<p>Athletics/movement skills</p>	<p>Striking and fielding games</p> <p>Rules for T ball</p> <p>Teamwork</p> <p>Rules and tactics for all</p>

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						games.
Creative Art/ dance	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
Swimming/ Forest skills	Pupils can choose between weekly swimming lessons or Forest skills. Swimming- each week pupils will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills. Forest Skills- each week pupils will build on the previous week to explore and be creative within our Pond Place/ local area to learn more about the great outdoors.					
MFL- Makaton	Learning core makaton vocabulary relating to the topic - <i>Family</i>	Learning of core makaton vocabulary relating to nature and the body	Learning of core makaton vocabulary relating to <i>likes, dislike and counting</i>	Learning makaton signing in relation to core sentence forming	Using makaton signing in order to prepare a story for a virtual assembly	Revising and assessing core makaton vocabulary through interactive games
Careers	What do You Tubers, Bloggers and influencers do?	Learning about jobs within the construction industry	Finding out about jobs within the armed forces and the life of a soldier.	Discovering jobs within the animation industry and completing basic animation related tasks.	Setting up and running a mini enterprise project.	Discovering what a parliament is and the roles of the people who work there.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.					