



Churchill Park School
Mid Term Plan – Key Stage - Food and Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p>GENRE FICTION</p> <p>Objective: I can listen to adventure stories and follow their plot.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues].</p> <p>Support: (Comprehension S4) I can listen and respond to familiar rhymes and stories.</p> <p>Core: (S7 Listening) I can attend to and respond to questions from adults and peers about stories and (S7 Speaking and Writing) can begin to communicate ideas.</p> <p>Extension: (Comprehension S10) I can join in with predictable phrases within stories and start to predict what might happen on the basis of what has been read so far.</p> <p>Suggested Activities:</p> <p>Display posters on working wall of various genres of fiction; http://content.twinkl.co.uk/resource/93/c9/T-L-1118-Story-Genres-Display-Posters-Pack_ver_4.pdf?token=exp=1487207244~acl=%2Fresource%2F93%2Fc9%2FT-L-1118-Story-Genres-Display-Posters-Pack_ver_4.pdf%2A~hmac=9eb2121ff731961da581b0cab0c640ed12309b2fdeb50fe3c742435bb3684ff8 Explore that of</p>	<p>GENRE FICTION</p> <p>Objective: I can understand that stories can be structured into different parts.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can remember learned responses over short periods of time; selecting a particular shape from a sensory tray.</p> <p>Support: (Comprehension S4) I can show some understanding of how books work and demonstrate curiosity about their content. E.g. I may answer basic two key word questions about a book, or look for specific objects in a book.</p> <p>Core: (Speaking and Writing S7) I can link ideas and add new information using words or symbols.</p> <p>Extension: (Comprehension S10) I can discuss the significance of the title and events of a wide range of fiction, at a level beyond that at which I can read independently.</p> <p>Suggested Activities:</p> <p>Continue study of the Bear Hunt and create a three or five part comic strip to represent the main stages of the story. Use role play masks to act out part of the story; checking comprehension.</p> <p>Sensory Learners:</p> <p>Play Hunt the Bears: http://content.twinkl.co.uk/resource/c3/92/t-t-252956-bear-crisp-hunt-edible-sensory-recipe_ver_1.pdf?token=exp=1487210326~acl=%2Fresource%2Fc3%2F92</p>	<p>GENRE FICTION</p> <p>Objective: I can explore the use of suspense in stories.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues].</p> <p>Support: (Comprehension S4) I can show some understanding of how books work and demonstrate curiosity about their content. E.g. I may answer basic two key word questions about a book, or look for specific objects in a book.</p> <p>Core: (Speaking and Writing S7) I can begin to communicate ideas about present, past and future events and experiences.</p> <p>Extension: (Comprehension S10) I can take turns in discussions and listen to others.</p> <p>Suggested Activities:</p> <p>Sensory Learners: Play 'boo' games with children and increase suspense as session progresses.</p> <p>Show children the video; https://sniffandbarkens.com/bulldog-plays-the-most-suspenseful-game-of-peek-a-boo-ever/</p> <p>Use switches to practice cause and effect. Can children anticipate sound as a consequence of the switch being</p>	<p>GENRE FICTION</p> <p>Objective: I can explore the use of description in fantasy stories.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can co-operate with shared exploration and supported participation.</p> <p>Support: (Comprehension S4) I can select a few words, symbols or pictures with which I am particularly familiar and derive some meaning from text, symbols or pictures.</p> <p>Core: (Speaking and Writing S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension: (Comprehension S10) I can discuss the meaning of words, drawing on what I already know or on background information and vocabulary provided by my teacher.</p> <p>Suggested Activities:</p> <p>Consider the posters on the working wall of various genres of fiction, paying particular attention to fantasy; http://content.twinkl.co.uk/resource/93/c9/T-L-1118-Story-Genres-Display-Posters-Pack_ver_4.pdf?token=exp=1487207244~acl=%2Fresource%2F93%2Fc9%2FT-L-1118-Story-Genres-Display-Posters-Pack_ver_4.pdf%2A~hmac=9eb2121ff731961da581b0cab0c640ed12309b2fdeb50fe3c742435bb3684ff8</p> <p>Share some examples of fantasy fiction</p>	<p>GENRE FICTION</p> <p>Objective: I can explore the use of traditional language in fairy tales.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can co-operate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions].</p> <p>Support: (Comprehension S5) I enjoy listening to stories for more extended periods and can select and recognise or read a small number of words or symbols linked to familiar vocabulary.</p> <p>Core: (Speaking and Writing S7) I can link ideas or add new information using words or symbols.</p> <p>Extension: (Comprehension S11) I can explain clearly my understanding of what is being read to me and make inferences on the basis of what is being said and done.</p> <p>Suggested Activities:</p> <p>Listen to different versions of the three little pigs, including the Grimm Brothers version, Roald Dahl's Revolting Rhymes version https://www.youtube.com/watch?v=w4LCsLkJsQQ and the Wolf's version. https://www.youtube.com/watch?v=m75aEhm-BYw Compare their features and consider what makes the Grimm Brother's tale a traditional fairy tale.</p> <p>Sensory Learners and LOTC: Play ready, steady go games, such as throwing bricks</p>



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<p>Adventure stories. Read Michael Rosen’s We’re Going on a Bear Hunt. Do the children think it would classify as an adventure story? Why? Make a poster for the book, showing its key words, features and settings and compare this to the poster of adventure stories. What is their conclusion?</p> <p>Sensory Learners, Support and LOTC: Sensory Story, We’re Going on a Bear Hunt - http://content.twinkl.co.uk/resource/dd/c2/T-S-113-Bear-Hunt-Sensory-Story_ver_3.pdf?_token=&exp=1487208423~acl=%2Fresource%2Fdd%2Fc2%2FT-S-113-Bear-Hunt-Sensory-Story_ver_3.pdf%2A~hmac=44b84ede5fd733e2b13ae7320c880a513b5474d71f5e37be19d4e18b541782e</p>	<p>http://content.twinkl.co.uk/resource/dd/c2/T-S-113-Bear-Hunt-Sensory-Recipe_ver_1.pdf%2A~hmac=3f11b05fbb678ad7d388b529ab432a7d763219ebf5ff07668069a7f4c28bfc60</p> <p>LOTC: Go on a bear hunt around the school, narrating the children’s discoveries.</p>	<p>pressed?</p> <p>LOTC: Create a den outside where ‘campfire stories’ can be told. Study the poster for ‘horror’ and try to tell stories which make our friends jump!</p>	<p>and its characters. Pick a typical good and bad character from the poster, for example a dragon and fairy. Create illustrations of both characters by taking it turns to describe them, adding detail to the pictures each time. Write adjectives for word bank/working wall in the process. Explore traits of good and evil and place on each of the characters.</p> <p>LOTC and Sensory Learners: Set up a variety of sensory stations outside, each using different textures (sand, water play, foam, paint under clingfilm) and explore them with the children. Use the surfaces to mark make, drawing faces or simple shapes and entice the children to do the same.</p>	<p>in a box, knocking down skittles with a beanbag or ball, pushing cars down a track, exploring toys which have buttons to push, blowing bubbles and running or jumping games.</p>
Week 6	Week 7	Week 8	Week 9	Week 10
<p>GENRE FICTION – ASSESSMENT WEEK</p> <p>Objective: To assess children’s learning over the course of the half-term.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S2ii) I can co-operate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions].</p> <p>Support: (Comprehension S5) I enjoy listening to stories for more extended periods and can answer basic two key word questions about them.</p> <p>Core: (S7 Listening) I can attend to and respond to questions from adults and their peers about stories and (S7 Speaking) can begin to</p>	<p>NON-FICTION – EXPLANATIONS</p> <p>Objective: I can identify features of an explanation text.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p>Support: (S4 Writing) I can show an understanding that marks and symbols convey meaning and (S4 Reading) can show some understanding of how books work, e.g. turning pages, holding right way up.</p> <p>Core: (S7 Writing) I can show awareness of the sequence of letters, symbols and words.</p> <p>Extension: (S10 Reading) I can read accurately by blending sounds and (S10</p>	<p>NON-FICTION - EXPLANATIONS</p> <p>Objective: I can write an explanation text.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p>Support: (S4 Writing) I can make marks or symbols in my preferred mode of communication.</p> <p>Core: (S7 Writing) I can use phrases with up to three key words to communicate simple ideas to others.</p> <p>Extension : (S10 Writing) With support, I can verbalise a simple sentence and (S10 Writing) with a prompt, I can use capital letters and full stops in my writing.</p>	<p>NON-FICTION - INSTRUCTIONS</p> <p>Objective: I can sequence and follow instructions.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p>Support: (S4 Writing) I can show an understanding that marks and symbols convey meaning.</p> <p>Core: (S7 Writing) I can show awareness of the sequence of letters, symbols and words.</p> <p>Extension: (S11 Writing) I can sequence sentences to form a narrative.</p> <p>Suggested Activities: Use the beebots to write and follow a set of instructions.</p>	<p>NON-FICTION - INSTRUCTIONS</p> <p>Objective: I can write a set of instructions.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can seek attention through eye contact, gesture or action.</p> <p>Support: (S5 Writing) I can combine single words, signs or symbols to communicate meaning to a range of listeners</p> <p>Core: (S7 Writing) I can use phrases with up to three key words to communicate simple ideas to others.</p> <p>Extension: (S11 Writing) I can sequence sentences to form a narrative.</p> <p>Suggested Activities: Write a set of</p>



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<p>communicate ideas.</p> <p>Extension: (Comprehension S11) I can retell stories/traditional tales and consider their particular features.</p> <p>Suggested Activities: Sort books into different categories using hula hoops to create large Venn diagrams. Give the children photocopies of the front pages of some of the books we have studied. Can they label the genre and any features of that genre they can remember? Use puppets or act out a story typical of each genre. Can the children select the right characters and pick the right setting?</p> <p>Sensory Learners: Explore the sensory story <i>We're going on a Bear hunt</i>. Has the children's engagement improved?</p>	<p>Writing) can read writing aloud to hear.</p> <p>Suggested Activities and LOTC: Children to match explanations to activities around the classroom and in the outdoor area. Fill in the missing words within explanations. Read explanations about different animals or events. Can the children guess which animals the explanations are about by their content? Consider how the features of the text helped them.</p> <p>Sensory Learners: Use switches and PECS to encourage intentional communication. Activities could include the foot spa, the bumble machine and sensory toys such as lights/vibrating cushion.</p>	<p>Suggested Activities: Children to write an explanation or make a poster to describe and advertise our festival of food, which we will be holding at the end of term. What time should guests arrive? Is there a dress code? What activities will there be?</p> <p>Sensory Learners and LOTC: Children to help create a poster about themselves which shows their favourite things to do. Take photos of them doing their favourite activities. Include them in making the poster. Challenge children to point to each activity when it is named or match the activity to the PECS symbol. Can the children use the poster to communicate what activities they would like to do? Reinforce communication by rewarding with chosen activity.</p>	<p>Can the children get them to a certain destination? Write and/or re-sequence instructions for making food dishes for our food festival. What happens when we leave out a step or get the order wrong?</p> <p>Sensory Learners: Make a post box out of a cardboard box. Can the children collect certain toys for posting? Play instruction games - Children need to wait for you to say "go". When you do they can run around, but must stop when you say "stop" and clap your hands. Play in different ways by having children listen to an instruction, such as "Hop around and stop when I clap" or "Jump on the spot and stop when I bang on the drum". Play musical statues with the children. https://www.youtube.com/watch?v=2UcZWXvgMZE</p> <p>LOTC: Follow a set of clues/instructions to different destinations around school in a bid to find the treasure.</p>	<p>instructions for an activity which will take place at the food festival for guests. This could involve making a food dish or a game or competition, such as hoopla or pin the tail on the donkey.</p> <p>Sensory Learners: Revisit <i>Ready, Steady, Go</i> games - build a tower of bricks. Encourage children to wait for you to say "Go" before they can knock it down or model it for them. Substitute the word go for a different word, like in <i>Simon Says</i>. Have a race, push a car or ball to each other and dance around.</p>
Week 11	Week 12	Week 13	Week 14	Notes...
<p>NON-FICTION – ASSESSMENT WEEK</p> <p>Objective: Assess children's learning over the course of the half-term.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can seek attention through eye contact, gesture or action.</p> <p>Support: (S5 Writing) I can combine single words, signs or symbols to communicate meaning to a range of listeners</p> <p>Core: (S7 Writing) I can use phrases with up to three key words to communicate simple ideas to others.</p> <p>Extension: (S11 Writing) I can sequence</p>	<p>POETRY – POETIC STYLES</p> <p>Objective: I can listen and respond to different styles of poetry.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can seek attention through eye contact, gesture or action.</p> <p>Support: (S4 Comprehension) I can listen and respond to familiar rhymes and stories.</p> <p>Core: (S7 Speaking and Listening) I can attend to and respond to questions from adults and their peers about stories and can begin to communicate ideas.</p> <p>Extension: (S10 Comprehension) I can</p>	<p>POETRY – POETIC STYLES</p> <p>Objective: To recognise rhyme and rhythm in poems.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p>Support: (S5 Comprehension) I can enjoy listening to stories for more extended periods and answer basic two key word questions about a book, or look for specific objects in a book.</p> <p>Core: (S7 Writing) I can show awareness of the sequence of letters, symbols and words.</p>	<p>POETRY – POETIC STYLES</p> <p>Objective: I can write a poem.</p> <p>Success Criteria:</p> <p>Sensory: (Communication and Interaction: S3i) I can request events or activities [for example, pointing to key objects or people].</p> <p>Support: (S6 Comprehension) I can predict elements of a narrative, e.g. filling in missing words.</p> <p>Core: (S7 Writing) I can use phrases with up to three key words (S8) and show some awareness of different forms of writing.</p> <p>Extension: (S11 Writing) I can re-read</p>	<p>Home Learning:</p> <p>Log onto Lexia from home and practice your phonics.</p> <p>Read or listen to a book with a friend or family member. Can you re-tell the story using puppets or toys.</p> <p>Design a game for our food festival and help to create some instructions for it.</p> <p>Describe your favourite food to a friend or family member without using its name. Can they guess what it is? Can they do the same?</p> <p>Interview a family member about their day.</p> <p>Explore other festivals on the internet</p>



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	<p>sentences to form a narrative.</p> <p>Suggested Activities: Prepare for the food festival, by creating posters, leaflets and instructions for games and activities. Test out each others instructions for games in time for the festival and correct any mistakes. Publish the posters and leaflets and give them to the other year 5/6 classes.</p> <p>Sensory Learners: Revisit activities which the children have engaged with best over the term and document their progress.</p>	<p>discuss a wide range of poems at a level beyond that at which I can read independently</p> <p>Suggested Activities: Explore powerpoint via http://www.twinkl.co.uk/resource/t2-e-1630-different-types-of-poetry-poster-pack looking at free verse.</p> <p>Children to create their own free verse about what they might find in the treasure chest. Children to explore a treasure chest and write a free verse poem about what they find inside using colourful semantics.</p> <p>Sensory Learners: Bucket and attention autism style activities using a treasure chest.</p> <p>Play together using interactive rhyming songs.</p> <p>Dough Disco and Playdough songs.</p> <p>https://www.youtube.com/watch?v=3K-CQrj10uY&app=desktop</p>	<p>Extension: (Comprehension S11) I can appreciate rhymes and poems and recite some by heart.</p> <p>Suggested Activities: Play the Body Name Game - Begin by modeling how to rhyme. Point to parts of your body, say a rhyming word and your child should say the body part. If you point to your nose and say <i>rose</i>, they will automatically say <i>nose</i>.</p> <p>deer-ear pail-nail sack-back go-toe gum-thumb put-foot bye-eye deck-neck see-knee bear-hair fin-chin band-hand peek-cheek farm-arm feel-heel</p> <p>Create a checklist of poetry features to review poems by, including whether or not the children like them or would share them with a friend. Listen to a variety of poems via http://www.familyfriendpoems.com/poems/famous/children/ and complete the checklist. Read Room on the Broom and explore rhyming words. Use odd one out strips to explore rhyming sounds and play rhyming bingo.</p> <p>Sensory Learners: Play together using interactive rhyming songs.</p> <p>Squiggle while we wiggle –</p> <p>https://www.youtube.com/watch?v=ptFAL-eSvxU&app=desktop</p>	<p>my writing to make sure it makes sense.</p> <p>Sensory Learners, Suggested Activities & LOTC:</p> <p>Go on a sensory walk. Ask children to notice what they see and hear at this time of year. What are the seasonal changes. What are shops filled with?</p> <p>Write own sensory poem based on our sensory walk. Can any of the children incorporate words which rhyme? Perform for class and sensory learners.</p> <p>I hear I smell I see I feel I taste</p>	<p>and report back about features you would like to include in ours.</p> <p>Visit the library.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5
Languages	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can answer with a single word, this support.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning – Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can answer with a single word, this support.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning – Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play a game of charades (identifying said item in Spanish with the help of the adults). Adults to model Growth Mindset.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can answer with a single word, this support.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning – Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play a game of Name the Objects, where the adults hide a variety of classroom objects under a blanket and see if the children can identify the one you have taken away.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions and facial expressions, with a familiar person using the target language].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can answer with a single word, this support.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning – Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play a game of Name the Objects, where the adults hide a variety of classroom objects under a blanket and see how many the children can remember. Can they repeat the object's name in Spanish.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions and facial expressions, with a familiar person using the target language].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can answer with a single word, this support.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning – Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Can the children re-label the areas of the classroom in Spanish using pre-prepared flashcards and the pictures as clues? http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTz8FWLTrc</p>



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Week 6	Week 7	Week 8	Week 9	Week 10
<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions and facial expressions, with a familiar person using the target language].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short phrase.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning –</p> <p>Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play a game of charades (identifying said item in Spanish with the help of the adults). Adults to model Growth Mindset.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S3i) I can request events or activities [for example, pointing to key objects or people during modern foreign languages sessions].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short phrase.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning –</p> <p>Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play a game of Name the Objects, where the adults hide a variety of classroom objects under a blanket and see if the children can identify the one you have taken away.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S3i) I can request events or activities [for example, pointing to key objects or people during modern foreign languages sessions].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. 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Can they repeat the object's name in Spanish.</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S3i) I can request events or activities [for example, pointing to key objects or people during modern foreign languages sessions].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short phrase.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. 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Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning –</p> <p>Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Can the children re-label the areas of the classroom in Spanish using pre-prepared flashcards and the pictures as clues?</p> <p>http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTz8FWLTrc</p>	<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S3i) I can participate in shared activities with less support and sustain concentration for short periods.</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. 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Churchill Park School
Mid Term Plan – Key Stage - Food and Festivals

Week 11	Week 12	Week 13	Week 14	Notes...
<p>Objective: I can learn the names of school equipment and other things I use regularly.</p> <p>Success Criteria:</p> <p>Sensory: (S3i) I can participate in shared activities with less support and sustain concentration for short periods.</p> <p>Support: I can communicate positives and negatives in Spanish in response to simple questions.</p> <p>Core: With some support, I can use Spanish for purpose; to ask for an object.</p> <p>Extension: I can ask a question.</p> <p>Suggested Activities:</p> <p>Integrate teaching within circle time. Link Spanish words to signs and symbols and encourage children to listen and respond appropriately. Revisit previous teaching. Use videos and sound bites to model pronunciation - http://www.spanishtown.ca/spanishforkids/grade1/monthlyvocabulary/month2activities/audio-saladeclase.htm#.WKTwZIWLTrc</p> <p>Practise as group and then in pairs. 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Take turns to role-play conversation.</p> <p>Use the following resources to reinforce learning –</p> <p>Video of Vocab – https://www.youtube.com/watch?v=jww7Jz79dWM</p> <p>Play Interactive White Board Games;</p> <ul style="list-style-type: none"> http://www.bbc.co.uk/schools/primarylanguages/spanish/all_games/ http://www.spanish-games.net/spanishgames <p>http://www.spanish-games.net/spanishlessons?topic=School%20-%20classroom%20objects&level=primary</p>	<p>Home Learning:</p> <p>Practise our song:</p> <p>https://www.youtube.com/watch?v=IRXeDfxcijc</p> <p>Teach a friend or family member a word in Spanish.</p> <p>Remind yourself of our learning of greetings by greeting your family at the beginning of the day and in the afternoon in Spanish (Buenos dias, Buenos tardes). Maybe you can ask a family member or friend how they are in Spanish and teach them how to respond.</p>



Churchill Park School
Mid Term Plan – Key Stage - Food and Festivals

	Week 8 – MUSIC	Week 9 – MUSIC - ASIA	Week 10 – MUSIC - EUROPE	Week 11 – MUSIC - AUSTRALASIA	Week 12 – MUSIC -
Creativity	<p>Objective: I can improvise and compose in the style of African drumming.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicating consistent preferences and affecting responses [for example, relaxing during certain pieces of music but not others].</p> <p>Support: (S6 Composition) I can explore a range of effects that can be made by an instrument or sound maker.</p> <p>Core: (S8 Composition) I can create my own simple compositions, carefully selecting percussion sounds, for music to have a meaning.</p> <p>Extension: (S10 Composition) I can improvise as part of a group with a purpose.</p> <p>Suggested Activities:</p> <p>Listen to African drumming via youtube: https://www.youtube.com/watch?v=kZHfmqlb4mc</p> <p>Listen to expamples of African drumming which have been used in other genres of music such as Chase and Status, No Problem.</p> <p>Watch https://www.youtube.com/watch?v=q5U8md4rZS8 and try to replicate technique. Can the children role play arriving in the class as an African King and being serenaded by drumming?</p>	<p>Objective: I can improvise and compose melody, influenced by Asian culture.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicating consistent preferences and affecting responses [for example, relaxing during certain pieces of music but not others].</p> <p>Support: (S6 Composition) I can explore a range of effects that can be made by an instrument or sound maker.</p> <p>Core: (S8 Composition) I can create graphic scores using pictures or symbols using 2 sounds.</p> <p>Extension: (S10 Composition) I can improvise as part of a group with a purpose.</p> <p>Suggested Activities:</p> <p>Watch the Willow pattern story and explore how melody is used to help tell the story of the two main characters. Can the children identify sad notes and happy notes on the glockenspiel and use them to improvise their own soundtrack to the Willow Pattern film?</p> <p>https://www.youtube.com/watch?v=sATUNcrVnCc</p>	<p>Objective: I can improvise and compose in the style of Spanish Flamenco music .</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can recognise familiar people, events and objects [for example, a favourite song].</p> <p>Support: (S6 Composition) I can explore a range of effects that can be made by an instrument or sound maker.</p> <p>Core: (S8 Composition) I can create graphic scores using pictures or symbols using 2 sounds.</p> <p>Extension: (S10 Composition) I can improvise as part of a group with a purpose.</p> <p>Suggested Activities:</p> <p>Children to explore flamenco music and the way in which traditional dancers use their bodies to create a beat.</p> <p>https://www.youtube.com/watch?v=sLFH01qJT3k</p> <p>Children to make their own castanets https://www.youtube.com/watch?v=QWA0A1ZG2I8 and incorporate these within a dance/performance to the Gypsy Kings https://www.youtube.com/watch?v=7qbEt_ISib4</p> <p>Can they plan their performance using pictures or symbols of the various effects they can make.</p>	<p>Objective: I can improvise and compose a dance in the style of Aboriginal culture.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can recognise familiar people, events and objects [for example, a favourite song].</p> <p>Support: (S7 Composition) I can make simple compositions (for example, by choosing symbols or picture cue cards ordering them from left to right, or making patterns of sounds using computer software).</p> <p>Core: (S8 Composition) I can create graphic scores using pictures or symbols using 2 sounds.</p> <p>Extension: (S10 Composition) I can compose incorporating silences using a simple graphic score for a purpose.</p> <p>Suggested Activities:</p> <p>Watch film on Aboriginal Culture. https://www.youtube.com/watch?v=KGD7nFKFen8 Take part rituals shown in the film, such as face painting and take it in turns to lead dances for the class. The dances should be choreographed using a few simple moves (such as those shown in the film), which can be represented easily using symbols on the board for the rest of the class to follow.</p>	<p>Objective: I can improvise and compose a beat.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, repeatedly pressing the keys of an electronic key board instrument].</p> <p>Support: (S7 Composition) I can make simple compositions (for example, by choosing symbols or picture cue cards ordering them from left to right, or making patterns of sounds using computer software).</p> <p>Core: (S8 Composition) I can create my own simple compositions, carefully selecting percussion sounds, for music to have a meaning.</p> <p>Extension: (S10 Composition) I can compose incorporating silences using a simple graphic score for a purpose.</p> <p>Suggested Activities: Children to use the food prompt cards to compose a beat and hold it steadily. Record beat using Audacity software and add layers of melody in the following weeks.</p> <p>https://s-media-cache-ak0.pinimg.com/564x/cd/3e/15/cd3e1586634c519248dca92304db619d.jpg</p>
		Week 13 - MUSIC	Week 14 - MUSIC		
	<p>Objective: I can improvise and compose a motif.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can perform actions, often by trial and improvement, and remember</p>	<p>Objective: To learn and perform a familiar traditional song to an audience.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can cooperate with shared exploration and supported participation [for</p>			<p>Home Learning –</p> <p>Pick a Country at random. Can you find an example of the Country's traditional music? What is the most contrasting music you can think of?</p>



	<p>learned responses over short periods of time [for example, repeatedly pressing the keys of an electronic key board instrument].</p> <p>Support: (S7 Composition) I can contribute to sound stories, am involved in simple improvisation and can make basic choices about the sound and instrument used.</p> <p>Core: (S9 Composition) I can select an instrument to represent a long or short sound.</p> <p>Extension: (S11 Composition) I can improvise to a steady pulse or backing track.</p> <p>Suggested Activities:</p> <p>Children to take it in turns to add melody to the beat they recorded during last week's lesson, choosing their own instruments. Can they record their motif using signs or symbols? Perhaps numbering the notes/keys, allowing them to replicate the melody?</p>	<p>example, holding an ocean drum].</p> <p>Support: (S7 Composition) I can make simple compositions (for example, by choosing symbols or picture cue cards ordering them from left to right, or making patterns of sounds using computer software).</p> <p>Core: (S9 Composition) I can compose using long and short sounds.Using a simple graphic score for a purpose.</p> <p>Extension: (S11 Composition) I can compose using dynamics to add textures to my composition, eg.loud, quiet, using a simple graphic score for a purpose.</p> <p>Suggested Activities:</p> <p>Children to attempt to play their composition live, with some playing percussion, and others playing the melody.</p>			<p>Make a list of your top ten favourite songs. Do you like them because of the instruments they use? Because of the lyrics? Or perhaps the tempo or melody? Do you think you have a favourite genre? Let us know what they are so we can play them in class.</p> <p>Compose a song about something you care deeply about.</p> <p>Use everyday objects from around the house to create your own orchestra.</p>