



Churchill Park School

Mid Term Plan – Key Stage - - Food and Festivals

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| English | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| | <p>Objective: To read and match food to words.</p> <p>Success Criteria: Word Reading Sensory: S6 I can match letters and short words to food. Support: S9 I can recognise some familiar and unfamiliar words linked to food. Core: S12 I can apply phonetic knowledge to decode words linked to food. Extension: S15 I can read food or recipe reviews and including words that are prefixes and suffixes (as listed in EA1) LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Matching pictures. Linking pictures to beginning sounds or short words. Listen to and respond to simple songs and rhymes about food. Look at or sample foods and make choices on likes and dislikes. Read food related words and link them to pictures found on table or around school ie, Chocolate is 'brown' or Pizza is 'hot' Read and match words to food. Chicken is 'tasty'. Read a short review on a food item and then write your own on a different food item. Read reviews on food and then identify which words have prefixes or suffixes. Use a thesaurus to look up alternative words linked to food. | <p>Objective: To write a recipe (with instructions)</p> <p>Success Criteria: Writing THC Sensory: S6 I can copy letter forms or match labels to pictures. S6 (Speaking) I can use some prepositions and pronouns Support: S8 I can show awareness of different forms of writing, e.g. lists, letters, stories. Core: S12 I can draft and write non-narrative, using simple organizational devices. Extension: S15 I can plan my writing and identify audience, purpose and model LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Looking at different letters linked to food such as 'Pizza'= P Mark make using different mediums. Using a range of food items explore the foods and then create a recipe by exploring putting items in the pot or on the tray ect. To write a list of food items needed for a recipe. Staff can dictate. Learning how to use 'Headings and Subheadings' to organize and write a recipe. Write a recipe for a child and or and adult making sure the language used is appropriate. | <p>Objective: To review a festival (Holi)</p> <p>Success Criteria: Writing VGP Sensory: S6 (Listening) I can respond to others in group situations. E.g. taking turns in a game. I can follow requests and simple instructions, e.g. 'Give me the blue paint' Support: S9 I can form a sentence and be aware of capital letters and full stops Core: S12 I can use sentences with different form statements, question marks and exclamation marks. Extension: S15 I can use brackets, dashes and commas to indicate parenthesis. LOtC: Experience throwing paint outside! SMSC Using IT: Watching videos and looking at pictures on the big screen of the Holi Festival</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Experience the 'Holi' festival. Match colours and use different mediums to explore colours. Recognise different colours. Play games such as passing different coloured ribbons around the circle. Look at the 'Holi' Festival in India. Watch and read about the festival. Take part in a throwing paint activity (Powder paint with overalls) Write a few sentences reviewing the experience (or how you would imagine the experience to be) Think about the 5 senses and do a piece of writing based on this. PowerPoint or reading about the festival. Experience what it may be like by throwing paint (If appropriate protective clothing is available) Write a review of the festival using appropriate punctuation. Learn how to use brackets, dashes and commas and then write a review of the festival. | <p>Objective: To read about and answer questions about a festival (Day of the Dead)</p> <p>Success Criteria: Reading Comprehension Sensory: S6 I can distinguish between print or symbols and pictures in text. Support: S9 I can participate in group discussions about what is being read to me. Core: S12 I can discuss and clarify the meaning of words Extension: S15 I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea. LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Exploring different pictures linked to the festival. Match pictures, words or symbols. Explore the festival and ask and answer questions about it. Create a word wall and play word association games linked to what they have watched or been read to. Reading comprehension activities linked to the festival. Identifying new words and learning the meanings by using dictionaries as a group. Learning summarizing skills. Independent reading and research project on the festival and then making a poster advertising (and summarizing the festival to travelers. | <p>Objective: To explore food from around the world</p> <p>Success Criteria: Writing THC Sensory: S6 I can initiate communication about my wants, needs and feelings Support: S9 I can say out-loud what I am going to write about. Core: S12 I can write down ideas or key words, including vocabulary. Extension: S16 I can use a thesaurus LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To explore different foods from around. Experience tasting, touching, spelling and hearing foods. Organize foods into groups depending on sizes, colours ect. Talk about or choose foods of preference- I like, I don't like ect. Explore different foods and places they come from (snails from France ect) and then discuss words you would use to describe the food. Look at different description words. Explore different foods and countries. Create a wordmat with words linked to the foods. Use a primary thesaurus to expand on new vocabulary. Explore different foods |
| | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| | <p>Objective: To decide if Pamplona Running with the Bulls should continue as a tradition.</p> <p>Success Criteria: Sensory: S6 (Listening) I can respond to others in a group. I can take turns in a game Support: S9 I can form a sentence and be aware of capital letters and full stops Core: S12 I can use sentences with different form statements, question marks and exclamation marks. Extension: S15 I can use brackets, dashes and commas to indicate parenthesis. LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To experience and take part in chasing games. Role play being chased by a bull or to chase the bull. Use cars or other games to take turns. Match pictures linked | <p>Objective: Assessment Week</p> <p>Success Criteria: Support: Core: Extension: LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Students to participate in exam practice | <p>Objective: Assessment week</p> <p>Success Criteria: Support: Core: Extension: LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <p>Students to participate in exams for their Functional Skills/GCSE's.</p> | <p>Objective: To write a recipe (with instructions)</p> <p>Success Criteria: Writing THC Sensory: S6 I can copy letter forms or match labels to pictures. S6 (Speaking) I can use some prepositions and pronouns Support: S8 I can show awareness of different forms of writing, e.g. lists, letters, stories. Core: S12 I can draft and write non-narrative, using simple organizational devices. Extension: S15 I can plan my writing and identify audience, purpose and model LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Looking at different letters linked to food such as 'Pizza'= P Mark make using different mediums. Using a range of food items explore the | <p>Objective: To create an All About Me document.</p> <p>Success Criteria: Sensory: S6 (speaking) Begin to initiate communication about their wants, needs and feelings. Support: S9 I can say aloud what I am going to write about Core: S12: I can write narratives about personal experiences Extension: S15 I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. LOtC: SMSC Using IT:</p> <p>Suggested Activities:</p> |



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| | <p>to the story. Match sounds linked to people and animals.</p> <ul style="list-style-type: none"> Take part in group discussions about the festival. Using colourful semantics to build up sentences about the story. Using a word mat or key words created as a group write sentences about the festival. Use Capital letters for names and places and the beginning of sentences. Write a series of questions to ask people who are for and against the festival. Research the festival and then write statements about the festival and use exclamation marks to emphasis them. | | | <p>foods and then create a recipe by exploring putting items in the pot or on the tray ect.</p> <ul style="list-style-type: none"> To write a list of food items needed for a recipe. Staff can dictate. Learning how to use 'Headings and Subheadings' to organize and write a recipe. Write a recipe for a child and or and adult making sure the language used is appropriate. | <ul style="list-style-type: none"> Students to create an 'All about me' document ready for their new class/sixth form or college. |
| | | | | Suggested Home Learning | |
| | | | | <ul style="list-style-type: none"> Looking at recipes at home. Reading recipes Following instructions. Writing reviews or making choices about the foods they eat. Keeping a food diary. Researching different festivals. Experience going to a festival. | |