



## Churchill Park School

### Mid Term Plan – Key Stage - Past, Present and Future

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p><b>FICTION – Drama &amp; Plays</b></p> <p><b>Objective:</b> I know the difference between a play and a story.</p> <p><b>Success Criteria:</b></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><b>Suggested Activities:</b></p> <p>Read the children a classic fairy tale as a play, then as a short story. Can they tell the difference? If not, read another. Discuss the differences.</p> <p>Children to work as a group to turn the Gingerbread Man into a play, dictating to an adult who will type it out for the group on swwriter. Children to act out their play at the end of the lesson.</p> <p>Support group to use illustrations of the Gingerbread Man, and choose speech</p>	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I know who William Shakespeare is.</p> <p><b>Success Criteria:</b></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</p> <p><b>Suggested Activities:</b></p> <p>Watch the presentation on Shakespear and discuss Shakespeare’s job as a writer. Focus today’s lesson on becoming actors; explaining we will eventually be filming our own play.</p> <p>Use symbols to construct three part sentences in colourful semantics tiles, to play a game of improvisation. Children have to pick a sentence randomly to act out until someone guesses what it is or they pass.</p> <p><b>Sensory Learners:</b> Intensive interaction with mirror work. Try to establish mirroring with child through body language. Do they realise you are mirroring them? Can you switch roles and take the lead? Can children select the corresponding symbol when given the name of an emotion?</p>	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I understand the key themes of Romeo and Juliet and can use drama to develop my writing.</p> <p><b>Success Criteria:</b></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><b>Suggested Activities:</b> Children should watch Romeo and Juliet, <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/romeo-and-juliet">http://learnenglishkids.britishcouncil.org/en/short-stories/romeo-and-juliet</a> Play the games online then re-tell the story in the circle.</p> <p>Finally try and adlib Romeo and Juliet, using puppets, (with help from an adult to structure the order of the play and prompt dialogue between puppets).</p> <p><b>Sensory Learners:</b> Revisit Ready, Steady, Go 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 simon says. Have a race, push a car or ball to each other and dance around.</p>	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I understand the key themes of Midsummer Nights Dream and can use drama to develop my writing.</p> <p><b>Success Criteria:</b></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><b>Suggested Activities:</b> Children should watch Mid Summer Nights Dream, <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/midsummer-nights-dream">http://learnenglishkids.britishcouncil.org/en/short-stories/midsummer-nights-dream</a> Play the games online then re-tell the story in the circle.</p> <p>Finally try and adlib Mid Summer Nights Dream, using puppets (with help from an adult to structure the order of the play and prompt dialogue between puppets).</p> <p><b>Sensory Learners:</b> Play together using interactive rhyming songs.</p> <p>Dough Disco and Playdough songs.</p> <p><a href="https://www.youtube.com/watch?v=3K-CQrj10uY&amp;app=desktop">https://www.youtube.com/watch?v=3K-CQrj10uY&amp;app=desktop</a></p>	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I can express my opinion on Shakespeare’s comedies and tragedies.</p> <p><b>Success Criteria:</b></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><b>Suggested Activities:</b></p> <p>Children to pick their favourite of the plays they have performed over the last two weeks. Think about them in terms of their classification as a comedy or tragedy. Do they prefer either style? Which was their favourite? Fill in an evaluation sheet. Choose to focus on the play with the most votes over the coming weeks.</p> <p>Re-watch chosen play, note characters and settings. Make backdrops and puppets.</p> <p><b>Sensory Learners and LOTC:</b> Explore</p>



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	<p>marks for characters, from a selection/choice of two at a time.</p> <p><b>Sensory Learners:</b> The Gingerbread Man Sensory Story.</p>				<p>videos and pictures of castles. Build a Castle from cardboard and den materials. Play peek-a-boo games. Make sand castles and knock them over within Ready, Steady, Go games. Help decorate backdrops using a paint brush and paints</p>
	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I can write a play inspired by Shakespeare.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (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><b>Support:</b> (Comprehension S5) I enjoy listening to stories for more extended periods and can answer basic two key word questions about them.</p> <p><b>Core:</b> (S7 Listening) I can attend to and respond to questions from adults and their peers about stories and (S7 Speaking) can begin to communicate ideas.</p> <p><b>Extension:</b> (Comprehension S11) I can retell stories/traditional tales and consider their particular features.</p> <p><b>Suggested Activities:</b> Re-watch chosen play this time noting the scene changes. Children should help write the script as a group, each writing the lines for their characters but with adults transcribing on symwriter.</p> <p>Aim to rehearse the play once with the</p>	<p><b>FICTION – Drama (Shakespeare)</b></p> <p><b>Objective:</b> I can modernize a Shakespeare play.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S2ii) I can remember learned responses over short periods of time.</p> <p><b>Support:</b> (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><b>Core:</b> (Speaking and Writing S7) I can link ideas and add new information using words or symbols.</p> <p><b>Extension:</b> (Comprehension S10) I can discuss the significance of the title and events of a wide range of books, at a level beyond that at which I can read independently.</p> <p><b>Suggested Activities:</b> Rehearse play and then film in sequence, before coming together as a class to watch and evaluate. Support group could help with technical effects using switches and symbols to select sounds and lighting for filming.</p> <p><b>Sensory Learners:</b> Use switches and</p>	<p><b>NON-FICTION – Non-Chronological Reports</b></p> <p><b>Objective:</b> I can explore non-chronological reports to find information.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S2ii) I can remember learned responses over short periods of time.</p> <p><b>Support:</b> (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><b>Core:</b> (Speaking and Writing S7) I can link ideas and add new information using words or symbols.</p> <p><b>Extension:</b> (Comprehension S10) I can discuss the significance of the title and events of a wide range of books, at a level beyond that at which I can read independently.</p> <p><b>Suggested Activities:</b> Children should explore non-fiction books about natural and manmade wonders of the world. Can they find the wonders on flash cards by using the index or contents page? Can they find the answer to a question by using sub-headings? Can the children watch a clip about a wonder of</p>	<p><b>POETRY – Classic Narrative</b></p> <p><b>Objective:</b> I can listen and respond to narrative poetry.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S3i) I can seek attention through eye contact, gesture or action.</p> <p><b>Support:</b> (S4 Comprehension) I can listen and respond to familiar rhymes and stories.</p> <p><b>Core:</b> (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><b>Extension:</b> (S10 Comprehension) I can discuss a wide range of poems at a level beyond that at which I can read independently</p> <p><b>Suggested Activities:</b> Watch powerpoint on Remembrance Sunday. Explore narrative poems about war. Are they told from everyone’s perspective? Whose eyes are we looking through? Children should create a portrait and short pen picture of who you they think is narrating the poems.</p> <p><b>Sensory Learners and Support Group:</b> Listen to some of Roald Dahl’s Revolting Rhymes.</p>	<p><b>NON-FICTION – Non-Chronological Reports</b></p> <p><b>Objective:</b> I can learn about the seasons through Non-Chonological reports.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (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><b>Support:</b> (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><b>Core:</b> (Speaking and Writing S7) I can begin to communicate ideas about present, past and future events and experiences.</p> <p><b>Extension:</b> (Comprehension S10) I can take turns in discussions and listen to others.</p> <p><b>Suggested Activities:</b></p> <p>Work as a group to highlight the features of a non-chronological report on climate</p>



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<p>puppets and scenery by the end of the session.</p> <p><b>Sensory Learners:</b> 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.  <a href="https://www.youtube.com/watch?v=2UcZWXvgMZE">https://www.youtube.com/watch?v=2UcZWXvgMZE</a></p>	<p><b>PECS to encourage intentional communication.</b> Activities could include the foot spa, the bumble machine and sensory toys such as lights/vibrating cushion.</p>	<p>the world on youtube and then find it in a book, when given a pile to choose from (including books off topic and fiction books).</p> <p><b>Sensory Learners:</b> Children should explore non-fiction books about natural and manmade wonders of the world. Can they match the pictures to those in the book? Can the children watch a clip about a wonder of the world on youtube and then find it in a book, when flicking through with an adult.</p> <p><b>LOTG: Children visit the school library to find more books on our topic.</b></p>	<p>Play together using interactive rhyming songs.</p> <p>Dough Disco and Playdough songs.</p> <p><a href="https://www.youtube.com/watch?v=3K-CQrj10uY&amp;app=desktop">https://www.youtube.com/watch?v=3K-CQrj10uY&amp;app=desktop</a></p>	<p>change. Children should then work in groups, or independently dependent on ability, to highlight/colour-code the features of 4 non-chronological reports about each of the seasons in the UK. Rejoin for plenary when each group shares what they have learnt. Can the children make predictions about how climate change will affect the season(s) they studied?</p> <p><b>Sensory Learners:</b> Show children video clips of seasonal weather via youtube and introduce PECS symbols for each clip. Explore the clips with the children, encouraging them to choose.</p> <p><b>LOTG: Using what they have learned from the non-chronological reports, the children should determine which season we are in and make a checklist to take on a learning walk, including all the things we are likely to see such as puddles and leaves on the floor. Undertake learning walk.</b></p>
<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Notes...</b>
<p><b>NON-FICTION – Non-Chronological Reports</b></p> <p><b>Objective:</b> I can learn about issues affecting my local area.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S2ii) I can co-operate with shared exploration and supported participation.</p> <p><b>Support:</b> (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><b>Core:</b> (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><b>NON-FICTION - Non-Chronological Reports</b></p> <p><b>Objective:</b> I can write a report to help my community.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p><b>Support:</b> (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><b>Core:</b> (S7 Writing) I can show awareness of the sequence of letters, symbols and words.</p>	<p><b>POETRY – Oral</b></p> <p><b>Objective:</b> I can perform a choral/performance poem.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S3i) I can begin to communicate intentionally.</p> <p><b>Support:</b> (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><b>Core:</b> (S7 Writing) I can show awareness of the sequence of letters, symbols and words.</p> <p><b>Extension:</b> (Comprehension S11) I can appreciate rhymes and poems and recite</p>	<p><b>POETRY – Oral</b></p> <p><b>Objective:</b> I can write an oral poem.</p> <p><b>Success Criteria:</b></p> <p><b>Sensory:</b> (Communication and Interaction: S3i) I can request events or activities [for example, pointing to key objects or people].</p> <p><b>Support:</b> (S6 Comprehension) I can predict elements of a narrative, e.g. filling in missing words.</p> <p><b>Core:</b> (S7 Writing) I can use phrases with up to three key words (S8) and show some awareness of different forms of writing.</p> <p><b>Extension:</b> (S11 Writing) I can re-read my writing to make sure it makes sense.</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>Visit the library.</p> <p>Create a sound bag with something which begins with each phoneme.</p> <p>Learn a song in sign or with actions from youtube and teach it to classmates.</p> <p>Teach someone else something you have learnt about the environment.</p> <p>Act out a play with a friend.</p> <p>Learn a choral or performance poem.</p>



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<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><b>Suggested Activities:</b> Draw the children's attention to our proximity to the Coast on the map. Conduct internet research about what happens to litter which ends up in the sea. Show the children some non-chronological reports on this topic, including some about <a href="https://en.wikipedia.org/wiki/Great_Pacific_garbage_patch">https://en.wikipedia.org/wiki/Great_Pacific_garbage_patch</a> Research the amazing invention to combat it. <a href="http://seabinproject.com/">http://seabinproject.com/</a></p> <p>Look into littering and public recycling; brainstorm ideas about how we could help. Guide children toward the idea of a field trip to research whether or not there are public recycling facilities in our community and if littering is a problem.</p> <p>Children to categorise items as recyclable or non-recyclable and create a checklist to take with us on our field trip to record our findings on.</p> <p><b>LOTC and Sensory Learners:</b> Set up 2 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>Extension: (S10 Reading) I can read accurately by blending sounds and (S10 Writing) can read writing aloud to hear.</p> <p><b>Suggested Activities:</b> Children should work as a group to create a report on local recycling to send to our M.P. They should decide on the title and several sub-headings, taking a section each to dictate to an adult who will type. Supported learners can answer closed questions with an option of two symbols to communicate. E.g. Was there rubbish on the floor? (Support with pictures).</p> <p>Children should select photos of our field trip to accompany their report and one poster should be put forward on behalf of the class to raise awareness of the environment impact of littering and not recycling.</p> <p><b>Sensory Learners:</b> Revisit activities which the children have engaged with best over the term and document their progress.</p>	<p>some by heart.</p> <p><b>Suggested Activities:</b> Listen to Walking With My Iguana by Brian Moses <a href="http://www.poetryarchive.org/poem/walking-my-iguana">http://www.poetryarchive.org/poem/walking-my-iguana</a></p> <p>Try and learn it as a class. Make up actions to go with the words and read along on symwriter on the IWB.</p> <p><b>Sensory Learners:</b> Encourage children to join in with main activity and actions if possible and appropriate. Alternatively play together using interactive rhyming songs.</p> <p>Squiggle while we wiggle –</p> <p><a href="https://www.youtube.com/watch?v=ptFAL-eSvxU&amp;app=desktop">https://www.youtube.com/watch?v=ptFAL-eSvxU&amp;app=desktop</a></p>	<p><b>Suggested Activities &amp; Sensory Learners:</b> Re-write the poem Walking with my Iguana, with a Christmasy theme. Can you learn it as a class?</p> <p><b>LOTC:</b> 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><b>I hear</b>  <b>I smell</b>  <b>I see</b>  <b>I feel</b>  <b>I taste</b></p>
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	<b>Week 1 – History</b>	<b>Week 2 - History</b>	<b>Week 3 - History</b>	<b>Week 4 - History</b>	<b>Week 5 - History</b>
Topic	<p><b>Objective:</b> I can talk about myself in the past.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1i) Pupils encounter activities and experiences, may be passive or resistant.</p> <p>Support: (S6) Identify themselves and familiar people in photographs of the more distant past.</p> <p>Core: (S8) I can indicate if personal events and objects belong in the past or present.</p> <p>Extension: (S10) I can discuss in more detail, information that can be observed in photographs.</p> <p><b>Suggested Activities:</b> Use lesson to get to know new class members. Ask children’s parents and carers ahead of the lesson to send in pictures of them through the years. Can the children match the baby pictures to the recent pictures? Can the children order the pictures or sort the pictures into piles of past and present?</p>	<p><b>Objective:</b> I can explore historical artefacts.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I can show emerging awareness of activities and experiences.</p> <p>Support: (S6) I can identify old and new in familiar objects features. Begin to select the old from the new in less familiar objects (plates, clothes etc).</p> <p>Core: (S8) I can use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday) and answer simple questions about historical stories and artifacts.</p> <p>Extension: (S10) I can describe/identify one feature of an artifact.</p> <p><b>Suggested Activities:</b> Ask children and families to send in one precious personal artefact from their lives. Display it in a ‘class museum’, containing other historical artefacts. Can the children write or record a description of their artefact for guests in the museum. Switch the descriptions; can the children re-place in the correct order?</p>	<p><b>Objective:</b> I can re-tell historical stories about Britain.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I can show emerging awareness of activities and experiences.</p> <p>Support: (S7) I can listen to and respond to stories about people and events from the past.</p> <p>Core: (S9) I can re-tell details of a historical story.</p> <p>Extension: (S10) I can take part in role play to show some understanding of historical events.</p> <p><b>Suggested Activities:</b> Use flash cards to create a speedy timeline of British History, bring the children up to the point of the battle of Hastings. Can the children re-sequence the story and work as a group to re-tell and act out the different stages. Objects or artefacts of reference could help show the different eras. Alternatively children could use small world characters to act out a simplified version of the story; demonstrating their comprehension.</p>	<p><b>Objective:</b> I can create my own version of the Bayeux Tapestry.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may have periods when I appear alert and ready to focus my attention on certain people, events, objects or parts of objects [for example, catching the smell of old fabric or wooden artefacts].</p> <p>Support: (S7) I can recognise some differences between the past and the present in other people’s lives (horse and plough tractor)..</p> <p>Core: (S9) I can communicate knowledge pictorially.</p> <p>Extension: (S11) I can answer questions about a historical story. Use words, phrases which show a sense of the passing of time.</p> <p><b>Suggested Activities:</b> Introduce children to the battle of Hastings and Bayeux Tapestry, using;</p> <p><a href="https://www.youtube.com/watch?v=jhqrpTpoGHk">https://www.youtube.com/watch?v=jhqrpTpoGHk</a></p> <p><a href="https://www.youtube.com/watch?v=k1C6gLvMxek">https://www.youtube.com/watch?v=k1C6gLvMxek</a></p> <p><a href="http://www.bbc.co.uk/education/clips/zmc9wmn">http://www.bbc.co.uk/education/clips/zmc9wmn</a></p> <p><a href="https://www.youtube.com/watch?v=LtGoBZ4D4_E">https://www.youtube.com/watch?v=LtGoBZ4D4_E</a></p> <p>Children to create a tile of their own similar to the Bayeux Tapestry, depicting a scene in a familiar fairy tale. Children should guess each others’ fairytales and scenes.</p> <p>Children to create their own via: <a href="http://www.bayeuxtapestry.org.uk/interactive/BayeuxCreate.htm">http://www.bayeuxtapestry.org.uk/interactive/BayeuxCreate.htm</a></p> <p>Can the children act out the battle as shown on the tapestry?</p>	<p><b>Objective:</b> I can name differences between housing in the past and present.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may have periods when I appear alert and ready to focus my attention on certain people, events, objects or parts of objects [for example, catching the smell of old fabric or wooden artefacts].</p> <p>Support: (S7) I can sort objects to given criteria (old toys/new toys etc).</p> <p>Core: (S9) I can identify one difference between old and new objects.</p> <p>Extension: (S12) I can think about homes in the past. Find common features by identifying differences between present and past.</p> <p><b>Suggested Activities:</b> Introduce children to the doomsday book. Pick an entry and ask children to imagine what that person’s home might look like. What artefacts might we discover from their lives?</p> <p><a href="https://www.youtube.com/watch?v=om_BlzXaVwU">https://www.youtube.com/watch?v=om_BlzXaVwU</a></p> <p>Explore a rich person’s home and a poor person’s home in the time of William the Conqueror.</p> <p>Build a version of each using similar materials on a small scale. Compare the two. Display alongside pictures of modern equivalents.</p>



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	Week 6 - History	Week 7 - History	Week 8 - Geography	Week 9 – Geography	Week 10 - Geography
	<p><b>Objective:</b> I can compare my life to a historical figure's.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may give intermittent reactions [for example, sometimes becoming quiet or tense when going into an ancient building].</p> <p>Support: (S7) I can communicate about events and objects from the past using simple phrases.</p> <p>Core: (S10) I can discuss in more detail, information that can be observed in photographs.</p> <p>Extension: (S12) I can use historical vocabulary. E.g. Long ago, then, next. Describe an artifact. Begin to use historic vocabulary when explaining ideas.</p> <p><b>Suggested Activities:</b></p> <p>Create a character or family who would live in each of the houses and create a doomsday book entry for them. What might they work as? What animals or pets might they keep? How many children might they have? Create a menu for dinner and act out a mealtime. Alternatively create a past and present menu; can the children sort through the dishes and select which are modern and which are historic?</p>	<p><b>Objective:</b> I can show the passing of time through my artwork.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may give intermittent reactions [for example, sometimes becoming quiet or tense when going into an ancient building].</p> <p>Support: (S8) I can indicate if personal events and objects belong in the past or present.</p> <p>Core: (S10) I can communicate knowledge pictorially eg. Storyboard.</p> <p>Extension: (S12) I can talk about how things change over time. Relate an artifact to a modern object.</p> <p><b>Suggested Activities:</b></p> <p>Create a story board to bury in a timecapsule. It should tell the tale of what happened after 1066 to the present day, inspired by the twinkl posters of each stage:  <a href="http://www.twinkl.co.uk/resource/t2-h-4568-british-history-timeline-posters">http://www.twinkl.co.uk/resource/t2-h-4568-british-history-timeline-posters</a></p> <p>Alternatively, create a story board of own life using pictures supplied by family. Annotate with symbols or words describing each picture. Conclude the story board with a selfie taken by the child in the lesson.</p>	<p><b>Objective:</b> I can explore the features of the world.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I am beginning to respond consistently to familiar people, events and objects.</p> <p>Support: (S6) I can demonstrate an understanding of the difference between natural and man made features of a place.</p> <p>Core: (S9) I know that places exist outside their own locality and know the country I live in.</p> <p>Extension: (S11) I can use pictures for information in non-fiction books.</p> <p><b>Suggested Activities:</b></p> <p>Study some amazing features that can be found around the world today. Ask the children to sort them into categories of man made or natural (use materials and practical items for sensory learners). Ask children to sort into categories of what is found in this Country, what is in hotter climates and what is in colder, including pictures of Iceland's Ice Hotel for example, or Kefalonia's sea cave. What is common to all Countries where people live? What do we need in order to survive? Compile a list ready for next lesson.</p>	<p><b>Objective:</b> I can label a map.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I am beginning to respond consistently to familiar people, events and objects.</p> <p>Support: (S6) I can demonstrate an understanding of a simple plan and add to it by labelling, using symbols or words.</p> <p>Core: (S10) I can mark some features on a simple map..</p> <p>Extension: (S12) I can use pictures an photographs to identify physical features.</p> <p><b>Suggested Activities:</b></p> <p>Children should either use pre-prepared symbols or make their own labels to annotate a map, based on the list compiled during our last lesson. Use small world characters to walk around the map. Play with the children to create real world scenarios with characters going to the doctors or supermarket. Ask children to identify different places on the map using language/sign/symbols. Or ask children to identify a place on the map using pecs and a switch.</p>	<p><b>Objective:</b> I can describe the changes of the four seasons.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I react to new activities and experiences [for example, splashing my feet in water].</p> <p>Support: (S7) I can identify seasonal weather patterns.</p> <p>Core: (S9) I correctly use comparative terms and some Geographical vocabulary.</p> <p>Extension: (S12) I can compare photos of different places.</p> <p><b>Suggested Activities:</b></p> <p>Explore the seasons. Make a four season craft tree. Make a sound story taking the listener through the seasons and year's events. Sort pictures and items into categories of seasons.</p> <p><a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></p> <p><a href="https://www.youtube.com/watch?v=b25g4nZTHvM">https://www.youtube.com/watch?v=b25g4nZTHvM</a></p>



## Churchill Park School

### Mid Term Plan – Key Stage - Past, Present and Future

Week 11 - Geography	Week 12 - Geography	Week 13 - Geography	Week 14 - Geography	Notes...
<p><b>Objective:</b> I can positively effect the world I live in.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I react to new activities and experiences [for example, splashing my feet in water].</p> <p>Support: (S7) I can demonstrate awareness of caring for the environment (recycling, growing, plants, litter).</p> <p>Core: (S10) I can answer some questions about what I have seen and/or observed.</p> <p>Extension: (S12) I can identify sea and land on a map and globe. I can identify water features on a simple map.</p> <p><b>Suggested Activities:</b></p> <p>Explore how global warming is affecting seasonal climate change. Look at polar ice caps and other areas of environmental concern, such as the deforestation of the amazon. Link to recycling.</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=zCfazf2gVuo">https://www.youtube.com/watch?v=zCfazf2gVuo</a></p> <p>Children to undertake sorting activity of what is recyclable and what isn't then have fun re-using the items in a child-led, junk modelling session. Create a poster to deter people from littering and encourage recycling.</p> <p>Children could use a net to remove rubbish from the water tray and get rubbish from the sand pit and put it in the bin. Children could compete against the clock.</p>	<p><b>Objective:</b> I can positively effect the world I live in.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I am beginning to show interest in people, events and objects [for example, briefly looking around in different indoor and outdoor environments].</p> <p>Support: (S7) I can record key features of a place using models or symbols.</p> <p>Core: (S9) I can discuss in more detail, information that can be observed in photographs and undertake fieldwork.</p> <p>Extension: (S12) I can identify North on a map and compass.</p> <p><b>Suggested Activities:</b></p> <p><b>LOTG:</b> Go on a litter pick to a local park (extension group to navigate). While there identify key features and record using a crib sheet. Are there facilities for recycling?</p> <p>Alternatively, undertake a learning walk in a public space. How many recycling bins can you find? Can you label them on a map of the area.</p>	<p><b>Objective:</b> I can positively effect the world I live in.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I am beginning to show interest in people, events and objects [for example, briefly looking around in different indoor and outdoor environments].</p> <p>Support: (S7) I can demonstrate understanding of basic directional language (left, right, forwards, backwards) and begin to use symbols to represent direction.</p> <p>Core: (S11) I can use my fieldwork back in the classroom.</p> <p>Extension: (S13) I can identify physical and human features of a landscape.</p> <p><b>Suggested Activities:</b></p> <p>Watch the following; a letter to our future generation.  <a href="https://www.youtube.com/watch?v=eRLJscAik1M">https://www.youtube.com/watch?v=eRLJscAik1M</a></p> <p>Children to create crafts out of recycled rubbish to sell to their peers and raise money for WWF in next weeks session.</p>	<p><b>Objective:</b> I can positively effect the world I live in.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I accept and engage in coactive exploration [for example, feeling the textures of different items from outside, e.g. leaves, bark, soil].</p> <p>Support: (S8) I can express a view on features of the environment which I find attractive or unattractive and show some understanding of how I can influence my own environment.</p> <p>Core: (S11) I can use my fieldwork back in the classroom.</p> <p>Extension: (S13) I can demonstrate awareness that information comes from a range of sources..</p> <p><b>Suggested Activities:</b></p> <p>Hold crafts sale in order to raise money for environmental charities. Encourage children to speak to their peers about their cause and what they have learnt. Collect suggestions as to how to recycle other popular items.</p>	<p>Home Learning:</p> <p>Make a weather diary for a month. What changes.</p> <p>Make a rainfall diary for a month. What does your recording tell you.</p> <p>Pick a tree you see on your way to school each day. Study it for the term. What changes do you see? Can you draw them?</p> <p>Make a collage from things you find in the garden.</p> <p>Pick up litter you see on the floor if safe and put it in the bin.</p> <p>Find a Disney character who has a real history and tell the class about what you find out.</p> <p>Ask a friend what their earliest memory is.</p>



Churchill Park School

Mid Term Plan – Key Stage - Past, Present and Future

	Week 1 – Music	Week 2 – Music	Week 3 – Music	Week 4 – Music	Week 5 – Music
Creativity	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms (Inquiry-Led).</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicating consistent preferences and affective responses [for example, relaxing during certain pieces of music but not others].</p> <p>Support: (S6 Listening and Appreciation) I can begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>Core: (S8 Listening and Appreciation) I can use a growing vocabulary of words, signs or symbols to describe what they play and hear ( for example fast, slow, high and low).</p> <p>Extension: (S10 Listening and Appreciation ) I can recognise specific instruments and high and low voices.</p> <p><b>Suggested Activities:</b> Introduce children to Desert Island Discs.</p> <p><b>LOTG: Visit different classes and undertake a survey asking for people’s favourite artists/suggestions for songs. Record our peers’ recommendations and reasons for them (ensure world music artists are included in the selection).</b></p> <p>Put all of them in a hat and then pull them out during our music lessons, week-by-week. Conduct internet research to complete a factsheet for each artists/song, eventually compiling a book of Dessert Island Discs for the Phase.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms (Inquiry-Led).</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicating consistent preferences and affective responses [for example, relaxing during certain pieces of music but not others].</p> <p>Support: (S6 Listening and Appreciation) I can begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>Core: (S8 Listening and Appreciation) I can use a growing vocabulary of words, signs or symbols to describe what they play and hear ( for example fast, slow, high and low).</p> <p>Extension: (S10 Listening and Appreciation ) I can recognise specific instruments and high and low voices.</p> <p><b>Suggested Activities:</b> Continue with inquiry-based learning; picking more Desert Island Discs to research. Complete fact sheet and give reviews for each track.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms (Inquiry-Led).</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I can recognise a favourite song.</p> <p>Support: (S6 Listening and Appreciation) I can begin to categorise percussion instruments by how they can be played (for example, striking or shaking).</p> <p>Core: (S8 Listening and Appreciation ) I can listen carefully to music - understand and respond to words, symbols and signs that relate to tempo, dynamics (for example faster, slower, louder, higher and lower).</p> <p>Extension: (S10 Listening and Appreciation ) I can identify changes of texture within orchestral pieces of music (thick and thin). I can begin to appreciate a range of music from other structures and genres).</p> <p><b>Suggested Activities:</b> Continue with inquiry-based learning; picking more Desert Island Discs to research. Complete fact sheet and give reviews for each track.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms (Inquiry-Led).</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I can recognise a favourite song.</p> <p>Support: (S6 Listening and Appreciation) I can begin to categorise percussion instruments by how they can be played (for example, striking or shaking).</p> <p>Core: (S8 Listening and Appreciation ) I can listen carefully to music - understand and respond to words, symbols and signs that relate to tempo, dynamics (for example faster, slower, louder, higher and lower).</p> <p>Extension: (S10 Listening and Appreciation ) I can identify changes of texture within orchestral pieces of music (thick and thin). I can begin to appreciate a range of music from other structures and genres).</p> <p><b>Suggested Activities:</b> Continue with inquiry-based learning; picking more Desert Island Discs to research. Complete fact sheet and give reviews for each track.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms (Inquiry-Led).</p> <p><b>Success Criteria:</b></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 Listening and Appreciation) I can respond to other pupils in the music session.</p> <p>Core: (S9 Listening and Appreciation ) Pupils recognise and differentiate between different families of instruments eg. percussion, strings and brass instruments and voices.)</p> <p>Extension: (S11 Listening and Appreciation ) I can differentiate between specific instruments.</p> <p><b>Suggested Activities:</b> Continue with inquiry-based learning; picking more Desert Island Discs to research. Complete fact sheet and give reviews for each track.</p>



## Churchill Park School

### Mid Term Plan – Key Stage - Past, Present and Future

	Week 6 - Music	Week 7 - Music	Week 8 – Art - Halloween and Fireworks Themed!	Week 9 – Art – Remembrance Sunday Themed	Week 10 – Art
	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms.</p> <p><b>Success Criteria:</b></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 Listening and Appreciation) I can listen to music and can describe music in simple terms ( for example, describing musical experience using phrases or statements combining a small number of words, signs, symbols or gestures).</p> <p>Core: (S9 Composition) I can identify where musical changes occur within a piece of music (thick and thin). I can begin to appreciate a range of music from other structures and genres.</p> <p>Extension: (S11 Listening and Appreciation ) I can differentiate between specific instruments.</p> <p><b>Suggested Activities:</b> Listen to a selection of anthems; National, Rugby, Football. What are they for? Who chooses an anthem? Why do certain songs stick? How many anthems can you think of? What instrument is the most prominent? Pick a class anthem. Sing our school anthem. What do the lyrics tell us about what type of school we are?</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S2i) I can cooperate with shared exploration and supported participation [for example, holding an ocean drum].</p> <p>Support: (S7 Performance) I can repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Core: (S9 Composition) I can compose using long and short sounds.</p> <p>Extension: (S11 Composition) I can improvise to a steady pulse or backing track.</p> <p><b>Suggested Activities:</b> Listen to Music from William the Conqueror’s time, Shakespeare’s time and music from the present day, traditionally used at times of celebration like parties. Use the keyboards to create a futuristic song for the next generation. Save it on a usb and put it in a time capsule to be buried.</p> <p>Watch clip of the latest musical technology for inspiration - <a href="https://vimeo.com/90252137">https://vimeo.com/90252137</a> - Imogen Heap Music Glove.</p>	<p><b>Objective:</b> I can research, compare and recreate artwork of the past and present; understanding its cultural relevance.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may give intermittent reactions [for example, sometimes putting my feet or hands in wet paint].</p> <p>Support: (S6) I can use tools materials and simple actions to produce a piece of work.</p> <p>Core: (S7) I can show confidence in a variety of processes, tools and materials and can talk about my work.</p> <p>Extension: (S10) Extension: (S10) I can show interest in the work of a range of artists, craft makers and designers and use simple related vocabulary when talking about their work.</p> <p><b>Suggested Activities:</b> Research the cultural origins of Halloween and bonfire night. Pick a traditional way these events or ideas have been expressed through art and try to recreate. Children could make a guy, design scary costumes or carve a pumpkin to take home.</p>	<p><b>Objective:</b> I can research, compare and recreate artwork of the past and present; understanding its cultural relevance.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I may give intermittent reactions [for example, sometimes putting my feet or hands in wet paint].</p> <p>Support: (S6) I can use tools materials and simple actions to produce a piece of work and get better with practise.</p> <p>Core: (S7) I can show confidence in a variety of processes, tools and materials and can talk about my work.</p> <p>Extension: (S10) I can show interest in the work of a range of artists, craft makers and designers and use drawings, paintings and sculpture to develop and share my ideas.</p> <p><b>Suggested Activities:</b> Continue the week’s work on Remembrance Day and look at some of the art installations that have taken place over the years to pay honour to those who lost lives. <a href="https://www.google.co.uk/search?q=poppies+tower+of+london&amp;safe=strict&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwIjqdDBz6HUAhUHI8AKHaDNAEEQ_AUICigB&amp;biw=1093&amp;bih=518">https://www.google.co.uk/search?q=poppies+tower+of+london&amp;safe=strict&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwIjqdDBz6HUAhUHI8AKHaDNAEEQ_AUICigB&amp;biw=1093&amp;bih=518</a></p> <p>How do other cultures do this?</p> <p>Make wreaths to commemreate poppie day. Make keep sake poppy broaches. Make photo frames to remember someone we have lost. Look at other imagery that symbolizes remembereance.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I accept and engage in coactive exploration [for example, feeling the textures of a range of art materials].</p> <p>Support: (S7) I can look at the artwork of different styles and cultures and purposefully choose colours or techniques.</p> <p>Core: (S8) I know that paintings, drawings and sculptures have meanings.</p> <p>Extension: (S11) I can use drawing, paintings and sculpture to develop and share my imagination.</p> <p><b>Suggested Activities:</b> Research indeginieous people and cultures of the Americas. Look at totem poles and the legends that go with them. Make a class totem pole or mini totem pole to take home. Read or listen to some traditional stories during session.</p> <p><a href="https://www.slideshare.net/iheartgsu29/totem-pole-powerpoint">https://www.slideshare.net/iheartgsu29/totem-pole-powerpoint</a></p> <p><a href="http://www.wikihow.com/Make-a-Totem-Pole">http://www.wikihow.com/Make-a-Totem-Pole</a></p>



## Churchill Park School

### Mid Term Plan – Key Stage - Past, Present and Future

	Week 11 – Art	Week 12 – Art	Week 13 – Art – Christmas Themed	Week 14 – Art – Christmas Themed	Notes...
	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S1ii) I accept and engage in coactive exploration [for example, feeling the textures of a range of art materials].</p> <p>Support: (S7) I can show confidence in using a variety of processes and make appropriate use of tools and materials.</p> <p>Core: (S8) I can gather materials, objects and images to explore their ideas and complete an activity inspired by my learning.</p> <p>Extension: (S11) I express ideas using a range of materials creatively.</p> <p><b>Suggested Activities:</b> Research the art of clowning and circus skills. Look at footage of circus skills universities and colleges around the world. Pick some skills that we could learn as a class including juggling, balancing and slapstick comedy.</p>	<p><b>Objective:</b> I can research and compare great artists of the past and present and the cultural development of their art forms.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S21i) I react to new activities and experiences [for example, pulling my hands away from an unfamiliar texture].</p> <p>Support: (S7) I can look at the artwork of different styles and cultures and purposefully choose colours or techniques.</p> <p>Core: (S8) I use a growing art vocabulary and begin to express meaning in my work.</p> <p>Extension: (S11) I can describe differences and similarities between different practices and disciplines.</p> <p><b>Suggested Activities:</b> Research the art of mime. Look at footage of famous mime artists and film such as Charlie Chaplin. Can the children narrate the films despite them having no dialogue? Play a game of charades or learn some simple routines to impress friends (pretending to go down in an elevator or walk down stairs when standing outside by a window for example).</p>	<p><b>Objective:</b> I can research, compare and recreate artwork of the past and present; understanding its cultural relevance.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S21i) I react to new activities and experiences [for example, pulling my hands away from an unfamiliar texture].</p> <p>Support: (S7) I can show confidence in using a variety of processes and make appropriate use of tools and materials.</p> <p>Core: (S9) I can explore a range of materials creatively.</p> <p>Extension: (S11) I can express ideas using a range of materials creatively.</p> <p><b>Suggested Activities:</b> Continue upcycling old materials and making craft items from refuse to raise money at next week's stall (in line with the rest of the week's lessons). Look at other traditional Christmas craft items, both religious and non-religious.</p>	<p><b>Objective:</b> I can research, compare and recreate artwork of the past and present; understanding its cultural relevance.</p> <p><b>Success Criteria:</b></p> <p>Sensory: (S21i) I can begin to respond consistently to familiar people, events and objects.</p> <p>Support: (S7) I can work in two or three dimensions and intentionally represent or symbolise an object or an emotion.</p> <p>Core: (S9) I can explore a range of materials creatively.</p> <p>Extension: (S11) I can express ideas using a range of materials creatively.</p> <p><b>Suggested Activities:</b> Christmas cards, decorations and gifts. Take inspiration from the internet and pinterest.</p>	<p>Home Learning –</p> <p>Compe your own dessert island discs or interview a friend and family member.</p> <p>Find out how your favourite musician came to be a musician.</p> <p>Creat your own dance routine to a favourite song.</p> <p>Make a totem pole out of old lloo rools!</p> <p>Listen out for anthems on the television. How do they make you feel?</p> <p>Learn to juggle or challenge a family member!</p> <p>Challenge your family to a game of charades to practice your mime skills.</p> <p>Make some transient art in your garden.</p>