



# Walton Hall Academy Long Term Planning

## Key Stage 3 Additional Needs Group 1

2016-17



The complex needs class long term plan follows the Key Stage Three long term plan for Literacy, Numeracy, PE and PSHE and is supported by the Year 1 Primary 2014 Curriculum and Early Years Curriculum. Topic is linked to Literacy and Numeracy.

|  |  |  |  |   |           |         |     |  |       |       |   |             |
|--|--|--|--|---|-----------|---------|-----|--|-------|-------|---|-------------|
| <b>Autumn 2015</b>   | <b>Communication and Language:</b> Listening and attention, Understanding, Speaking. Using objects of reference, meaningful events and activities Makaton and symbols. Adapted Equals Units Strand 1 Speaking, Strand 2 Listening and responding, Strand 3 group discussion and interaction, strand 4 Drama. |  |  |   |           |         |     |  |       |       |   |             |
|  | <b>Personal Social and Emotional Development:</b> Self-confidence and self-awareness, managing feelings and behaviour making relationships   |  |  |   |           |         |     |  |       |       |   |             |
|  | <b>Physical Development:</b> Moving and handling, Health and self-care.  |  |  |   |           |         |     |  |       |       |   |             |
| <i>Core subjects</i>   |  |  |  |   |           |         |     |  |       |       |   |             |
| Literacy   |  | Numeracy   |  | <i>Understanding the World</i>  |           |         |     | <i>Expressive Arts and Design</i>  |       |       | <i>Physical Development</i>   | <i>PSHE</i> |
|  |  |  |  | Science   | Geography | History | ICT | D&T/<br>Art  | Drama | Music |   |             |
| <p><b>Communication:</b> Self-awareness, names of staff and peers, weather, days of the week. Intensive interaction. SPRINT program</p> <p><b>S&amp;L:</b> Student's S&amp;L boxes, recall using photographic books of class activities.</p> <p><b>Reading:</b> HF words and RWI Phonics. CVC words, verbs, names and nouns. <b>Word/comprehension.</b> IWB Reading personalised stories of meaningful events. <b>Writing:</b> fine/gross motor skills/vocabulary Write dance. Traditional Tales - Rainbow Fish, Macbeth, HF word and RWI Phonics using objects of reference, names of familiar people.</p> <p>Forest school – fine and gross motor skills, litter picking, painting, S&amp;L to instructions.</p> |  | <p><b>Number.</b> Unit 3.2b Counting and place value. Sequencing.</p> <p><b>Using and Applying:</b> Unit 3.1b Food Maths, Music, Maths dance, Outdoor activities Unit 3.15</p> |  | <p><i>Topic:</i> The <i>Elements</i> (Sun, Water Wind and Fire)</p> <p><i>Science:</i> Forces and Motion Unit &amp; Keeping Healthy. Educational visit to the Blue Planet.</p> <p><i>ICT:</i> Interactive activities, visual reinforcement I-pad.</p> <p><i>Drama</i> – Macbeth outdoor role play, Tap pac, whole school assembly.</p> <p><i>D&amp;T/Art</i> – Creating sculpture trail in wood - Willow wind shapes, clay shapes. Topic - Recycled fish sculpture.</p> <p><i>D&amp;T</i> food prep. Healthy eating.</p> <p><i>Music</i> – indoor and outdoor wind instruments, musical counting songs about the elements.</p> <p><b>Extension activity:</b> Build a Sculpture trail.</p> |           |         |     | <p>Swimming</p> <p>Horse riding</p> <p>Motor skills United.</p> <p>Healthy lifestyle: Exercise.</p> <p>Unit 3.2b</p> <p>Outdoor activities Unit 3.15</p> <p>PE unit 3.12</p> |       |       | <p>Intensive interaction. (SPRINT program)</p> <p>Positive behaviour management</p> |             |

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|   |   |  |                                |         |     |         |                                   |       |    |  |   |
|---|---|--|--------------------------------|---------|-----|---------|-----------------------------------|-------|----|--|---|
| <b>Spring 2016</b>  | <b>Communication and Language:</b> Listening and attention, Understanding, Speaking, aided by using a multi-sensory approach, objects of reference, meaningful events and activities Makaton and symbols. Adapted Equals Units Strand 1 Speaking, Strand 2 Listening and responding, Strand 3 group discussion and interaction, strand 4 Drama. |  |                                |         |     |         |                                   |       |    |  |   |
|   | <b>Personal Social and Emotional Development:</b> Self confidence and self awareness, managing feelings and behaviour making relationships  |  |                                |         |     |         |                                   |       |    |  |   |
|   | <b>Physical Development:</b> Moving and handling, Health and self-care.   |  |                                |         |     |         |                                   |       |    |  |   |
|   | <i>Core subjects</i>  |  | <i>Understanding the World</i> |         |     |         | <i>Expressive Arts and Design</i> |       |    |  | <i>Physical Development</i>   |
| Literacy  | Numeracy  | Science  | Geography                      | History | ICT | D&T/Art | Drama                             | Music | RE |  |   |
| <p><b>Communication:</b> News Time Unit 1a Intensive interaction - SPRINT program <b>S&amp;L:</b> Student's S&amp;L boxes, recall using picture books of class activities. Links to Geog - Following directions: Unit 12a and 12b <b>Reading:</b> Matching, HF words and RWI Phonics. CVC words, colours, names of familiar people.</p> <p><b>Word/comprehension.</b> IWB Reading personalised stories of meaningful events. HF word and RWI Phonics (TG) Sensory stories using objects of reference. 'Going on a Bear Hunt' and 'Rosie's walk' multi-sensory story. (Traditional Tales from other cultures linked to India TBC). <b>Writing: fine/gross motor skills.</b> Write dance.</p> | <p><b>Number.</b> Unit 3.2b Counting and place value.</p> <p><b>Shape and space /using and applying</b> Food Maths, Music, Maths dance, Outdoor activities Unit 3.15</p>  | <p><b>Topic: Making a multi-sensory trail - contribution and inclusion in whole school community.</b></p> <p><i>Geography:</i> Following instructions.</p> <p><i>Science:</i> Grouping and classifying materials Unit 3.3a Changing materials 3.3b Life processes Keeping Healthy 3.2b.</p> <p><i>ICT:</i> Interactive activities.</p> <p><i>Drama</i> – role play and whole school assembly.</p> <p><i>D&amp;T/Art</i> – Creating artwork for sensory learning - Willow shapes, wood sculptures. Recycled musical instruments. Clay wind chimes. D&amp;T Food prep. Healthy eating.</p> <p><i>Music</i> – Indoor and outdoor instruments.</p> <p><b>Outdoor Learning:</b></p> <p><i>Fine and gross motor skills &amp; grouping and classifying materials</i> - Litter picking.</p> <p><i>S&amp;L, Following Instructions</i> – Multi-sensory learning walk.</p> <p><i>Maths</i> - Yard and orienteering shape matching trail.</p> |                                |         |     |         |                                   |       |    | <p>Swimming</p> <p>Horse riding</p> <p>Motor skills</p> <p>United.</p> <p>Healthy lifestyle: Exercise. Unit 3.2b</p> <p>Outdoor activities Unit 3.15</p> <p>PE unit 3.12</p> | <p>Intensive interaction. (SPRINT program) IBP PBM including sensory calming techniques. Tap pac. Individual social stories. (TG)</p> |

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|  |  |   |                                |         |     |             |                                   |       |        |  |   |   |
|--|--|---|--------------------------------|---------|-----|-------------|-----------------------------------|-------|--------|--|---|---|
| <b>Summer 2016</b>   | <b>Communication and Language:</b> Listening and attention, Understanding, Speaking, aided by using a multi-sensory approach, objects of reference, meaningful events and activities. Makaton and symbols. Adapted Equals Units Strand 1 Speaking, Strand 2 Listening and responding, Strand 3 group discussion and interaction, Strand 4 Drama. |   |                                |         |     |             |                                   |       |        |  |   |   |
|  | <b>Personal Social and Emotional Development:</b> Self-confidence and self-awareness, managing feelings and behaviour making relationships   |   |                                |         |     |             |                                   |       |        |  |   |   |
|  | <b>Physical Development:</b> Moving and handling, Health and self-care.  |   |                                |         |     |             |                                   |       |        |  |   |   |
|  | <i>Core subjects</i>   |   | <i>Understanding the World</i> |         |     |             | <i>Expressive Arts and Design</i> |       |        |  | <i>Physical Development</i>   | <i>PSHE</i>   |
| Literacy   | Numeracy   | Science   | Geography                      | History | ICT | D&T/<br>Art | Drama                             | Music | R<br>E |  |   |   |
| <p><b>Adventure Stories/Info. Texts/poetry.</b><br/> <b>Communication:</b> Use PECS symbols and Makaton. IWB Spring. SPRINT program.<br/> <b>S&amp;L:</b> SALT targets, student's S&amp;L boxes, recall using picture books. Sensory story - Bagbooks. Greenside School – Epic Adventure sensory stories. Links to Geog - Following directions: Unit 12a and 12b <b>Pre/Reading:</b> Matching, HF words and RWI Phonics. CVC words, colours, names of familiar people. Illustrate The Sampan by Tao Lang Pee. <b>Word comp.</b> IWB Reading E.g. Grow your own! Whole word recognition.<br/> <b>Writing: fine/gross motor skills.</b> Write dance. Fine and gross motor skills practice in (Mathsdance, food prep. art.)</p> | <p><b>Number.</b> Unit 3.2b Counting and place value.<br/> <b>Shape and Space.</b> Shapes, time and length.<br/> <b>Using and applying.</b> Food Maths, Music, Maths dance. Collecting data. Outdoor activities Unit 3.15</p>  | <p><b>Topic: China.</b><br/> <i>Geography:</i> Following instructions to go the garden/farm/forest school/shape trail.<br/> <i>Science: Grow your own!</i> Green plants 3.2a Keeping Healthy 3.2b.<br/> <i>ICT:</i> Interactive activities.<br/> <i>Drama</i> – role play in Chinese costume for whole school assembly.<br/> <i>Art</i> – Sensory outdoor trail - fabric hangings. - Fabric printing using vegetables. Chinese lanterns, fans, egg-box dragons and hats.<br/> <i>Maths/Art</i> - willow shapes in forest.<br/> D&amp;T – Simple food prep. Including Chinese food using wok and chopsticks. Healthy Eating.<br/> <i>Music</i> – Chinese music.<br/> <b>Outdoor Learning:</b><br/> <i>Fine and gross motor skills, S&amp;L, Following Instructions</i> – Listening walk, litterpicking.<br/> <i>Maths</i> - Yard and shape matching trail. Length chalk drawings. Shape and length in the woods.<br/> <i>Literacy</i> - Bagbooks in the woods.</p> |                                |         |     |             |                                   |       |        |  | <p>Swimming<br/> Horse riding<br/> Motor skills<br/> United.<br/> Healthy lifestyle:<br/> Exercise. Unit 3.2b<br/> Outdoor activities Unit 3.15<br/> PE unit 3.12<br/> Sensory regulation:<br/> Proprioceptive /vestibular needs.</p> | <p>Intensive interaction. (SPRINT program) I.B.P. PBM Calming/ stim. sensory needs.- Tap pac. Individual social stories. (TG) Chinese games e.g. Cat and mouse.</p> |

