



## Our theme for the Spring Term 2023

### All about me



Staff will use the following theme plan to highlight; they will highlight the activities and learning intentions/outcomes that they will cover. The final section of the document enables staff to add additional activities they may wish to do. These plans have been developed using the following documents, The Pre-Key stage Standards, The Early Years foundation stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND.

THEME FOR SPRING TERM 2023

Theme All about me	Ideas for theme are shown in black Learning objectives are shown in blue Skills objectives are shown in green			
	Communication and Language (including literacy)	Personal social	Physical sensory	Thinking skills (Mathematics)
<b>MAPP</b>	Songs and rhymes about ourselves 'Head, shoulders, knees and toes' Communicating emotions using pictures of different expressions. Use stories about diversity. Play with dolls with different ethnicities and disabilities.	Make a pen portrait of themselves choosing from pictures of what they like and what they do not like. Use pictures of other class members to choose who they would like to play with. Circle time sessions, with games that they need to choose who comes next. Respond with curiosity to ways that we are special through using mirrors and pointing out differences to others in a circle. Respond to an adult modelling how we can show that we are ready to participate in an activity, through body language, signing or other means. Respond to pictures of people who are special to us.	Learn how their body moves through Physiotherapy, Hydrotherapy, Sensory room activities. Use of swing programmes to learn about where their bodies are in space.	Counting body parts looking into a mirror, for example one nose, two ears. Look at eye colours in a mirror.
	Learning Intentions (Intent, assessed through MAPP)	Learning Intentions (Intent assessed through MAPP,)	Learning Intentions (Intent, assessed through MAPP)	Learning Intentions (Intent, assessed through MAPP)

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	Children will have their own individual Learning intentions written by their Multi-professional team.		Children will have their own individual Learning intentions written by their Multi-professional team.		Children will have their own individual Learning intentions written by their Multi-professional team.		Children will have their own individual Learning intentions written by their Multi-professional team.
	<b>Communication and Language</b>	<b>PSHE</b>	<b>Physical Development</b>	<b>Understanding Of the world</b>	<b>Literacy</b>	<b>Maths</b>	<b>Expressive Arts and Design</b>
<b>Step 1</b>	<p>Children listen to each other in a simple circle time.</p> <p>Children can recognise the phonetic letters in their name and find their peg to hang up their coat.</p> <p>Adults make up little short stories about each child, children enjoy listening to these.</p> <p>Children match objects to the letters in their name, finding things that start with the same letter as their name.</p> <p>Children make a visual list from a selection of pictures for what they do to get dressed etc.</p>	<p>Use playdough mats with different facial emotions for the children to create their own faces and emotions.</p> <p>Children learn to manage relationships though playing group games with rules.</p> <p>Children can use Zones of regulations to say how they feel.</p> <p>Children make draw/paint pictures of people who are important to them.</p>	<p>Children plan and choose snacks, they put them into a healthy and unhealthy grouping.</p> <p>Children play games in the role play area, dressing and undressing dolls.</p> <p>Children are given old shoes to learn how to tie a shoes lace.</p>	<p>Children can make a list of things they like and things that they do not like.</p> <p>Children map their story from their birth using pictures from home, recognising that they have changed over time.</p> <p>Use mirrors to look at their faces, look at friends faces and see if they can spot differences.</p> <p>Make a simple family tree with the children to know who is in their family.</p> <p>Use blocks and get the children to make a model of their house.</p>	<p>Make name spelling cards.</p> <p>Make name cards for each child and play games of matching the name to the child or to a picture of the child.</p> <p>Tape the letters of the child's name to Duplo bricks and get the child to make their name using the bricks.</p> <p>Children make simple sentences with word cards about their house or family.</p>	<p>Children can count the number of healthy snacks on the table.</p> <p>Children create a pattern on a jumper template for a person shaped cut-out.</p> <p>Children are measured against a wall and a mark made of their height, discuss who is the tallest etc.</p> <p>Make a simple shopping list for a healthy snack, such as a fruit skewer.</p> <p>Play matching games with socks and shoes.</p>	<p>Children create a healthy snack collage using different materials.</p> <p>Children sing songs such as 'Head, shoulders knees and toes'</p> <p>Children use their body to move to different music.</p> <p>Children use body parts such as their hands to make a rhythm.</p> <p>Children can draw a simple body shape.</p>
	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children can follow a simple visual instruction when getting dressed.</p> <p>Children can listen attentively to a story.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children can describe the way they are feeling using pictures.</p> <p>Children can identify people who are important to them.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children know that there are unhealthy and healthy snacks.</p> <p>Children can begin to be more independent in their dressing and undressing.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children know that there are similarities and differences between people.</p> <p>Children have an understanding of past events in their lives.</p> <p>Children know who is in their family.</p> <p>Children know that there are similarities and differences in relation to places and materials.</p> <p>Children use the skill of discussion to talk about change.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children can use phonetic knowledge when matching letters in their name.</p> <p>Children can read and understand a simple sentence.</p> <p>Children can talk about what they have read.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children can count within 20 reliably.</p> <p>Children can recognise and create a pattern.</p> <p>Children can use everyday language when talking about height.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements')</p> <p>Children can sing songs and make music about using their bodies.</p> <p>Children can use and explore a variety of materials to create a collage.</p> <p>Children know how to use their skills to manipulate tools when creating pictures</p>

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	PSHE	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 2	<p>Create a 'All about me' book.</p> <p>Create a family tree that shows the important people in their family.</p> <p>Make a list of all the things we are good at, have class friends tell each other one thing they think the child is good at.</p> <p>Use Circle Time to describe what angry and upset means, use Zones of Regulation to know when they feel this way.</p> <p>Identify people that are important to each child, make a 'Special to me' booklet.</p>	<p>Explore different ways of moving in different activities e.g. trampoline, music and movement sessions.</p> <p>Work with the children to create a simple dance and then perform this for others.</p> <p>Ask the children to move different parts of their body at different times, make sure the children can locate their hand etc.</p>	<p>Children to learn some of the simpler names of bones.</p> <p>Children can create an Acrostic poem using their name.</p> <p>Make a simple poster that advertises their favourite sport or hobby.</p>	<p>Counting ribs, vertebrae and metatarsals of the human body.</p> <p>Measuring longest and shortest bones on a Skelton.</p> <p>Create graphs using tally marks of class eye colour, hair colour etc.</p>	<p>Work as part of a group draw round each other to make body shape map.</p> <p>Print with hands and feet to make pictures.</p> <p>Line drawings from observation - black on white/white on black creating skeleton pictures.</p> <p>Skelton music making sounds of clattering bones to various rhythm patterns and ostinato - or to accompany a skeleton story such as 'Funnybones'</p> <p>Create a paper plate picture of their face using different materials.</p> <p>Children practice making different facial expressions to show different feelings in drama sessions.</p>
	<p><b>Learning Intentions</b> (Intent, assessed using 'I can statements')</p> <p>Children will be able to identify things that they are good at.</p> <p>Children can identify people who are important to them and why they are special to them.</p> <p>Children can identify feelings and how they may be feeling at any given time.</p> <p>Children can listen attentively and demonstrate the skill of good listening,</p>	<p><b>Learning Intentions</b> (Intent, assessed using 'I can statements')</p> <p>Children master basic movements including running and jumping.</p> <p>Children can perform dances using simple movement patterns.</p>	Assessed by B-Squared	Assessed by B-Squared	<p>(Intent, assessed using 'I can statements')</p> <p>Children know the names of different design techniques.</p> <p>Children can name different facial expressions when describing a picture.</p> <p>Children use their voice expressively and creatively.</p> <p>Children can experiment with sounds using inter-related dimensions of music.</p> <p>Children use drawing and painting to develop their ideas.</p> <p>Children use different facial expressions when developing a short piece of drama.</p> <p>Children use a range of art and design techniques when creating pictures of people, including themselves.</p>

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Theme All about me					
	Design and Technology	Humanities	Science	Computing/E Safety	RE/SMSC
Formal Step 2	<p>Design a coat or jumper to be worn in winter what materials would they use?</p> <p>Design and make a simple moving human puppet using butterfly clips.</p> <p>Make a model using different materials of their house.</p> <p>Design a family crest for their family, research if they already have one, make pictures of these.</p>	<p>Keep a record of the weather for a week and decide what clothes they should wear for certain weathers.</p> <p>Use a map to find their homes and be able to tell someone their address.</p> <p>Make a questionnaire to find out what toys their parents and grandparents played with, compare this to their own toys.</p> <p>Make a collage of their favourite toys alongside their families favourite toys from history.</p> <p>Research the origin of family names, where do they come from, does their family name have an interesting origin?</p>	<p>Sort objects into groups according to the senses that stimulate.</p> <p>Use a picture of the human body with labels and get the children to label the body parts.</p> <p>Experience human faces e.g. watching videos of themselves.</p> <p>Use light to capture silhouettes of the same body part to compare with each other.</p> <p>Humans grow and change- discuss the human life cycle from birth to old age, make their own timeline with pictures.</p>	<p>Think about what they use computers for at home and come up with a simple 'How to stay safe' guide.</p> <p>Use an Ipad to take a selfie to then use to make a jigsaw of their own face.</p> <p>Use an Ipad to take pictures of their friends to print and make a pic collage with labels of their friends names, save this and ensure that they can retrieve the information.</p>	<p>Make a 'Thank you tree' let children put up cards to say what they are thankful for and who they are thankful for.</p> <p>Take part in and plan for different religious festivals, through videos, food, clothing etc.</p> <p>Create a picture that is called 'Who am I'</p> <p>Ask families to send in pictures of important occasions in their families for example their christening or a family wedding etc</p>
	<p>(Intent, assessed using 'I can statements)</p> <p>Children know the names of the tools that they need to make their model.</p> <p>Children will design a purposeful and functional model that appeals to them or others.</p> <p>Children will use a variety of tools and equipment to create their models.</p> <p>Children say if they like their design and can add to this or improve its strength or they way that it works.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements)</p> <p>Children can identify the weather conditions and what clothing would be appropriate to these conditions.</p> <p>Children will know the changes that have occurred over time with toys that people have played with.</p> <p>Children will know that family names can have different origins.</p> <p>Children will use a simple map to find the location of their house.</p> <p>Children can ask and answer questions to show that they know and understand what they have been taught.</p> <p>Children use simple fieldwork and observational skills to study geographical features and events.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements)</p> <p>Children will be able to name and label the basic human body parts.</p> <p>Children will know that humans grow from birth into adulthood.</p> <p>Children can use observational skills when look at pictures.</p> <p>Children can use the skill of classification when working scientifically.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements)</p> <p>Children will have an understanding of how to keep themselves safe on technology at home.</p> <p>Children will use technology purposefully to create and manipulate digital content.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements)</p> <p>Children will know that people have different beliefs and cultures.</p> <p>Children will recall and name different beliefs and practices including festivals.</p> <p>Children will know that there are different ways of belonging.</p> <p>Children can use the skill of description to discuss different religious beliefs.</p>

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	PHSE/Citizenship (Development)	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 3	Identify their hopes/wishes for the future, make a hope tree. Identify in simple terms how they may be able to achieve these goals. Identify types of teasing and hurtful behaviour and bullying, both online and offline, make posters for the school to alert people to what to do if this happens. Demonstrate that they understand that they need to listen to other peoples opinions through group discussion work, through Circle Time discussions.	Use different parts of their body to balance on different apparatus. Use different parts of the body to move across the hall. Recognise that their heart beats faster when they are exercising. Be able to complete a simple outdoor challenge as an individual or as part of a team. Be able to play a game as part of a team, knowing that you have to co-operate with your team mates.	Children talk about themselves and their families. Writing about ourselves - hobbies, interests, favourite things. Write a poem about themselves or a friend. Use pictures to stimulate discussions about social issues, reading newspapers to find out more. Keep a diary for a few weeks of what they did each day. Write an essay that explains what is unique and different about each child.	Measuring body parts, height and weight, making graphs of results. <b>Area and perimeter of hands and feet.</b> <b>Venn diagram of what is the same and different about each of the children.</b>	Children complete a human portrait. Children complete observational drawings of people. Silhouettes of heads. Self-portraits. Use of sketch books to complete their observational drawings. Sculptures of people using clay. Learn about great artists who have painted people, Leonardo da Vinci's, Mona Lisa. Making songs and raps about ourselves. Making music using body parts, e.g. clapping.
	<b>Learning Intentions (Intent, assessed using 'I can statements')</b> Children will be able to identify what their hopes and dreams are for the future. Children will know what teasing and hurtful behaviour is to include bullying, they will know that this can happen on and offline. Children will demonstrate that they understand we can have different opinions and ideas.	<b>Learning Intentions (Intent, assessed using 'I can statements')</b> Children can name the equipment that they need to take part in different competitive games. Children develop their balance through working on different apparatus. Children take part in a competitive game as part of a team. Children complete an outdoor challenge with growing confidence. Children use running, jumping in isolation and in combination.	Assessed using B-Squared	Assessed using B-Squared	<b>Learning Intentions (Intent, assessed using 'I can statements')</b> Children learn about a great artist. Children improvise and compose music for a range of purposes. Children improve their mastery of art techniques through observational drawings.

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Theme All about me						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
<b>Formal Step 3</b>	<p>Design a symbol which means 'danger to health'. Design a poster about staying healthy. Consider the design of child-proof containers. Design a health menu, make the food and design a menu card. Make a moving puppet of a person.</p>	<p>History of medicines - breakthroughs to help fight diseases. Social reforms, that have happened over time, women getting the vote. Lives of different famous people, including Nelson Mandela and others that have influenced change. The differences in life styles during our time and the Victorian era. Britain since 1930, how life has changed for Young people. The effects of settlements on the landscape. Comparing life in the local area to another place.</p>	<p>Develop a word bank of French words that describe themselves as people. Use French words to describe their friends, think of a simple statement that describes someone in their class.</p>	<p>Identify that humans have skeletons and muscles for support and protection. Recognise that environments can change and that this can sometimes pose dangers to living things. Use cards to show an adult woman and man at different stages of development, discuss how we change over time. Make lists of what humans need to survive and be fit and healthy</p>	<p>Use a database program to store and retrieve information about ourselves. Use different software programmes to present information about themselves, including a simple family tree using drawing software.</p>	<p>Use art to develop their own imaginative and creative ways of expressing their own commitments such as working hard at something, caring for the environment or animals. Explore through stories how festivals bring communities together.</p>
	<p>Learning Intentions (Intent, assessed using 'I can statements') Children will know how to evaluate their ideas and products and make changes to improve them. Children will understand and apply the principles of a healthy and varied diet. Children will develop a design that is appealing and ensure that their design is fit for purpose. Children will use a range of materials and components when they make their models and designs.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements') Children will develop a chronology understanding of the development of medicines. Children will know that social reforms produce significant turning points in British and World history. Children will be able to list the differences between live today and live in the Victorian era. Children will be able to name different types of settlements and land use and say how these affect the landscape. Children will understand geographical similarities and differences through the study of our local area and another area in the world. Children will be able to discuss how famous people have had an impact on history.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements') Children can use a broader vocabulary and are able to develop their ability to understand new words. Children can use French words to describe their friends and make a simple sentence using these words.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements') Children can identify that humans have skeletons and muscles for support, protection and movement. Children will know that humans need the right types and amounts of nutrition. Children can recognize that environments can change and that this can sometimes pose dangers to people. Children use their observational skills and ideas to suggest answers to questions.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements') Children know the names of the pieces of equipment that they are using in their lessons. Children will select and use a variety and combination of software.</p>	<p>Learning Intentions (Intent, assessed using 'I can statements') Children will understand the challenges of commitment to a community of faith or belief. Children know that celebrations and festivals bring communities together. Children can use their skill of explanation when discussing religious rituals.</p>

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	Employment	Independent Living	Community Inclusion	Health
Step 4	<p>Develop a personal profile that highlights their strengths and interests.</p> <p>Children develop their CV further through working on the above profile. Set up mock interviews in school, work with the children to understand what these are and what to do if they attend an interview.</p>	<p>Look at different types of snacks, decide which are healthy and which are not.</p> <p>Learn different life skills to include developing a healthy menu and planning to keep themselves fit for the future, get the children to plan a daily fitness regime that they can carry out in school.</p> <p>Learning about what consent means in a relationship and what positive relationships are, keep a book of what they have learnt so they can refer make to this.</p>	<p>Work with the children to think about ways to improve their CV's through volunteering and support them to do this.</p> <p>Develop a poster that tells their friends how to stay safe on the street and what to do if things go wrong.</p> <p>Discuss in a Circle Time what alcohol is and what to do if they are offered a drink and safe levels of alcohol, consumption.</p> <p>Ask the children to think about what they need to do in a day, help them to plan a daily timetable.</p>	<p>Discuss what a sexual relationship is and help them understand how to stay safe within one, include the use of protection, refer to safe relationship work around consent.</p> <p>Have discussion sessions about personal health and what we need to do if we find something different in our bodies or if we feel unwell. Develop a 'What to do' booklet.</p> <p>Make a booklet that includes all the information they require about their own health care, for example who their GP is and contact details etc.</p> <p>Practice making appointments using the school mobile phones to other members of staff, develop a check list of the information that they will need to know.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can statements')</b></p> <p>Children will build on their vocational profile that will include their strengths.</p> <p>Children will further develop their CV.</p> <p>Children will attend mock interviews in school.</p> <p>Children will use the skills of discussion when attending mock interviews.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can statements')</b></p> <p>Children can pick a healthy snack from a selection of snacks.</p> <p>Children can plan a healthy meal and cook the meal.</p> <p>Children can plan a fitness programme for themselves.</p> <p>Children know what consent means within a healthy relationship.</p> <p>Children can discuss their feelings relating to consent and what this means to them.</p> <p>Children can use their cooking skills when preparing a meal.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can statements')</b></p> <p>Children know how to improve their CV so that it reflects what they can do and what they can offer a workplace.</p> <p>Children can design a poster about keeping themselves safe on the streets.</p> <p>Children know how to stay safe if they are drinking alcohol and what is a safe level of alcohol to drink.</p> <p>Children can make a plan about what they need to do in a day so that they manage their time well.</p> <p>Children can use their literacy and numeracy skills when completing knowledge tasks in this section, this includes time and written work relating to a CV.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can statements')</b></p> <p>Children will know how to keep themselves safe in a sexual relationship and what protection choices there are.</p> <p>Children will know how to monitor their bodies and health and what to do if they feel unwell.</p> <p>Children will know who can help them keep well and how to get appointments with professionals.</p> <p>Children will use their communication skills when speaking to a doctor or another professional.</p>



**Additional ideas for class group**

A large, empty rectangular box with a thin black border, intended for students to write additional ideas for the class group.

**Core vocabulary**

**English – Lower Key stage 2**

Address, believe, breathe, breath, different, difficult, exercise, experience, famous, favourite, group, heart, height, imagine, important, interest, knowledge, learn, medicine, naughty, possession, promise, special, strength, weight, woman/women, surprise

**English – Upper Key stage 2**

Achieve, aggressive, bruise, communicate, community, curiosity, desperate, determines, embarrass, excellent, familiar, identity, individual, neighbour, persuade, physical, prejudice, shoulder, signature, sincerely, stomach

**Science**

Mammal, labels of basic body parts, including eyes, ears etc, name the basic requirements for life, including water, food and air, exercise, hygiene, nutrition, skeleton, digestive system, teeth, heart