



Our theme for the Autumn Term 2022

Water

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. Ideas for teaching are in black, the knowledge we wish the children to gain is in blue and skills are shown in green.



Theme Water	Ideas for theme are shown in black Knowledge objectives are shown in blue Skills objectives are shown in green			
	Communication and Language (including literacy)	Personal social	Physical sensory	Thinking skills (Mathematics)
MAPP	<p>Turning head to look towards theme sounds such as splashing water, rain or roar of waves crashing.</p> <p>Responding to range of sensory stimuli related to the theme such as cold/warm water or changing light patterns under an umbrella.</p> <p>Sharing Theme books such as 'Mrs Wishy Washy' and 'Who sang the Boat'</p> <p>Sharing the story of 'The Rainbow fish' use of sensory storytelling and supported by ICT recordings of the story being read.</p>	<p>Showing awareness of the activities of other children or supported paired games such as 'Row Row the Boat'</p> <p>Awareness of on self as different and separate from others e.g. putting a pirate hat on.</p> <p>Take the children out in the rain; let them experience this feeling, make games of sheltering then running out in the rain.</p> <p>Make a narrative story of their adventures in the rain.</p> <p>Experience warm and cold water; use blue food colouring for cold and red for warm.</p>	<p>Moving in different ways-splashing, kicking water, moving arms, legs in water or responding when the whole body is lowered into the water.</p> <p>Picking up objects in pincer grip between thumb and fingers to drop into puddles.</p> <p>Squeezing sponges with whole hand.</p> <p>(See Equals semi-formal curriculum for more ideas)</p> <p>Exploring water through senses - cold or warm water sprayed, splashed squirted on hands, feet and whole body.</p> <p>Put fairy liquid in the water tray and make bubbles using the different coloured water.</p> <p>Visit different areas of water in the local community.</p> <p>Responding to theme songs and music through with whole body. Using resonance board/drum to lie on.</p> <p>Joining in with songs and creating sounds using instruments or recycled materials such as rainmaker or different coloured water in plastic bottles.</p> <p>Make a sound story of a storm using voice sounds, percussion or recorded on Big Mac</p> <p>Listen to music that has been written about water/sea e.g. Fingal's cave by Mendelssohn.</p>	<p>Explore number rhymes such as 'Five little frogs sitting on a wall'</p> <p>Focus on specific theme toys, if adult makes it disappear, showing brief memory when re-presented.</p> <p>Number-fishing objects out of the water, how many?</p> <p>Positional language such as through, on, off or next to.</p> <p>Use different containers to pour water from one to the other, this can be hand over hand.</p>

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	Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.		Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.		Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.		Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.
	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design
Step 1	Use 'Mrs Mobbles washing line' story - make a book in the shape of a sock, make a different ending to the story, sequence the story, play a memory game 'I did the washing and washed Read different poems, rhymes and stories with water as a theme. Children listen to simple instructions to complete learning tasks associated with water, such as fill a jug, pour water into a cup etc Children use sequencing cards of a simple story and use signs or spoken language to retell this in their own words.	Awareness of danger, knowing that we would not jump into water. Children try new activities associated with the water play tray, bubbles etc. Children use symbols to show how they feel when they are out in the rain. Children work together in structured play areas such as the house corner or the shop. Play memory games such as 'Kim's game' using different types of water containers, cups, jugs etc	Use of paint brushes to paint the walls or outside toys. Jumping into pretend puddles drawn on the yard. Moving around the hall using swimming actions and movements. Use music as a stimulus to dance, use instruments that make rain noise, thunder etc and make dance moves that reflect these sounds.	Children chose materials that are waterproof by experimenting pouring water over these materials. Children explore where water comes from and ends up, trips to see rivers and the sea. Use two plants give one water and the other none; see what happens to each plant over a given period of time. Talk about thunder and lightning. Have any of the children heard or seen lightening? Discuss how they feel during a thunderstorm.	Develop a word bank, with describing word such as 'splish, splash' Read the children Water poems and learn rhymes such as 'Rain, rain go away' Go outside in the rain, talk about how rain feels. What can they hear? What do they like dislike about the rain? Create labels and characters with Velcro on the back and use these to make a story using a story map. Read the children the 'Washing machine poem' by Moira Andrew, ask them about it, can they think of words about washing?	Use 'Mrs Mobbles washing line' make collections of socks and shoes and get the children to match the pairs. Use the fishing game with fish with numbers on, get the children to catch the fish and order them. Get the children to practice 1-1 correspondence by making boats and ensuring each has a sail etc. Make Wellington boot prints. Look closely at the patterns. Are any of the soles the same? Use a rainbow as a stimulus to learn colours and to then be able to sort other objects to match these colours.	Responding to theme songs and music through with whole body. Using resonance board/drum to lie on Joining in with songs and creating sounds using instruments or recycled materials such as rainmaker or different coloured water in plastic bottles. Wax resistant paintings of rainbows. Make pictures of each of the colours of the rainbow using a different technique, e.g. red-fabric collage in shades of red. Orange potato prints, yellow hand prints etc.

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	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children follow instructions involving several ideas or actions. Children give their attention to what others say and respond appropriately. Children can apply the skills of listening and responding to instructions. Children can apply the skill of attending to different people in different settings.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children are confident about trying new activities. Children play co-operatively, taking turns with others.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children apply the skills of co-ordination to different activities.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children make observations about the world around them. Children select and use technology for purposes. Children will understand that plants require water to live. Children apply the skill of observation when completing activities. Children can use different types of technology such as an iPad to find pictures and words.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children use phonic knowledge to decode regular words and read them aloud accurately. Children can read some common irregular words. Children can apply the skill of reading in different settings and for different reasons.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children use everyday language about size, weight, capacity, position, distance, time and money to compare quantities and objects. Children recognise, create and describe patterns. Children apply the skill of pattern making to different situations. Children apply the skills of measuring and weighing when completing food technology activities.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children listen attentively in a range of situations. Children sing songs, make music and dance. Children use and explore different media. Children create art using their imagination. Children can use tools such as paint brushes, scissors and modelling tools to create their art. Children understand how to use instruments to make music.</p>
	PSHE		Physical Development	Literacy	Mathematics		Creative Arts
Formal Step 2	Use the play corner and let the children practice washing the dolls, revise how we need to keep clean and how we need to wash at bath times. Teach the children the importance of washing fruit and vegetables before cooking.		Make up different dances that reflect a day on the water, a rainy day etc, use music such as 'Singing in the Rain' Use apparatus to make a ships deck and practice balances and climbing etc Play games such as Captain's Orders and Under the Sea.	Children to write water words on raindrops. Children can write about what individuals may do when it is raining. Write an imaginative story about being caught in a rainstorm. Write a poem with the title 'Water'	Use a graph to record how much rain has occurred each day, either in a bar graph or a line graph. Use measuring jugs to be able to measure the volume of water in the rain gage. Use different shapes to tessellate a pattern to decorate an umbrella or coat design.		Listen to sea shanties, learn the tune and the words. Use instruments to accompany these songs. Listen to music such as Fingal's cave and discuss how it makes them feel. Make a sound picture of a river or the sea. Play relaxing music with wave and water sounds.

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	<p>Discuss how we should listen to stories and to others when they are reading, including staff. Make healthy meals, plan a menu and budget for the ingredients that they will need.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Identify what we are good at, both in and out of school. Identify times when we have listened to others and worked collaboratively. Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. Identify some examples of healthy foods. Children can use kitchen utensils safely to make healthy snacks. Children can use the life skills taught to keep themselves healthy, for example cleaning their teeth and being able to wash independently.</p>	<p>Have relay races that include buckets and containers of water, how much water can each team move.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children perform dances using simple movement patterns. Children can master different movements including running, jumping, throwing and catching.</p>	<p>Write a list of instructions about what clothing to put on if you are going out in the rain.</p> <p>Assessed using the B-Squared document</p>	<p>Design and make bridges use different shape's to achieve this, you could use boxes or lego, or other materials.</p> <p>Assessed using the B-Squared document</p>	<p>Look at paintings such as the 'Water lilies' by Monet, children can then paint their own version. Use water colour paints to paint pictures of rivers and seas. Use oil and water to create pictures. Use tissue paper to layer up blue tones to produce a back drop for a painted boat.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children listen with concentration and understanding to a range of high-quality live and recorded music. Children should produce creative work, explore their ideas and record their experiences. Children should develop a wide range of art and design techniques including colour. Children can use both tuned and untuned instruments to make music. Children can use artistic tools such as sculpting tools to create art works.</p>
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THEME FOR AUTUMN TERM 2022

Theme Water					
	Design and Technology	Humanities	Science	Computing/E Safety	RE/SMSC
Formal Step 2	<p>Design an umbrella using materials available in the classroom. Design a boat that will float. Design a coat that is waterproof, use patterns to decorate it. Design a rain gauge to collect water. Design a mobile of different coloured rain drops to be displayed in the classroom, use different techniques and materials. Build a large rowing boat and use this to enact a trip along a river.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children should design purposeful, functional, appealing products for themselves and other users. Children should select from and use a range of tools and equipment. Children are able to perform the skills of cutting, shaping, joining and finishing a design product.</p>	<p>Develop a timeline of the development of boats and what they have been used for. Discover how the water system has been developed in this country. Discover how water was moved using Aqueducts, visit local Aqueducts.</p> <p>Use a rain gauge to collect water and then record how much rain has occurred each day. When out in the community look for rivers and the sea. Use the globe and maps to find water in the form of rivers, lakes and seas. Draw maps that show where water is using a key developed by the children.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know about changes that have happened in living memory. Children know that events have happened beyond living memory and are significant nationally and globally. Children use the skill of using artefacts and written resources to inform understanding. Children to be able to communicate geographically. Children will use basic geographical language to refer to rivers and oceans. Children can use a observational skills to study the geography of their local area and school.</p>	<p>Use pictures to record what the water cycle is and how it works. Make a mud kitchen area to explore the impact of water on mud. Discover what happens to water when you hear it, learning about evaporation. Discover what happens to water when you freeze it, making ice, ice lollies, using ice in different ways, making smoothies. Discover what happens when you put an oxo cube in water, learning about how things can dissolve.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children will be able to identify the common material water. Children will describe simple properties of water. Children will observe and describe a rainy day. Children can work scientifically by, making tables and charts about the weather, in particular rain.</p>	<p>Use the computer to create simple graphs and tables to record rainfall. Use the computer to find maps that show rainfall. Use a program to draw a simple map showing rivers and seas. Learn what information is private and should not be shared on the internet.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children use technology purposefully to create, organise, store and manipulate and retrieve digital content. Children to recognise common uses of information technology beyond school. Children have the skills to turn on a computer and use a mouse accurately.</p>	<p>Find out about two different religious traditions, looking for similarities between the ways religious people use the common symbol of water. Learn the story of Noah's Ark. Discuss the importance of understanding and respecting different peoples faiths and values.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children to know that people can have different values and faiths and that we need to respect these. Children recognise some different symbols and actions which express community's way of life appreciating some similarities between communities. Children can use the skill of research to find out about faiths, values and their local community.</p>

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Theme Water					
	PHSE/Citizenship (Development)	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 3	Children discuss hazards and hidden dangers of bodies of water. Children make a poster telling other children how to stay safe around water. Children learn what to do in the event of them falling into a body of water.	Use water themed music to stimulate creative dance, create a dance called 'under the sea'. Use mats and apparatus to create ships and bridges to balance and cross areas of 'water'.	Children can write an acrostic poem about water. Create a water diary, noting when it rains and describing the conditions. Write an imaginative story entitled 'The Stormy Sea'. Write instructions of how to make a water filter.	Children will use different size containers to explore capacity, they can make their own 'super drink' using different liquids and writing down the recipe. Children can collect data about water consumption in each class and produce a graph to show this.	Create a waterfall hanging using plastic and other materials. Paint or collage of children in rain/snow in appropriate clothing. Create a mime of being out in the snow or rain. Find ways to make rain sounds. Make filter paper aliens. Listen to different pieces of music with water as their theme, discuss which they like and why, make a 'Water' sound picture.
	Learning Intentions (Intent, assessed using 'I can' statement) Explain how we know when we might need to ask for help. Describe some simple rules for keeping safe near water. Explain what is/is not appropriate to do in a public place; give reasons why this is the case.	Learning Intentions (Intent, assessed using 'I can' statement) Children will use running, jumping, throwing and catching in isolation and in combination. Children will perform dances using a range of movement patterns.	Assessed using B-Squared	Assessed using B-Squared	Learning Intentions (Intent, assessed using 'I can' statement) Children will improve their mastery of art and design techniques including drawing and painting. Children will learn about a great artist. Children can listen with attention to detail and recall sounds with increasing aural memory. Children display greater skill in their use of artistic tools such as paint brushes.

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Theme Water						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
Formal Step 3	<p>Use wood to make a model of a boat. Use fabric and a sewing machine to make a simple rain poncho. Create a cushion with a water design on the front that involve a seam allowance. Create a water wheel model.</p>	<p>Research the use of rivers for fishing in the area, visit local historical locations such as Paxton House. Use maps/atlas to locate the rivers in the areas. Build a model of the water cycle. Children watch clips of weather forecasts, learning about how rain is shown on these. Children can look at different modes of transport that use water and create models of these.</p>	<p>Develop a word bank of French words associated with water. Listen to a French weather forecast, learn words associated with the weather, get the children to practice reporting the weather in French.</p>	<p>Design a bird bath that would have the least evaporation. Children produce diagrams of what happens when you heat, cool and freeze water. Complete a salt water density experiment.</p>	<p>Use the internet to research the water cycle. Use computers to present learning regarding the history of rivers, producing a power point.</p>	<p>Design a solution to the problem of poor sanitation around the world. Teach the children the story of creation - how God created the world including the seas, rivers and lakes which give us water. Design posters to inform people about how to save water. Discuss how there are different symbols associated with water, that are reflected in different festivals and ceremonies.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children will use research and develop design criteria to inform design of innovative, functional and appealing products that are fit for purpose. Children will select and use a wider range of tools and equipment to perform practical tasks accurately. Children will evaluate their ideas and products against their own design criteria.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children will study local history covering the history and the use of rivers in the area. Children will understand and describe key aspects of physical geography including rivers and the water cycle. Children will use maps and atlases to locate and describe key features such as rivers and seas.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children can read carefully and show an understanding of words associate with water in French. Children can present the weather simply in French.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children will identify the part played by evaporation and condensation in the water cycle and associate rate of evaporation with temperature. Children will use the scientific skill of</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children will understand computer networks including the internet.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children will show an interest in investigating and offering reasoned views about moral and ethical issues. Children know that there are different religious ceremonies and rituals</p>

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			Children will use the language they have learnt in different settings.	observation to learn about the water cycle.	Children will use search technologies effectively.	and these are important to people of faith.
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THEME FOR AUTUMN TERM 2022

	Employment	Independent Living	Community Inclusion	Health
Step 4	<p>Learn about different types of employment that may involve water, for example plumbing.</p> <p>Learn how to complete a CV, using the different types of employment noted above as a stimulus; ensure that the children have a CV on file.</p> <p>Learn what happens after you apply for a job.</p>	<p>Learning about how to use water safely, for example not running hot taps only when you fill a bath.</p> <p>Learning how to plan for your day at home, what to do when.</p> <p>Plan what you would need for a meal and how you would budget for this.</p>	<p>Experience accessing swimming in the community.</p> <p>Discover how we know if a drink contains alcohol and at what levels.</p> <p>Discuss what a safe level of alcohol consumption is and what we should be aware of when drinking alcohol, do these drinks contain a level of water too.</p> <p>What rules do we need to know about when we are out in the community and how do we stay safe, make posters to explain these rules to others.</p> <p>Support the children to access other activities outside of school, for example taking them to The Beehive.</p>	<p>Learning about the amount of water we need drink each day to keep healthy.</p> <p>Learn about how swimming can help keep us healthy.</p> <p>Learn about what a balanced diet is and how fruit and vegetables are good for our health.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children can build on strengths and interests highlighted in personal profile.</p> <p>Children can complete their ASDAN and other vocational qualifications.</p> <p>Children can write a CV.</p> <p>Children understand the skills they need when applying for jobs.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children can discuss how to manage their bills.</p> <p>Children can use their food technology skills to prepare a simple meal.</p> <p>Children learn how to manage their time in school and at home.</p> <p>Children learn about being safe near water.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children can discuss how to make friends and are supported to expand their friendship groups.</p> <p>Children can discuss how to be safe when out in their community.</p> <p>Children can discuss the importance of safe levels of alcohol consumption and the dangers of drug taking.</p> <p>Children can use their discussions skills to develop their understanding of issues such as alcohol consumption.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children learn to manage own health.</p> <p>Children understand the importance of staying physically active and healthy.</p> <p>Children can use their physical skills to develop their fitness levels.</p>

Additional ideas for class group

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

Core Vocabulary

English, Step two

Appear, describe, experiment, extreme, popular, pressure

English, Step three

Amateur, existence, temperature, explanation, average

Science

Liquids, pool, heated, cooled, evaporation, melting, freezing, waterproof/not waterproof, absorbent/not absorbent, solid, liquid, gas, evaporation, melting, condenses, temperature, filtering, dissolving,