



Our theme for the Spring Term

Living things and their environment

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 purple and skills are shown in red.



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<p>Theme Living things and their environment</p>	<p>Ideas for theme are shown in black Knowledge objectives are shown in purple Skills objectives are shown in red</p>			
	<p>Communication and Language (including literacy)</p>	<p>Personal social</p>	<p>Physical sensory</p>	<p>Thinking skills (Mathematics)</p>
<p>MAPP</p>	<p>Share stories such as 'Animal boggy' reflecting different habitats. Share live cycles through stories such as 'The very hungry caterpillar' , 'Owl babies' and 'The little red hen' Explore different types of seeds, beans, pulses, use different word cards to describe these, for example soft and hard. Create a feely bag with different animal and insect toys, enable the children to feel and investigate what these feel like. Have a box delivered to the classroom, addressed to the children, get them to open the box and discover what animal is in it, can they match this to other animal toys that are the same. Use head phones and enable the children to experience animal noises.</p>	<p>Show the children different environments in picture form and then collect foods that would grow in these environments. Use different foods to make dishes that they can then taste, for example a tropical fruit salad, or a smoothy. Encourage the development of fine motor skills through hand over hand chopping etc.</p>	<p>Take children out into different habitats, let them experience these different habitats through sensory exploration of touching and feeling elements in the environments. Children collect different leaves/flowers/herbs and show an awareness of their appearance, texture and scent. Create different habitat conditions in the classroom, for example:-</p> <ul style="list-style-type: none"> • Artic conditions with containers of ice and white materials. • Desert conditions with heaters, sand and cacti • Rainforests with lots of plants, animal soundtracks and water spray. <p>Introduce the children to different live cycles such as a butterfly through having caterpillars in the classroom, or letting them feel an egg and then using toys to illustrate a chick and then chicken. If possible visit a farm to see and experience baby animals. Create a mini-habitat for woodlice/snails/worms so children can experience the environmental conditions living things prefer. (see Bottle Garden lesson)</p>	<p>Use measuring jugs to measure out what you need to make cornflour slime, have toy snail and pretend to make snail trails with the slime. Use jugs and a water tray to make a mud kitchen. Use animal toys and encourage the children to sort these into different circles.</p>
	<p>Learning Intentions (Intent, assessed through MAPP)</p>	<p>Learning Intentions (Intent, assessed through MAPP)</p>	<p>Learning Intentions (Intent, assessed through MAPP)</p>	<p>Learning Intentions (Intent, assessed through MAPP)</p>

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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.			
	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design
Step 1	<p>Read 'Penguin Pete' ask the children why Pete's mum gave him a treat. Asks questions about animals. Encourage the children to begin their questions with different words, such as what, how, when or which. Use Circle Time sessions, ensure that the children are listening to the person with the speaking objects. Play 'Eye Spy' with different animals and when out in the environment.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can respond with a 'how' or 'why' question to a story or event. Children can express themselves effectively showing awareness of the listeners needs.</p>	<p>Children make a list of who helps them at home and in school. Children can say what the Golden Threat is in school, they know that this reflects appropriate behaviours.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what help is and are able to ask</p>	<p>Encourage the children to use different types of writing materials to write the names of their mini-beast models. Children follow hand washing guidelines when exploring their environment or when handling objects from the environment.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what different writing materials are for and handle these pieces of equipment effectively. Children are able to look after their own</p>	<p>Create a collection table of different things from different habitats. Make a min-habitat. Recreate a birds nest, collect nests that may have fallen to the ground to show the children. (see lesson plan 'Nest building') Create bird feeders/baths, place them where children can see them. Children can take pictures using iPads of the birds and try to find the names of them. Plant flowers such as Nasturtiums that will attract butterflies and pollinators. Take the children on a mini-beast hunt.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name the similarities and differences between living things. Children can say what they like and what they do not like, they can accept that others within the group may enjoy different things.</p>	<p>Create sentences to describe different animals and habitats. Make a word bank that contains key words such as Habitats, Live Cycles etc Use the North Lanarkshire format and write a simple story 'I was playing in the'</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that words make sentences. Children can read and understand a simple sentence.</p>	<p>Use mathematical language of smaller and larger to make a display of the smallest and largest animals that live in any given habitat. Use a cut out of a caterpillar, use number cards to number the caterpillars legs, vary the number of legs. Play beetle drive with the children, revising numbers.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children recognise shapes and spaces, they can use terms</p>	<p>Create edible art work for birds, using bird seed and wood or card (see Edible artwork for birds instructions) Paint giant insects and bugs found in the garden. Make observational drawings of garden plants and flowers. Make a junk model animal or bug. Create a display with the title 'Walk on the wild side' (see plan in file) use different materials to create the display. Use modelling clay to produce models of different types of shells.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name different colours, designs, textures, forms and functions.</p>

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		for this if they need it. Children can say what appropriate behaviours are. Children to be more confident in their own abilities.	personal hygiene needs.			such as side to describe them. Children can explore shapes and use the mathematical language they have learnt to describe them.	Children can use different colours, designs, textures, forms and functions in their expressive arts activities.
	PSHE	Physical Development	Literacy	Mathematics	Creative Arts		
Formal Step 2	<p>Discuss the Countryside Code, ask the children to make posters to advertise this around school. Ask the children to think about different environments that they access, make a list of who they could ask for help in each environment, for example police, RNLI. Make a poster to inform others about who can help us.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name different environments that they access. Children know that they can ask for help from trusted adults in different settings. Children can ask for help when they need it.</p>	<p>Take the children to different parks, such as Paxton, encourage them to use different balances when out in the environment. Create an assault course on the yard to practice different balances. Get the children to move the way different animals would move and mimic their way of balancing on different environmental elements, such as a sloth hanging on a branch etc</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name the skills they need to complete a balance. Children know what the words agility and co-ordination mean. Children can use their agility, balance and co-ordination when completing a PE lesson.</p>	<p>Write a nature diary for the period of time that the children are studying the theme, what do they see each day when they go outside. Read stories about animals in different environments, such as The Gruffalo and Peter Rabbit. Get the children to imagine they are an animal write a short story about living as that animal in different Habitats.</p> <p>Assessed using the B-Squared document</p>	<p>Sort animals using a Venn Diagram, for example Land and Sea, and those that live in both. Compare the heights of different plants in different habitats for example a dandelion will be a different height if it is growing under a tree rather than in a field. Play 'Fishing for Frogs' (see plan in the file) Play 'What's My Number!?' (see plan in the file) Label bibs with Ordinal numbers 1-10, make a set of large Robins, get the children to match their vest number with the number on the Robin, repeat this activity several times by changing vests and position of robins.</p> <p>Assessed using the B-Squared document</p>	<p>Use fabrics to create a design for a field and village landscape.(lesson plan Textile field and Village pattern) Create a hanging mobile to show the life cycles of a frog, butterfly or dragon fly. Introduce the children to the work of William Morris and how he was inspired by nature and flowers, look at different designs by him. Ask the children to make their own design inspired by William Morris (see William Morris presentation) Create a toilet roll bee or other insect to make a mobile hanging with (see idea sheet in the file)</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know the names of some designers and craft makers. Children can name some differences and similarities between the works of different designers and crafters. Children are inspired by different designers and craft makers to complete their own pieces of work that reflect the techniques used.</p>		

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	Design and Technology	Humanities	Science	Computing/E Safety	RE/SMSC
Formal Step 2	<p>Ask the children to design an animal mask, using different materials to add details. Use Lego construction to make a model of different types of habitats. Design a globe that reflects different habitats, use the template of making a snow globe but this could be copied for different habitats. Design a fruit salad, discuss where fruit grows and which habitats are best, make tropical one and one that would reflect fruit that grows in this country. Use different fittings to create a model of an animal that moves.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name different materials and components including construction materials.</p>	<p>Discuss Mary Seacole, make a fact file about her life. Plot a map of with the countries that Mary Seacole visited. Use the internet to discover plants that can be used in medicines and where these are found. Make a timeline of Mary Seacole's live. Visit different local landmarks that may have been influenced by different land uses, for example fishing on the Tweed, the harbour etc. Use maps to locate the area the children live in, note the different physical features and also human features that have impacted on land use. Visit the Beech at Spittal and look at the disused buildings what were they for. Visit different local area and note the physical geography such as woodland, farm land and coastal areas. Create maps with simple keys Create models that are three dimensional of the physical geography and topography of the area.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that Mary Seacole travelled to different countries and that she used different types of traditional plants to make medicines to treat the sick.</p>	<p>Create a mind map for Living things and their habitat at the centre, see what they children already know. Use a habitat mat, such as a rainforest and see if the children can place either small toy animals or pictures of animals onto the mat, see if they can correctly place the ones that would live in this habitat. Compare two minibeasts, using good photographs, for example a bee and a fly. In what way are they the same and in what ways are they different. Make fact files that reflect different habitats and animals that live in them. Visit different habitats and note what sort of plants grow in them, produce a picture of the different plants found.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement)</p>	<p>Use the internet to find out about different habitats. Transform a Bee Bot into an insect and take it for an adventure around a garden set up in the hall. Use a picture program to record the plants and animals that can be found in different habitats. Use the iPad to take pictures of different plants and animals that they see in different locations.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement)</p>	<p>Revise the story of Noah's Ark, discuss the animals that would have gone into the Ark. Discuss with the children different symbols, look at examples of these such as a baptismal candle and discuss the significance of them. Look at pictures of different places of worship and match these to the faith of the people who use them.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement)</p>

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	<p>Children can name different textiles and ingredients that they may use. Children can use a wide range of materials and components when creating their designs and models.</p>	<p>Children will know that different farming, fishing and industrial types have historically influenced the local area. Children can use different sources, including the internet to research the history of their local area. Children can record events on a timeline. Children know what human and physical geography is. Children can locate their local area on a map of the United Kingdom. Children can discuss the geographical similarities and differences of the human and physical geography of their local area.</p>	<p>Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Children know that most living things live in habitats to which they are suited. Children can describe how different habitats provide for the basic needs of different kinds of animals and plants and that they depend on each other.</p>	<p>'I can' statement) Children know that programs have behaviours and can name some of these. Children know that there are logical reasons for the way in which simple programs work. Children can use simple programs to complete different tasks.</p>	<p>Children can say what traditions they come from. Children can name religious symbols and the meaning of them. Children know the name of some important religious stories. Children can discuss what religious traditions and stories mean to them and their families. Children show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>
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	PHSE/Citizenship (Development)	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 3	<p>Discuss the different types of environments that we visit, make a list of the dangers we may encounter. Create a 'Keeping safe in' Poster. Revise the countryside code, see how many points they can remember through a quiz. Complete the Safety First Risk and hazards lesson. Make flashcards of dangers and how to deal with them, play games to match these. Draw a map of the area and highlight places of risk in red.</p>	<p>Visit different locations where there is an opportunity to take part in adventurous activities, such as outside play areas and woodlands. Look for different activities that may be available organized by other agencies. Discuss what different sports they are aware of and which of these are competitive. Make a list of competitive sports and make a chart, see how many of these sports can be tried in a time scale. Visit local clubs to see them play if possible. Discuss the skills that you need to play different sports, make a list of the skills after a game and then check the next time to see if they have used the skills.</p>	<p>Write an acrostic poem that describes a type of habitat. Read the poem 'The way through the woods' use this as inspiration for the children writing their own poems. Ask the children to imagine they are going on an adventure in a different environment, get them to draw a back pack make a list of what they would pack.</p>	<p>Visit different environments and measure pants that they find in different areas. Create a graph from shortest to tallest. Revise weight and capacity with children through food technology lessons.</p>	<p>Create tree bark textures using materials such as wood shavings and sawdust (see lesson plan tree bark textures) Create textured trees using string and hessian (see lesson plan Textured Trees) Create a collage using different materials to show the life cycle of a snail or an animal of their choice. Make frog masks and hats using card and collage materials.</p>

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			Ask them to write a short story about their adventures, this could for example be in the rainforest etc.		Discuss the designer Coco Chanel, how design is about products, show them people wearing Chanel. Get the children to create their own design in her style. Introduce the designer/artist Giuseppe Arcimboldo, and recreate some of his vegetable art.
	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children know what they need to do to keep themselves safe on the outside when out in their local area. Children know the rules for keeping safe near railways, roads and fires. Children can describe how different situations may be risky for their safety.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will know that they can take part in adventurous activities both on their own and as part of a group. Children will know the names of competitive games including cricket and rounders. Children can take part in different competitive sports and display some skills when playing these games.</p>	Assessed using B-Squared	Assessed using B-Squared	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children can name some great designers from history. Children know that designers use different materials to produce their work. Children use their skills and different techniques to produce their own designs.</p>

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	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
Formal Step 3	<p>Create a plan for a piece of weaving, use different materials to produce a piece of weaving.</p> <p>Design an animal puppet that can move using paper fasteners. Ask the children to annotate their plan. Use different materials to find one that is water proof. Ask the children to design a coat that would be made from waterproof materials to be worn when it rains.</p> <p>Discuss what a garment would need to do in different settings, try different materials, do they keep us warm or cool. Use a computer program to design a garment to be worn in different environments.</p>	<p>Locate the different latitudes etc on a globe, use the internet and atlases to help locate them. Record what the difference is between temperature and conditions in each.</p> <p>On a map of the world use different colors to show where the weather is hottest and coldest.</p> <p>On a floor map place animals that could only live in a given hemisphere due to their environmental needs. Research the meaning of 'Biomes' A biome is an area classified according to the species that live in that location. Make a fact file of different Biomes.</p> <p>Look at the presentations about the different ages, learn about farming and land use through these.</p> <p>Develop a fact file about each age.</p> <p>Make a model of a hill fort.</p> <p>Draw round a child and make the clothes they would have worn at different times, discuss the differences and how they would have sourced materials from their environment,</p>	<p>Listen to different French songs and rhymes.</p> <p>Learn a simple song such as Happy Birthday in French.</p> <p>Learn Frere Jacques and other songs, use the internet and learn these through videos.</p> <p>Learn 'Allouette' revise this each morning.</p>	<p>Complete Lesson 1 of 'Looking at Animals' from Collins Snap science, children will be able to identify and group animals.</p> <p>Complete lesson 2 children will know how animals bodies are different and can classify what sort of animal they are. Get the children to use hoops and make Venn diagrams when grouping animals.</p> <p>Discuss what a life cycle is, develop pictorial representations of different animals life cycles.</p>	<p>Explain what a computer network is - use slides and illustrate this. Use different devices in the classroom to complete a network, such as a laptop to the printer, remember there does not need to be a visible wire for a connection to happen.</p> <p>Make a poster that explains what a network is. Send this poster to others in the class by internet, use email, practice attaching documents.</p>	<p>Discuss the need to protect our environment, make a list of ways that we can do this.</p> <p>Make a plan for how we can protect the environment around school and how we can enhance this to attract wildlife.</p> <p>Discuss how what we use in school impacts on the environment, how can we reduce our use of water and other resources.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will know that materials have functional properties and aesthetic qualities.</p> <p>Children know what an annotation is and how they can use these in their planning of a model.</p> <p>Children use annotation, cross sectional and exploded diagrams,</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will know the position and significance of latitudes, longitudes, Equator, Northern and Southern hemisphere.</p> <p>Children will know how the environments in different hemispheres are affected by the temperature and weather patterns.</p> <p>Children understand the key aspects of climate zones, biomes and vegetation belts.</p> <p>Children can discuss the different environments and how these impact on the living things.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will explore the pattern and sounds of language through songs and rhymes.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will know that living things can be grouped in a variety of ways.</p> <p>Children will know that you can use classification</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will understand computer networks including the internet.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement)</p> <p>Children will know that their action and behaviours may have consequences on the environment and will know how to change these.</p> <p>Children will be able to discuss ideas about how to protect their environment.</p>

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	<p>prototypes, pattern pieces and computer aided design when planning their models and structures.</p>	<p>Children know that land use in Britain has changed over time and so has the habitats of living things, include late Neolithic hunter-gatherers and early farmers, Iron age Forts: farming in these times. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children will attempt to join in with songs and rhymes.</p>	<p>keys to help group living things. Children can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Children will be able to use the internet to communicate and collaborate with their peers.</p>	<p>Children explore different beliefs through books and scriptures. Children express their beliefs to others and respect what other people believe.</p>
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	Employment	Independent Living	Community Inclusion	Health
Step 4	<p>Discuss next steps, arrange visits to different options and discuss what the children will need to access these. Ensure that Pupil are accessing the courses that they may need for their next steps. Involve the Pupil in the class business, use this as a way of teaching budgeting and money. Include incomings and outgoings when working with the class business, encourage the children to record keep.</p>	<p>Plan for different experiences that reflect independent living such as Independent travel training, plan for each Pupil individually. Develop Pupils cooking skills through Food Technology lessons. Make a chart that shows what each Pupil needs to do each day for their personal hygiene, encourage them to tick these task off. Develop a poster that displays the rules we need to follow to stay safe in different settings.</p>	<p>Pupils are able to discuss their next steps. Pupils attend different careers events. Pupils help to write their transition plans and work with their family to develops this. Pupils to work with an independent careers adviser. Pupil to work through PHSE lessons and Circle time to develop their understanding of Resilience. Make a list of times they have and have not been resilient, think of ways to change the times they have not been resilient.</p>	<p>Discuss with the pupils what Mental health is and how we can improve our own. Develop a list of ways to help our Mental Health. Plan PHSE lessons that include good sleep hygiene. Complete a questionnaire about sleep for each pupil. Keep a screen time diary. Watch programmes that relate to the reduction of screen time and the impact that it has on our well-being.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils will understand the requirements that needed for Higher Education courses. Pupils will take part in the development of their class business. Pupils will keep relevant records for their class business including recording income and expenditure.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils know that they need a variety of skills to be able to live independently. Pupils know that there are rules you need to follow to stay safe in your home. Pupils can display the skills that they need to be as independent as possible. Pupils are able to follow the rules in the school setting to keep themselves safe.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that there is a bigger picture this picture includes life beyond the school. Children know what the word resilience means. Children begin to display resilience in different settings.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that there are ways to improve and maintain your Mental Health and Well-being. Children know that to get a good nights sleep you need to switch off the screens you are interacting with. Children will be able to discuss their Mental Health and how they may be able to improve this. Children will begin to get into a better sleep routine and this will help with their concentration and focus in school.</p>

Additional ideas for class group

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

Core Vocabulary

English, Step two

century, disappear, history, increase, peculiar, sentence, straight, various

English, Step three

ancient, disastrous, marvellous, muscle, programme, symbol

Science

environment, habitat, fish, amphibians, reptiles, birds, mammals, seashore, woodland, ocean, rainforest