



Our theme for the Autumn Term

Autumn Harvest (Balanced Life-style)

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.



THEME FOR AUTUMN TERM

Theme The World I live in	Ideas for theme are shown in black Learning objectives are shown in purple			
	Communication and Language (including literacy)	Personal social	Physical sensory	Thinking skills (Mathematics)
MAPP	<p>'An Autumn Walk, lesson from the Northern Ireland Curriculum. 'Apple Gathering' lesson from Northern Ireland Curriculum. 'Jackanory, Here's a Pumpkin Story, lesson from Northern Ireland Curriculum 'Scarecrow Fun' lesson from Northern Ireland Curriculum. 'The Little Red Hen' lesson from the Northern Ireland Curriculum. Read stories such as 'Autumn Forest' see Mayfield schools pack</p>	<p>'Autumn sensations' lesson from Northern Ireland Curriculum. Sing the 'Shake your Sillies out' from the Mayfield school pack. Create a Diwali candle holder using salt dough and pushing small buttons etc into it, see Mayfield school pack Complete Tac Pac lessons described in the Mayfield school pack.</p>	<p>'Can you feel the music' lesson from Northern Ireland Curriculum. 'Lets get Messy' lesson from Northern Ireland Curriculum Use the lesson plan for 'The Autumn Forest' as a sensory story. Create busy trays, see the plans for Busy trays in the theme file. Follow lesson plans for Autumn senses, see the theme file. Create a picture using shaving foam, see Autumn sensory art lesson plan. Take part in Autumn Sensory Music sessions, see Mayfield school pack. Make pumpkin soup.</p>	<p>'One, Two, Three, Four, Five! Lesson from the Northern Ireland Curriculum. Use different shapes to make a pattern on a pumpkin, staff cut these shapes out. Use cups to and count the number needed for sensory baking, for example sensory Autumn biscuits and rice crispies treats.</p>
	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>

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	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design
Step 1	<p>Get the children to ask each other about their spells using 'how' and 'why' questions. Get the children to discuss 'why' there have been changes to the environment and 'how' these changes have happened through the season of Autumn. Collect Autumn leaves to make a leaf print, ask children why the leaves are the colours that they are and how they are found on the ground.</p>	<p>Children make lists of the resources that they need for each activity. Encourage the children to collect the equipment that they need for each activity. Children make a list of what they need to make pumpkin soup.</p>	<p>Use different types of tools for completing art work, for example paint brushes, pens, crayons. Use different methods of cutting, eg scissors and knives to complete different activities such as cooking and art work.</p>	<p>Make a gourd pet, see lesson plan 'Gourd Pets' Construct an Environment box, using the lesson plan 'Environment Boxes' Learn about what animals do to prepare for winter. Go for a walk in the local environment, notice the changes that are taking place. Discuss different harvests, go for a drive locally and take pictures of fields that are ready to harvest, label these photographs. Visit a woodland and look for locations where Hedgehogs may make their nests and hibernate for the winter.</p>	<p>Use stories such as 'Bread' by TB Roscoe Read stories such as 'Room on the Broom' make up simple spells, with ingredients and instructions. Develop a book of witchy words, teach the children about adjectives, what words describe a witch. Make a simple fact file about a squirrel or hedgehog. Read the story 'Mrs Squirrel and Hazel', ask the children to point out words that contain different phonetic sounds. Make small words from the word 'Hedgehog' Create stories about hedge books in groups.</p>	<p>Weigh out flour for recipes such as making bread. Volume - how many cups of flour to fill a bowl. Follow other children's spells and make up their potions. Make shape witches, cut out and stuck on paper, or as 3D models based on a cone shape, label the shapes. Make cards of nuts and squirrels, these can be used for 1-1 correspondence, one nut for each squirrel.</p>	<p>Make large acrylic leaves following the lesson plan 'Large Acrylic leaves' lesson. Create Framed Leaves using 'Frames Leaves' lesson plan. Create watercolour Leaves using the lesson plan 'Watercolour leaves' Create a concentric leaf pattern using the lesson plan 'Concentric Leaf patterns' Use straw to weave a pattern, mount these on contrasting paper. Create paintings and pictures of wheatfields. Learn songs such as 'Oats and Bena and Barley Grow'</p>
	<p>Learning Intentions (Intent, assessed using 'I Can' statements) Children know what to say in response to a 'how' and 'why' question. Children can answer a 'how' and 'why' question.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can identify the resources that they need for an activity. Children can use the resources they have</p>	<p>Learning Intentions (Intent, using 'I can' statements) Children can choose equipment that they need for different activities. Children can use equipment such as pencils for writing effectively.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can name things they have seen in their immediate environment. Children know that environments are different, for example a beach to a woodland. Children can make observations of things in their local environment. Children can label a simple picture of an environment.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can use their phonetic knowledge to decode regular words and read them aloud accurately. Children can use their phonetic knowledge to write words in ways that match their spoken sounds. Children can write a simple sentence.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know what more and less means. Children know what doubling means. Children can say which number is one more or one less than a given number.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know which medium they are using to express their ideas, thoughts and feelings. Children can use technology, art and music to express their ideas, thoughts and feelings.</p>

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION FOCUS THIS SESSION IS 'THE WORLD I LIVE IN' TAKEN FROM THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

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		identified during a chosen activity.			Children can use their reading skills when out in the community.	Children can solve a problem using the skill of doubling.	
	PSHE	Physical Development	Literacy	Mathematics	Creative Arts		
Formal Step 2	Use pumpkins to make a pumpkin leapfrog game to encourage the children to get active, see lesson plan Pumpkin Leapfrog. Go for an Autumn walk, talk about how walking is a good activity for us, get the children to talk about how a walk makes them feel. Use Zones of Regulation to discuss feelings. Create a feelings tree. Make a list of favourite physical activities.	Children make a list of team games. Children watch these team games on the television. Children learn simple rules of the team games and list the positions. Children have the opportunity to play these games. After team game sessions staff encourage the children to assess the game and think about how the team could improve. Get team sports people to come into school and talk about their sport.	Learn poems and rhymes such as 'Bread' H.E Wilkinson. Ask the children to write their own Harvest poem. Descriptive writing - After doing some tasting and smelling of different harvest fruits and vegetable, use adjectives to describe these. Make word bank of adjectives to describe Autumn. Write an acrostic poem with the word Autumn down the side. Develop an Autumn story, get the children to imagine that they are farmers, what would it be like to bring in the harvest.	Revise weight by using scales when measuring ingredients to make bread or other Autumnal recipes. Revise the shape of different fruits and tie these into learning about 3D shape. Children to collect data about favourite fruit and Vegetables. Order fruit and Vegetable by length and size, e.g. biggest to smallest.	Use the lesson plan 'Apple Tree 1912' this will introduce the children to the work by Klimt. Look at painting such as 'The Harvest' by Pissarro, encourage the children to recreate this themselves. Make an Autumn wreath using pictures and cut outs of Autumn leaves and berries. Use clay and make imprints of leaves and conkers etc. Use different vegetables to print with.		
	Learning Intentions (Intent, assessed using 'I can' statements) Children can name different physical activities. Children can name different feelings. Children can take part in different physical activities.	Learning Intentions (Intent, assessed using 'I can' statements) Children can name different team sports. Children know that there are different positions in different team sports. Children take part in different team sports, they play in different positions.	Assessed using the B-Squared document	Assessed using the B-Squared document	Learning Intentions (Intent, assessed using 'I can' statements) Children can name an artist and know what medium they used, for example whether they were a painter or sculpture. Children can use different medium to create their own pictures in the same style as their chosen artist.		

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	Children can say how different activities make them feel.				
Theme The World I live in					
	Design and Technology	Humanities	Science	Computing/E Safety	RE/SMSC
Formal Step 2	<p>Design a pattern of leaves that can then be the decoration for a candle, see 'Pressed-leaf candles' lesson plan.</p> <p>Use an agreed template to design a terrarium that reflects the colours of Autumn, see lesson plan 'A World Apart'</p> <p>Use a template to plan making a hedgehog model out of clay.</p> <p>Use a template to plan making a Diwali candle holder.</p> <p>Design and make a scarecrow using different materials.</p> <p>Discuss the different designs that they have made, compare these to the design criteria that they had set.</p>	<p>Use weather maps to locate different countries in the United Kingdom, compare the weather patterns and temperatures in each country over a period of time.</p> <p>Look at old maps of the area and how land use has changed over time.</p> <p>Go out on the bus and take pictures of different land use in different areas.</p> <p>Create a timeline of when different events happened locally, looking at areas such as Holy Island.</p> <p>Visit different local landmarks, note when they were built and their historical significance.</p> <p>Use of a map of the UK, locate the main cities on the map.</p>	<p>Compare and contrast different weather and seasons.</p> <p>Make a list of the differences in evergreen and deciduous trees.</p> <p>Children can use a fact file to find out about different animals that can be seen in Autumn, as well as their habitats and diets. They can collect data relating to the habitats and which animals live in these, then show this in a graph form.</p> <p>Collect details of the weather that happens over a period of weeks, display this data in graph form.</p> <p>Make graphs of foods that are commonly harvested during the different seasons.</p> <p>Contrast leaves from different deciduous trees, make prints of these and label the different parts of the leaf.</p> <p>Contrast different parts of an evergreen tree, discuss the fact that they have needles rather than leaves.</p>	<p>Use the bee bots and programme them to get from one position to another.</p> <p>Use the Bee bots and set them using the four direction buttons.</p> <p>Use the Incy Wincy Spider debugging activity.</p> <p>Design a Debugging poster similar to the one called 'Top tips for Debugging'</p>	<p>Children to read stories relating to the Harvest Festival.</p> <p>Discuss photographs of appropriate and inappropriate behaviour, use hoops and place them in right and wrong labelled hoops.</p> <p>Complete activity of putting pictures of right and wrong onto the right side of the worksheet.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know how to use a template when designing and planning their idea.</p> <p>Children can evaluate their ideas and products against a design criteria.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know about significant historical events, people and places in their own locality.</p> <p>Children can use a timeline to record when events occurred in their own locality.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know what data they are going to collect.</p> <p>Children know what deciduous and ever green means.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know what is right and wrong.</p>

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		Children can name, locate and identify characteristics of the four countries and capitals on the United Kingdom and its surrounding seas. Children can mark the position of the cities on a simple map, they can label the four countries on the map.	Children can identify which trees are deciduous and which are ever green. Children can collect data and present this in a simple way such as a pictogram.	Children know the names of some simple programs. Children can create and debug a simple program.	Children can apply their understanding of right and wrong to their own lives.
Theme The World I live in					
	PHSE/Citizenship (Development)	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 3	Display different foods on a table, have some that are good for growth and others that are not, put them into sections, for growth and development and a section that is not for growth and development. Make a list of physical activities that the children can do locally, visit local clubs etc. Set up a series of physical challenges that the children can get points for each day, put time in the timetable for these to be completed.	Make a list of competitive games . Watch different competitive games online, note the different positions. Think about different dances and how these could reflect the season, see BBC lessons on dance. Play different games, teaching the children the rules of the games.	Make a theme word bank. Create Acrostic poems using Autumn words. Write an imaginative story entitled ' The woods in Autumn' Create Autumn shape poems. Make a poster that informs children how to be safe during a fireworks display. Develop a fact file of Autumn facts.	Create a graph that records children's favorite Autumn foods. Practice the use of a measuring tape to measure the length of different vegetables.	See lesson notes 'Sketchbooks for composition' use sketch books when out in the environment to record trees that are losing their leaves. Sketch different types of animals that we would see in Autumn. Sketch different firework scenes.
	Learning Intentions (Intent, assessed using 'I can' statements) Children can describe some foods that help us grow and become strong. Children can name some physical activities. Children can take part in a physical activity.	Learning Intentions (Intent, assessed using 'I can' statements) Children can name the competitive games football, hockey and netball. Children know what patterns of movement are in a dance. Children develop and take part in a dance. Children take part in a game of football etc.	Assessed using B-Squared	Assessed using B-Squared	Learning Intentions (Intent, assessed using 'I can' statements) Children know what a sketch book is used for. Children can use their sketch book to record their observations.

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Theme The World I live in						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
Formal Step 3	<p>Make a poster of seasonal foods, make a display of pictures of these foods. Use different pictures to produce a collage of a fruit or vegetable that is harvested at this time of year. Discuss air miles and the importance of buying seasonal foods locally. Complete the lesson 'Fruit and vegetable for health lesson plan' Visit a farm to see foods being harvested.</p>	<p>Look at maps of land use locally, compare ones from now to ones from the past, discuss the differences. Make a timeline of how farming has changes. Create a cartoon of what farming would have looked like in the past. Look for information on the internet of farming in the past. Visit the local area and look for information and clues for the changes in land use over time. Create maps that show the current land use locally.</p>	<p>Label a tree with Autumn leaves with the French words for each colour of the leaves. Use these words when asking for the colours of pens and paint that they use during an art session etc.</p>	<p>Collect seeds from different plants, complete lesson plan 'Saving Seeds' Plant bulbs that will flower in winter, see lesson plan 'Planting Winter Flowers' See Collins Snap science Lesson 10, How are seeds dispersed. Create a picture of a plants life cycle. Look at seeds under a microscope.</p>	<p>Use BBC lesson 'What is an Algorithm' Make simple Algorithms such has haw to make a sandwich and how to clean your teeth. Explain to children that Algorithmtms are s simple set of instructions. Get the children to make their own simple instructions that their friends can then follow.</p>	<p>Visit different religious buildings, discuss what happens in them. Read religious stories that reflect the time of year, ask the children to think about these stories and what they mean. Ask the children to think about what a Law is, get them to think of Laws that they know. Make a list of civil and criminal law, where would they place the laws that they know. If possible get the police to visit to talk about Law and what this means when in the community.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know what seasonality means and which foods are harvested in Autumn. Children can use seasonal foods in cooking savoury dishes.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know what farming has taken place locally over time. Children can produce a timeline of local farming history. Children know what fieldwork is and what they need to observe. Children can observe, measure, record and present the use of farmland locally using a sketch map, plans and digital technology.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know the French words and names of different trees and leaf colours. Children can label leaves with the correct colour names.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know that flowers play a part on the lifecycle of flowering plants. Children will be able to use pictures to record a plants life cycle. Children will be able to label parts of a seed head.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children will know what an algorithm is. Children will be able to develop a simple algorithm.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know what a religious building is used for. Children can listen to a holy text or story and discuss the meaning of these. Children know that there are legal boundaries. Children know that there are two types of law, civil and criminal law in England.</p>

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	Employment	Independent Living	Community Inclusion	Health
Step 4	<p>Talk about where the children see themselves in a years' time, can they make a timeline of next steps.</p> <p>Talk about what a transition plan is, who has responsibility for this and how they are part of the process.</p> <p>Visit different places that might be appropriate for their next steps.</p> <p>Develop a profile file with the children so that they can continue to add details to the information that reflects them and their skills.</p>	<p>Develop an independent travel plan which pupil.</p> <p>Visit different transport hubs and plan trips between these.</p> <p>Practice the use of a timetable in maths lessons.</p> <p>Visit different locations where timetables are available.</p> <p>Use timetables to plan trips.</p> <p>Encourage the children to think about opportunities outside of school that they may be able to access, support families to find these opportunities.</p>	<p>Support the children to make a list of available groups, support them to visit these.</p> <p>Discuss what a relationship is, list what makes a relationship positive.</p> <p>Make a list of things that make relationships negative.</p> <p>Design a poster to support others to know what these points are and what to do if they are worries.</p> <p>Tackle subjects such as control, emotional abuse within relationships as well as how the media represents stereo types.</p>	<p>Discuss what illegal drugs are and how these affect people. Make a poster of legal and illegal drugs.</p> <p>Discuss what to do if they are concerned about someone taking drugs.</p> <p>Invite people in for example the police to talk about illegal drug use, discuss county lines.</p> <p>Make a list of rules for keeping themselves safe. Discuss what risk there maybe in the community, include social media and gaming in these discussions.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children will be able to develop a transition plan if it is appropriate for them.</p> <p>Children will continue to develop their personal and vocational profiles.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children will know that there are different ways to travel to places that they wish to visit.</p> <p>Children will know what a timetable is.</p> <p>Children will be able to use a timetable and take part in independent travel training.</p> <p>Children will take part in residential and local learning opportunities.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know what groups are available local that they would be able to be part of.</p> <p>Children know what a positive relationship is.</p> <p>Children are able to describe a positive relationship.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements)</p> <p>Children know the dangers of alcohol and drug abuse.</p> <p>Children can discuss how to keep themselves safe in their community.</p>

Additional ideas for class group



Core vocabulary English

Key stage 1

Arrive, therefore, probably

Key stage 2

System, immediate (ly), apparent, definite, thorough

Key vocabulary Science

Life cycle, flowering, non-flowering