



## Our theme for the Summer Term

### Our Local 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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<b>Theme</b> <b>Our Local Environment</b>	<b>Ideas for theme are shown in black Learning objectives are shown in purple and red</b>						
	Communication and Language (including literacy)		Personal social	Physical sensory	Thinking skills (Mathematics)		
<b>MAPP</b>	<p>Listen to local stories associated with the area, such as the stories about Grace Darling. Children use switches to communicate which songs that would like to hear again. Share pictures of local landmarks, display these in the classroom. Look at pictures of people wearing clothes appropriate for different weather types, use very simple labels to label these clothes.</p>		<p>Complete a scavenger hunt of places around school, or out in the local environment. Visit different local landmarks. Share stories with others in a small group. Tolerate different music form the local area.</p>	<p>Complete a mini-beast hunt around school or in the local community. Listen to songs associated with the local area such as 'The fair Flower of Northumberland' Listen to music played on the Northumbrian pipes. Create a collage of a local landmark using different materials. Develop a feely bag that contains different materials that would be found in the local environment, such as sand, wool, leaves and pebbles. Spend time outside in different types of weathers.</p>	<p>Use different boxes to make a model on a local landmark. Create a display of the shapes we see in our local environment, to include road signs. Make a pattern using pebbles that have been collected from the beach. Print a pattern using leaves that have been collected from the local environment.</p>		
	<p><b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.</p>		<p><b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p><b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p><b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.</p>		
	<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>Share stories associated with the local area, ensure that the children know what it means to be attentively listening, use pictures to reinforce this. Set children different task such as creating a collage and ask them questions associated with this task as they are completing it.</p>	<p>Set different tasks for each child, these could be things like watering the plants, get the children to tick off their tasks as they complete them. Look at what local people did in their jobs, what were their</p>	<p>Look at different local activities that could help keep them healthy, make a display of these. Visit different local suppliers to learn about healthy foods.</p>	<p>Collect a selection of objects and materials use different criteria to sort them. Look at pictures of the local area and sort them into either living or non-living things. Compare different objects and list their similarities and differences.</p>	<p>Share articles about the local area. Share newspaper articles about the local area. Go to a local library to find articles about the local area. Visit local museums and read about local history.</p>	<p>Use recipes for healthy pizza's divide these into halves etc. Use fruit and cut them into different fractions. Get the children to share fruits at snack times.</p>	<p><b>Children create a collage of the local area using different materials. Look at pictures of the local area drawn by local artists, get the children to name the colours and textures used.</b></p>

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION FOCUS THIS SESSION IS 'SELF CARE, SUPPORT AND SAFETY' TAKEN FROM THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

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		<p>routines, for example a Salmon fisherman.</p>	<p>Make a list of foods grown locally, put them into categories healthy and less healthy.</p>		<p>Use Circle Time to discuss what they have read. Write their own article about the local area.</p>	<p>Set children problems associated with fruit as to how many grapes will you get if you half the number etc.</p>	<p><b>Create a picture using different types of wools sourced from the local area.</b></p>
	<p><b>Learning Intentions (Intent, assessed using 'I Can' statements)</b>                  Children know the meaning of attention.                  Children can give their attention to what others say and respond appropriately while engaged in another activity.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children know the meaning of routine.                  Children can adjust their behaviour to different situations and can take changes to routine in their stride.</p>	<p><b>Learning Intentions (Intent, using 'I can' statements)</b>                  Children know what good health is.                  Children can talk about ways to keep themselves healthy and safe.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children know about the similarities and differences in relation to places, objects, materials and living things.                  Children can organise things into categories using similarities and differences as their criteria.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can read simple text about their local area.                  Children can demonstrate understanding when talking with others about what they have read.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children know what doubling, halving and sharing means.                  Children can solve problems, including doubling, halving and sharing.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name different materials, tools and techniques.                  Children can name different colours, designs, textures, forms and functions.                  Children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	<b>PSHE</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Creative Arts</b>		
<b>Formal Step 2</b>	<p>Visit local places such as the fire station, make a list of people who help us. Draw pictures of people who help us and label their uniforms.                  Ask people to visit school and talk about how they help us.                  Make a list of the things that people do to help us.</p>	<p>Make a list different team games.                  Discuss the rules of these games and where they are played.                  Visit different sports facilities locally and see what sports people play.                  Get people who play different games to come and speak to the children about their sport.</p>	<p>Write a poem about a local land mark                  Write a diary of the different local landmarks that they visit.                  Make a word bank of words associated with the local area.</p>	<p>Go on a walk around the local area and make a list of the different shapes that are seen.                  Draw a picture using these different shapes.                  Use scales to measure out ingredients for different recipes.                  Use tally marks to record peoples favourite places to visit locally.                  Use the data collected to make a simple[le graph.</p>	<p>Listen to different local pieces of music, ask the children to discuss these using words such as Pitch.                  Use untuned instruments to develop different tempo's etc.</p>		

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children know who can help us.                  Children can describe ways that people help care for us.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name different team games.                  Children can take part in team games.</p>	<p>Assessed using the B-Squared document</p>	<p>Assessed using the B-Squared document</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name some of the inter-related dimensions of music (pitch, tempo, dynamics)                  Children can use these when experimenting with creating, selecting and combining sounds.                  Children can name a range of materials that can be used to create art work.                  Children can use a range of materials creatively to design and make products.</p>
<b>Theme</b>					
<b>Our Local Environment</b>					
	<b>Design and Technology</b>	<b>Humanities</b>	<b>Science</b>	<b>Computing/E Safety</b>	<b>RE/SMSC</b>
<b>Formal Step 2</b>	<p>Children make a list of products that are made locally, arrange a visit to a local firm such as Simpsons Malt.                  Children think about the products that they use each day, what category do they fall into.                  Get the children to try different products that are produced locally and order them as to their favourite and least favourite.</p>	<p>Take the children onto the yard and mark out the compass points, use a large dice with the different compass points on, role this and then get the children to run to each point.                  Research local people that have had an impact on the local area, visit the Lowry trail and other places of interest.                  When out on the mini-bus use language like near and far.                  Place an object near the child and then further away.                  Find out about life on holy Island in the past and compare to life now.</p>	<p>Sort pictures of animals as carnivores etc.                  Discuss animals that life on farms, what are they carnivore or herbivore.                  Visit a zoo to see different types of animals.                  Label different animals and their structures.</p>	<p>Look at different types of programs.                  Discuss what each program does and then get them to predict what might happen.</p>	<p>Discuss people such as Lowry and how they have affected the local area.                  Discuss St Cuthbert and the impact that is story had on the area.                  Discuss the impact of Christianity on the area and visit local landmarks such as St Cuthbert's cave.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can list a range of existing products.                  Children can explore and evaluate a range of existing products.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name the compass directions.                  Children know what directional words are for example 'near and far'                  Children can use simple compass directions.                  Children can use directional language to describe the location of features and routes on a map.                  Children know about the significance of individuals from the past who have contributed to the history of the local area including LS Lowry and Emily Davison.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores.                  Children can describe and compare the structure of a</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name some simple programs.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children know that there are a wide range of cultural influences that have shaped their own</p>

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		Children can compare the aspects of life in different periods.	variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Children can use logical reasoning to predict the behaviour of simple programs.	heritage and that of others. Children can name different cultural events that have affected their local environment. Children know what the word 'Moral' means to them. Children can make choices that show a positive moral purpose.
<b>Theme</b> <b>Our Local Environment</b>					
	<b>PHSE/Citizenship (Development)</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Creative Arts</b>
<b>Formal Step 3</b>	Revise Zones of Regulations use these techniques to discuss feelings. Use emotional words to describe how someone is presenting in a story. Revise how to keep themselves safe online and ask the children to make a poster to tell others in school what they need to do.	Discuss the skills that they would need to complete an outdoor challenge. Look at pictures of different outdoor challenges and note the skills that the athletes are using. Visit different locations where there are physical outdoor challenges and see if they can use the skills that they have discussed.	Write stories about the local area, using the Castles that are in the area as a stimulus. Write a poem about the local coast line and features. Make a word bank of words that associated with the local area.	<b>Use 3D shapes to make models of a local Castle, label the shapes with their properties. Learn about measures of distance such as Kilometers, how far are different towns from each other.</b>	Look at different pieces of music, discuss the notes and what they mean. Use simple notes to record a simple tune, ask the children what the notes mean. Discuss local artists and look at pictures that they have created. Support the children to recreate a piece of work by a local artist such as Lowry.

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>          Children can name different emotions including sad, lonely and scared.          Children can name feelings associated with safety, happiness, being relaxed and knowing that someone cares about us.          Children can describe how they feel in different situations.          Children can describe how they will keep themselves safe online.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>          Children can name the skills that they need to take part in outdoor and adventurous activities.          Children can take part in outdoor and adventurous challenges.</p>	<p>Assessed using B-Squared</p>	<p>Assessed using B-Squared</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>          Children can name the lines on which musical notes are recorded as 'staff'          Children can use and understand staff and other musical notations.          Children can name great artists and architects that have influenced the local area.          Children can recreate a piece of work of an artist or architect that has influenced the local area.</p>
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Our Local Environment						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
<b>Formal Step 3</b>	<p>Writing/matching definitions. Sorting images. Cooking different dishes, make a recipe card for each dish. Make a list of sweet dishes and savory dishes, find out which dish each child likes best. Creating and labelling diagrams of circuits. Create a simple circuit and then make a diagram of these. Follo/write a simple set of instructions to make a simple circuit or a savory dish.</p>	<p>Overlaying historic photographs with modern day pictures. Study an artefact, write a description and clues for this artefact. Organise local visits, use the school minibus and go to as many places in the local areas. Use a map to plan the route for the visits. Living robots - algorithms Living grid in the Hall/Yard. Use a compass on the yard to find North, South, East and West. Make a map of the local area and design a key for this map. Use ordnance survey maps and look at the keys to find features on the map. Visit areas locally that were influenced by The Romans.</p>	<p>Use French labels alongside English ones in the classroom. Learn the French word for local landmarks, such as river and hill. Create a French word mat to be placed on the table next to the pupils.</p>	<p>Growing beans and sunflowers, growing a flower such as a daffodil from a bulb. Keep a diary of the growth of the plants. Make a diagram of the life cycle. Change the growing conditions and see how these affect the growth of the plants. Cutting up bulbs and stems. Sequencing/life cycle/keeping a diary.</p>	<p>Designing a questionnaire. Asking others. Analysing. Presenting. Class or group project. Google slides. Word. PowerPoint/google slides. JIT5.</p>	<p>Studying historic images and painting. Labelling/sorting religious symbols to the correct religion. Present pupils with image of a historic artefact - predict/explain what it could have been used for. Sketching's, photos, rubbings, charcoal, water colour. Symmetry/shapes.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can say what the difference is between a savoury and sweet dish. Children know what a simple circuit is and the products that can be used in them, for example switches, bulbs, buzzers and motors. Children can make a variety of savoury dishes. Children can design a simple circuit that might include a switch etc.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know the impact of Romans on the culture of the local area and the history of the area. Children can name local places that were impacted on by the Roman invasion. Children know the eight points of the compass, four and six-figure grid references, symbols and key when using a map. Children can use a key to locate different features on an Ordnance Survey Map.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know the French words for some local features. Children can listen to a sentence describing a local feature.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can name plants that grow from seed and ones that grow from bulbs. Children know that plants need water, light and suitable temperature to grow and stay healthy. Children can observe and describe how seeds and bulbs grow into mature plants.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can select, use and combine a variety of software to accomplish their goal, including collecting, analysing and presenting information. Children can use different types of software.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can identify religious symbols in different forms of art and communication. Children can identify religious artefacts and how they are involved in daily practices and rituals. Children can draw different symbols using different medium. Children can use their imagination and creativity in their learning.</p>

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	<b>Employment</b>	<b>Independent Living</b>	<b>Community Inclusion</b>	<b>Health</b>
<b>Step 4</b>	<p>Naming/listing known businesses. Write definition. Link to class business. Set up a new micro-enterprise. Design questions/ideas. British values - voting. Asking staff/family. Writing/creating, pitch for ideas. Clips of Dragons Den. Data/profit projections.</p>	<p>Sorting statements. Social situations - card-consent or not. Circles of consent/best interests.</p>	<p>Using bus timetables. Planning routes. Google Maps. Times using different forms of transport. Problem Solving - Cancelled. Local Berwick then Newcastle.</p>	<p>Mental Health Journals. Researching Childline. Factors that can influence mental health - positive/negative - sorting. Mind map of "Safe Relationships" - who they would feel comfortable discussing their mental health with.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children will know what a micro-enterprise is. <b>Children will be part of the development or continued expansion of a micro-enterprise.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children will know what consent and best interest means to them. <b>Children will be able to describe what consent means and share this with others.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can follow a timetable, using this information when planning a journey on public transport. <b>Children will be able to manage their time appropriately with this increasing in the length of time they can work independently.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children will know who they can speak to about their mental health. <b>Children will be able to describe the kinds of help that are available to them regarding their mental health.</b></p>

**Additional ideas for class group**



**Core vocabulary English**

**Key stage 1**

**Forward, grammar, guard, heard, length, mention, ordinary, perhaps, quarter, recent, reign, separate, strange, suppose, though, thought, through**

**Key stage 2**

**Guarantee, lightening, nuisance, occur, privilege, pronunciation, queue, recommend, relevant, rhyme, rhythm, sacrifice, secretary, soldier, sufficient, twelfth**

**Key vocabulary Science**

**Habitat, food chain, life cycle**