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| **MAKATON SIGNS** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7Week 6** |
| DinnerDrinkCrispsBiscuitCakeIce-cream | Yogurt SandwichAppleBananaOrangejelly | HomeMumDadBrotherSisterbaby | Door WindowDirtyCleanTablechair | CupboardComputerIpadPhoneReadysteady | Dog Cat HorseRabbithamster | BirthdayJesusChristmasPresentHappy New Year |

**PREPARING FOR ADULTHOOD**

Personal Care

* Identify body parts, daily hygeiene routine, personal care (body)
* Identify items of clothing, fine motor skills, Personal care (clothes)
* Dress and undress, personal care (body), personal care (around the home)
* Brush my teeth and hair, personal care (around the home), personal safety online
* Fine motor skills, personal safety, Recognise risks
* When and how to keep clean, personal safety online, First Aid

**E-SMSC**

**Moral - Right and Wrong / Consequences**

* I can understand the reason behind rules
* I can identify different points of view when making decisions
* I can take into account how my decisions affect others
* I can understand that while some activities and behaviours may be popular, that doesn’t make them right.
* I can explain the rule of law and what is legal and illegal
* I can explain what happens if someone breaks the law
* I can consider what an appropriate consequence should be.
* I can discuss consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
* To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
* I can participate in restorative justice discussions.

**ENGLISH**

Magazines, newspapers, reports and features.

Information text – Italy

Poems to perform

Guided Reading

Phonics/spellings/

grammar

**Maths**

Number and place value

Addition and subtraction

Multiplication and Division

Fractions, Shape,

Position and Direction, Statistics



**CREATIVITY**

Collage / Patterns

**STEM**

***Coding (Scratch)***

* Create a space scene with characters that ‘emote’ to share their thoughts or feelings.
* Create an animation with sprites that run or fly to catch a bus
* Create a game in which you must find a hidden bug on each level
* Design and create a silly eye character
* Create a short animation with a surprise
* Create a book based on own idea
* Create own project using prior learning

**TERM THEME**

 **Wonderful World**

**KEEPING SAFE**

**SoSafe – one session of 20 mins to be completed each week following the handbook.**

**NSPCC Programme:**

* **Introducing the programmes themes and familiarising pupils with the structure and method of the sessions.**
* **Mo’s story about physical abuse and bullying.**
* **To develop understanding of emotions and learn about physical abuse.**
* **Guy’s story about emotional abuse and speaking out skills.**
* **Ali’s story about sexual abuse Please be aware that there is sensitive material in this session about sexual abuse**
* **Sam’s story about neglect.**

**2ER**

**HEALTHY BODY AND MIND**

**PE:** Tag Rugby – Evasion and Movement

**HBM:** Fine and Gross Motor Skills

* Tying shoelaces, typing skills, string beads, scissors, draw and paint, Lego and Knex,

**Outdoor Ed**: (Weekly Rotation) – Risk Assessing