



Education must develop every child's personality, talents and abilities to the full. It must encourage respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 3

The best interests of the child must be a top priority in all aspects that affect children.



Canaries class ethos



We value and promote communication.

We develop our independence and life skills.

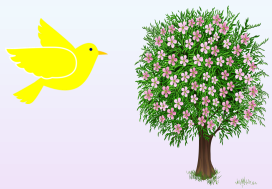
We work in partnership with parents and carers.

We value and promote pupils voice.

We form good relationships.

We have a holistic approach to learning.





Communication Language and Literacy



Communication Language and Literacy. (see weekly planning)

Ashgate Curriculum Band upper two and three. Sensory learners all children
Phonics, reading and writing

Learning objectives:

Practise weekly 'Squiggle whilst you wiggle' sessions practise letter formation/prewriting shapes in the air. Practise circles, humps, horizontal and vertical lines, and crosses.

Pupil begins to understand that marks and symbols convey meaning e.g. scribble writing alongside a picture or placing photographs or symbols on their work.

Try making marks outside using chinks, paints, water, mud on walls and pavements. Pavements are fantastic for helping children to control their movements. Join in with mark making and demonstrate marks, movements and writing.

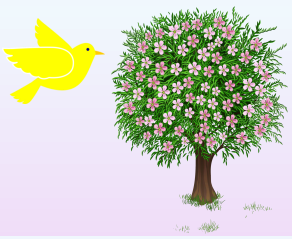
Pupil can show their control in gross motor movements.

Pupil demonstrates grip control by making or generating a mark.

Foundation: Environmental sounds. Little Wandle phase one transport., Goldilocks and Three bears, People that help us. Spring walk around sounds. See weekly planning.

Pupils are aware of environmental, instrumental and body percussion sounds.
Use action songs on the IWB and make it multi-sensory.

Guided reading sessions three times a week in the classroom and library. Exploring picture books, answering colourful semantics questions who? Doing? What? Using PECS symbols linked to the story. ELKAN Blank level 1 and 2 naming and describing. Story time Goldilocks and The Three Bears. Linked to literacy and numeracy weekly sessions. See weekly planning.



Total communication approach



All year round.

Use a total communication approach to communicate through:

LAMP device

Big Macs

Communication boards

PECS

Words

Pictures

Sign language

Guided reading

Phonics – Little Wandle

Implement SALT programmes

VI

ELKAN and colourful semantics to enable children to:

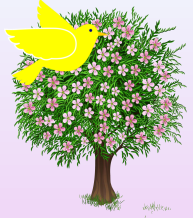
Request

Answer questions

Ask questions

sequence stories

Support Gestalt learners



Numeracy Length



All children Ashgate curriculum Band 4 Sensory learners. All children

Learning objective: Children to identify objects as 'big', 'little', 'long', or 'short'.

Activities

Children to use the interactive whiteboard to complete 'big', 'little', 'long', or 'short' games to group and label objects

Learning objective: children to identify big/small/long/short object from a choice of two.

Activities

Using everyday objects for example small and big ball, long and short pieces. Measuring themselves and labelling them using the words 'big', 'little', 'long', or 'short'. Making towers using building bricks, cubes and boxes.

Learning objective: Children to complete worksheets linked to big/small/long/short.

Activities.

Grouping pictures big and small, looking at building and using the words long and short. Measuring pictures using cubes and labelling them.

Learning objective: children to sort objects by a stated characteristic e.g. size, shape or colour etc E.g. big and small compare bears, shapes in to triangles and circles.

Activities

Sorting shapes and grouping them. Using everyday objects for example, big shoe little shoes. Big bear little bear.



Place value



Learning objective: When I am playing with my toys or singing songs I will say some number names

Activities

- During choose time, model counting the toys they are playing with and get the children to repeat the numbers back, non-verbal children, model with symbols, or communication devices etc. If they are struggling, model pointing to each object and then say the number and have visual numbers to support learning.
- In the water area, have rubber ducks and model saying the numbers as you move them along.
- In the home corner, model counting the cups etc.
- During the hello session – counting the number of children in class and finding the correct numeral symbol to put on the board which shows how many children are in.
- Sing number songs with props that are appropriate for the age of the children. For example, Five Little Ducks, Five Little Speckled Frogs, Five Little Monkeys.

E.A/A.M Upper Band 2



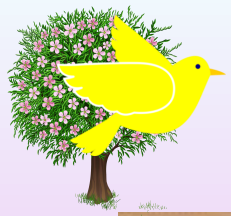
Place value



Learning objective: I can order/say some numbers in order. Band 4 all children

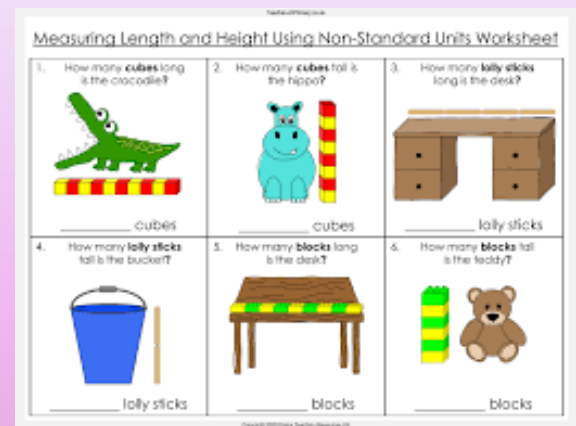
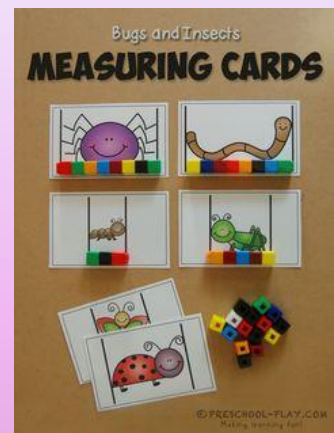
Activities

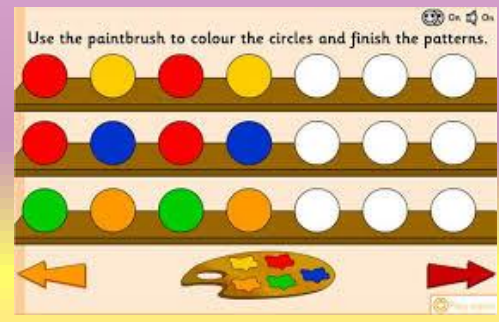
- Can the child order the numbers 1-5 by placing the numbers in the correct order
- Can they name all the numbers?
- Objects of interest, the child needs to try and count how many objects there are. E.g., how many cubes are there?
- Sing number songs with props that are appropriate for the age of the children e.g. 5 Green Bottles, 5 Little Ducks, Five Little Speckled Frogs etc
- Ask for help with counting out various things e.g. the number of cups there are
- Ask for help with counting 'problems'
- Count activities in, with the help of the children
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- Children can develop their understanding of 1:1 correspondence when counting.
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- Ensure that the children get plenty of practise at counting out objects
- Model pointing to or moving each item, as it is being counted
- Use spots, containers or frame counting mats to support counting with 1:1 correspondence
- Children point to each object as they count.



Activities linked to 'big', 'little', 'long', or 'short'. Place and value, colour and patterns.

Number songs.









Knowledge and Understanding of the World



The world and the environment around me

Learning objective: Children to talk about some of the things they have observed such as plants, animals, natural and found objects.

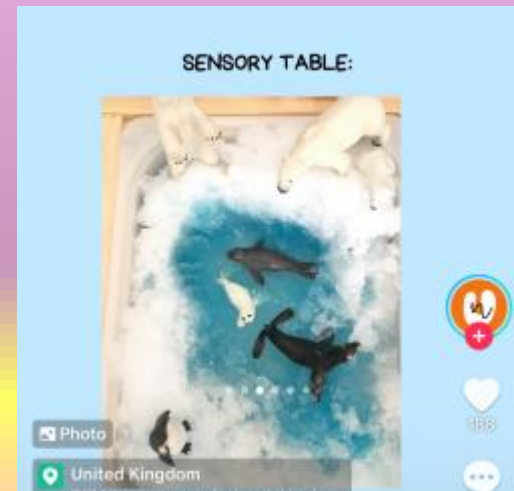
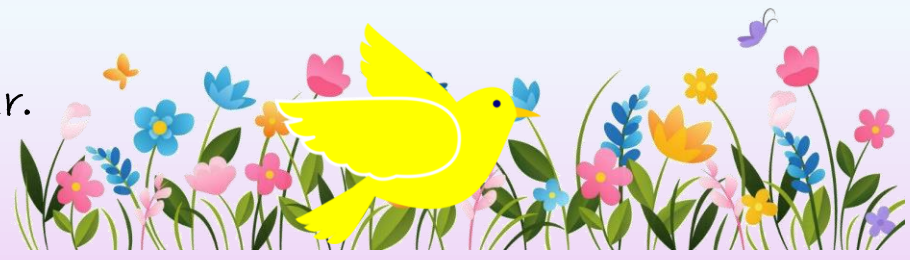
Activities

- Learning about arctic animals and their habitat.
- Reading The Curious polar bear. Role play, answering colourful semantic questions who? and what doing?
- Sensory play
- Sequencing pictures to create a story book
- Whiteboard activities

The children will be attending weekly walks in the local community to explore the world around and how it changes during the different seasons. See weekly planning.



Activities linked to arctic animals and the book *The Curious Polar Bear*.





Knowledge and Understanding of the World

Special celebrations and faiths



Special celebrations and faiths

Learning objective: developing an understanding that each religion has special people.

- Children to learn the song and signing BSL This Little Light Of Mine.
- Children to learn about the different areas and objects in a church and create them during art sessions.
- Children to learn about Lent, Holy Week and Easter and the special dates linked to them. Shrove Tuesday 4th March, Ash Wednesday 5th March, Lent begins the 5th March and ends 17th April, Good Friday 18th April and Easter Sunday 20th April.
- Respecting differences between people PH-RSE

see weekly planning.



Knowledge and Understanding of the World



Knowledge and Understanding of the World - Special celebrations and faiths

Christianity

Developing an understanding that each religion has special people.

The death and resurrection of the Lord Jesus Christ.

Easter and Lent

Song - BSL The Whole World In His Hands

Respecting differences between people PH-RSE

Key dates

Shrove Tuesday 4th March

Ash Wednesday 5th March

Lent 5th March - 17th April

Good Friday 18th April

Easter 20th April



Creative & Expressive Arts - Art

Upper Band 2
All children



linked to topic work or RE E.g., Represents a person, story or event artistically
Art

Seasonal art and celebrations

Opportunities:

Easter Activities - Seasonal art

Spring and growth - flowers/trees/animals

Music sessions with Beth - An opportunity to develop confidence through music

Listening and engagement opportunities

Learning to listen to and follow instructions

Dance with Erin - Providing children with an opportunity to participate in dance and drama.

Learning how to express our emotions through dance.

Follow and copy new dance techniques

Move our bodies expressively

or event artistically

linked to topic work or RE



Creative & Expressive Arts - Art

Upper Band 2
All children



Art targets - Sculpture -

Represents a person, story or event artistically
linked to topic work or RE

Target - Children begin to create objects for a purpose

Success criteria:

- Children to create objects using junk modelling materials
- Children to create a character using modrock and wire

Target - Represents a person, story

Suggestions to develop art and creativity





PH-RSE

Years 3, 4, 5 and 6

Target - Recognising and responding appropriately to expressions of emotions and feelings from others

Target - Regulating my own responses to emotions and feelings/taking care of the environment

All year round targets:

Target - Identifying myself as an individual

Target - Accepting differences

RE -

Target - Developing an understanding that each religion has special people.

I can celebrate my achievements through targeted praise.

(It matters - self love)



Special dates:

- ❖ Children's mental health week beginning 3rd February
- ❖ World Health Day 7th April
- ❖ Shrove Tuesday 4th March
- ❖ Ash Wednesday 5th March
- ❖ Lent 5th March - 17th April
- ❖ Good Friday 18th April
- ❖ Easter 20th April

*** References - all targets are taken from the Ashgate semi formal curriculum and Little Wandle phonics scheme***



Physical Activity

Physical Activity

This spring term we have a lot of fun and exciting physical activities planned, these include:

- ❖ Yoga
- ❖ Brain breaks
- ❖ ROAR program with Elliot.
- ❖ Music, drama and dance

Targets -

Gymnastics and Balance

AM Upper Band 2

Pupil begins to explore balancing on different objects

Band 7 (Rest of the children)

Pupils can travel in different ways, changing speed and direction.

For example

Run forwards/backwards

Move around on hands and knees

Hop, skip, jump, bunny hop and make up movements.

Design and Technology - Cookery Creative, Technical and Practical Expertise

Band 5 - AM



Target - Children can demonstrate simple techniques for example mixing, stirring, peeling, rolling, whisking, and grating.

Band 7 - Rest of the children

Target - Children can communicate simple instructions for cooking with assistance.