





Topic: All kinds of weather		Primary- Lower KS1	Spring Term 2021	Coniston	Lake				
 <b>Rights Respecting</b>		 <b>Learning Outside the Classroom</b>		 <b>International Understanding</b>		 <b>Environmental &amp; Ethical Awareness</b>			
<b>Article 30</b> You have the right to enjoy your own culture, practise your own religion and use your own language.		Art- Pattern and colour in nature Science – Plants Geography- Weather		Exploring festivals from around the world.		Protecting natural resources- saving water.			
<b>Areas of Learning</b>	<b>Faculties of Learning</b>	 <b>Communication</b>		 <b>Behaviour &amp; Awareness</b>		 <b>Movement &amp; Co-ordination</b>		 <b>Thinking Skills &amp; Problem Solving</b>	
	<b>Making a Positive Contribution (PFA – Employment)</b>	<ul style="list-style-type: none"> <li>Vocalising to show pleasure/displeasure.</li> <li>Creating facial expressions to indicate pleasure/displeasure.</li> <li>Seeking eye contact.</li> <li>Track sensory stimuli visually.</li> <li>Show a preference for visual and tactile stimuli.</li> <li>Make a choice by eye pointing or reaching.</li> <li>Match photo to object.</li> </ul>		<ul style="list-style-type: none"> <li>Showing attention to a group activity.</li> <li>Transitioning with support to different areas within the classroom</li> <li>Anticipating/accepting change of routine</li> <li>Showing anticipation to repetitive sensory stimuli during a familiar story.</li> <li>Showing enjoyment when sharing a book with an adult.</li> <li>Showing enjoyment when listening to number songs.</li> </ul>		<ul style="list-style-type: none"> <li>Gross Motor skills – grasping objects, making large circular, linear movements, crossing the midline.</li> <li>Fine Motor skills – developing pincer grip, grasping and transferring objects linked to the text, exploring malleable materials linked to the text.</li> </ul>		<ul style="list-style-type: none"> <li>Reaching for objects relating to the text.</li> <li>Handling objects relating to a text.</li> <li>Passing objects from one hand to the other.</li> <li>Shaking and squeezing objects to make sounds.</li> <li>Exploring textures, showing an awareness of differences.</li> <li>Using switches to activate effects.</li> <li>Using the IWB to explore photos and jigsaws.</li> </ul>	
 Poems relating to weather Percy the Park Keeper One Winter's Night by Claire Freedman Stories from other cultures Big Rain Coming by Katrina Germein The Snow Man by Raymond Briggs Elmer in the snow by David McKee Leaf Man by Lois Ehlert									

<p><b>Making Choices Independent Living)</b></p> 	<p><b>Technology in my Life</b></p>	<ul style="list-style-type: none"> <li>• Track sensory stimuli visually.</li> <li>• Show a preference for visual and tactile stimuli.</li> <li>• Make a choice by eye pointing or reaching.</li> <li>• Vocalising to show pleasure/displeasure.</li> <li>• Creating facial expressions to indicate pleasure/displeasure.</li> <li>• Match photo to object.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerating wearing protective clothing</li> <li>• Tolerating sitting alongside peers when exploring stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Grasping tools</li> <li>• Crossing the midline</li> <li>• Fine Motor skills – developing pincer grip, grasping and transferring materials, squeezing, pulling.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring visual and tactile stimuli.</li> <li>• Track sensory stimuli visually.</li> <li>• Show interest in making marks using various media.</li> <li>• Using switches to activate effects.</li> <li>• Using the IWB to explore photos and jigsaws.</li> </ul>
<p><b>Making Friends &amp; Having Relationships with their Community &amp; World (PFA – Community Inclusion)</b></p> 	<p><b>My Community &amp; My World</b></p>	<ul style="list-style-type: none"> <li>• Show a preference for visual and tactile stimuli.</li> <li>• Make a choice by eye pointing or reaching.</li> <li>• Vocalising to show pleasure/displeasure.</li> <li>• Creating facial expressions to indicate pleasure/displeasure.</li> <li>• Match photo to object.</li> </ul>	<ul style="list-style-type: none"> <li>• Holding hands when moving around the school grounds.</li> <li>• Engage in adult led small group activities for increasing lengths of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigating on uneven surfaces.</li> <li>• Increasing strength and stamina by walking around the school grounds and local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an appreciation of calmness and stillness.</li> <li>• Tracking sensory stimuli visually.</li> <li>• Remembering an effect.</li> <li>• Using switches to activate effects.</li> <li>• Using the IWB to explore photos and jigsaws.</li> </ul>
<p><b>Having Good Health &amp; Wellbeing (PFA – Health)</b></p> 	<p><b>My Body in Space &amp; My Creativity</b></p>	<ul style="list-style-type: none"> <li>• Track sensory stimuli visually.</li> <li>• Show a preference for visual and tactile stimuli.</li> <li>• Make a choice by eye pointing or reaching.</li> <li>• Vocalising to show pleasure/displeasure.</li> <li>• Creating facial expressions to indicate pleasure/displeasure.</li> <li>• Match photo to object.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-help skills in dressing, by pushing arms/legs through clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Grasping tools</li> <li>• Crossing the midline</li> <li>• Fine Motor skills – developing pincer grip, grasping and transferring materials.</li> <li>• Navigating on uneven surfaces.</li> <li>• Show an anticipation of music and actions by moving body in space.</li> <li>• Increasing strength and stamina by moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Following actions with support.</li> <li>• Show interest in making marks using various media.</li> <li>• Mix two colours together with hand over hand support</li> <li>• Exploring ways in which sounds used expressively.</li> <li>• Shaking and hitting objects to make a sound.</li> <li>• Experiencing and respond to different types of music</li> <li>• Using switches to activate effects.</li> </ul>