

GREAT OAKS SCHOOL	Key Stage 3 – Class Based Planning – 2018/19		Holly Coad - 8H
<p><b>English / ImPACTS: Communication</b></p> <p><b>Autumn</b> Traditional Tales</p> <p><b>Spring</b> Giants, monsters and aliens</p> <p><b>Summer</b> Whale stories</p> <p><b>Ongoing</b> IEP, communication and fine motor focused targets</p>	<p><b>Maths / ImPACTS: Cognitive</b></p> <p><b>Autumn</b> Number, positioning and shape</p> <p><b>Spring</b> Number and data handling</p> <p><b>Summer</b> Number, capacity and weight</p> <p><b>Ongoing</b> IEP, maths and cognitive focused targets</p>	<p><b>Science / ImPACTS: Cognitive</b></p> <p><b>Autumn</b> Sound</p> <p><b>Spring</b> People</p> <p><b>Summer</b> Plants</p> <p><b>Ongoing</b> Cognitive focused targets</p>	
<p><b>Art &amp; Design Technology / ImPACTS: Fine motor</b></p> <p>Cross curricular coverage linked to key themes within each term with focus on developing fine motor and creative ability. Design and technology to be also covered through creating products to sell for enterprise week</p> <p><b>Autumn</b> Traditional tales, shape, myself, etc.</p> <p><b>Spring</b> Giants, monsters, aliens, people, habitats, etc.</p> <p><b>Summer</b> Whales, beach, sea, plants, etc.</p>	<p><b>Music / ImPACTS: Communication</b></p> <p>Cross curricular coverage linked to key themes within each term with focus on developing communication through music. Input to include music therapy, comMUSICation, music focused storytelling, TacPac and the development of fine motor skills through the use of percussion instruments</p>	<p><b>Computing / ImPACTS: ECT</b></p> <p>Cross curricular coverage linked to key themes within each term with focus on e-safety, the use of iPads; interactive white boards; ICT for communication; keyboard and mouse skills; ICT for recreation and research; software to develop fine motor, communication and cognitive skills</p>	
	<p><b>Food Technology / ImPACTS: Fine motor + ECT</b></p> <p><b>Autumn</b> Food a fact of life: Bring on breakfast</p> <p><b>Spring</b> Food a fact of life: Prepare to party</p> <p><b>Summer</b> Food a fact of life: Be a baker</p> <p><b>Ongoing</b> Choice making, healthy eating, recording personal preferences, dislikes, progress and recipes</p>	<p><b>Modern Languages / ImPACTS: Communication</b></p> <p>A week of traditions and cultures where the whole school immerses themselves studying countries of their choosing, then joins together at the end of the week to share what they have learnt.</p> <p><b>Focus:</b> Mexico</p>	
<p><b>Humanities / ImPACTS: Cognitive</b></p> <p><b>Autumn</b> History focus: Personal history and present</p> <p><b>Spring</b> Geography focus: Environment/habitats</p> <p><b>Summer</b> Geography focus: Farming</p> <p><b>Ongoing</b> Daily weather and current season; school orientation during transitions; and appropriate clothing for the weather</p>	<p><b>Physical Education / ImPACTS: Gross motor</b></p> <p><b>Autumn</b> Dance and movement to music</p> <p><b>Spring</b> Gym and keep fit</p> <p><b>Summer</b> Ball skills: Bocca, kurling and bowling</p> <p><b>Ongoing</b> Inside and outside gym equipment; soft play; swimming; and daily 'Wake up'; passing and receiving skills</p>	<p><b>PSE</b></p> <p><b>Autumn 1</b> Getting to know You</p> <p><b>Autumn 2</b> Anti Bullying / Families</p> <p><b>Spring 1</b> Developing healthy lifestyles <b>Spring 2</b> Environment / SRE</p> <p><b>Summer 1</b> Drug Education <b>Summer 2</b> Keeping Safe</p>	
<p><b>Religious Education</b> + whole school</p> <p><b>Autumn 1</b> Ritual and Prayer <b>Autumn 2</b> Journey's end/Christmas <b>Spring 1</b> Change- People Jesus met</p> <p><b>Spring 2</b> Welcoming Easter</p> <p><b>Summer 1</b> Special Places <b>Summer 2</b> Myths</p>	<p><b>Citizenship – whole school themes</b></p> <p><b>Autumn 1</b> Government / Games / rules</p> <p><b>Autumn 2</b> Human Rights <b>Spring 1</b> Communication</p> <p><b>Spring 2</b> Environment <b>Summer 1</b> Community <b>Summer 2</b> Recognising achievement/ Moving on</p>	<p><b>Ongoing throughout each term:</b></p> <p>Individual SaLT, OT and Physiotherapy input as appropriate</p> <p>IEP focused worked linked directly to EHCP outcomes and individual need</p> <p>Weekly school themes covered in assemblies</p>	