Day and Subject	Week-37 (8 Sept)	Week-38 (15 Sept)	Week-39 (22 Sept)	Week-40 (29 Sept)	Week-41 (6 Oct)	Week-42 (13 Oct)	Week-43 (20 Oct)
Monday							
Art & Music	Launch Activity: Music: finding	Activity 1 (music):	Activity 2 (art):	Activity 3 (music):	Activity 4 (art):	Activity 5 (music):	Activity 6 (art):
	notes Art: Artistic jobs	Lesson1 Listen to the	Lesson 11	Lesson 2	Lesson 12	Lesson 3	Lesson 13
	Art: Artistic jobs exploration	Listen to the performance of Dona nobis pacem performed by Chorus Niagara Children's Choir (up to 2:37). https://www.youtu be.com/watch?v=gKz_aBRhCIk While listening pose the following questions: Can they make out any of the words that the choir are singing? What language are the choir singing in? (Latin.) How many different words are there in the piece? (3: Dona, nobis, and pacem. Explain that the words translate as 'Grant us peace'.)	Take a look at handprint milestones that often occur throughout a baby/toddlers childhood. The hands represent a childs growth and can be used to celebrate milestones such as different birthdays.  Together as a class, cover the tables in white paper roll and all choose a colour to print with ther hand. The pupils can then go around each other and high five each other to mix and combine colours and print these onto the paper roll. Repeat until	Warm up- https://www.youtu be.com/watch?v=l 6-uleiUnFk Get to know the song from activity 1. Look at the conducting guide on the PowerPoint slide in the folder. Ask pupils to make the shapes of a conductor beating music in 3/4 time.  Watch the video again and conduct the choir.	Take a look at the pictures tab at the self portrait picture. Pupils can decorate the white paper in any way they like, such as water colours, brusho, tissue paper etc. They can then write or use symbols to describe how they see themselves in the future, such as what job they will like, what their house will look like, how may children they may want etc. Then stick the black paper over the top of the white collage to create a looking into the future silhouette.	Complete one of the 2 previous warm ups (Launch or session 2) then look at the score of the music in bars 21 to 28 in the whiteboard. https://www.singup.org/song-bank/song/200-dona-nobis-pacem-give-us-peace/ Can you follow the score and draw the shape of the pitch in the air? Can you find where the melody moves by step and where it moves by leap? Loop these bars and join in with the performance track. (Open up the whiteboard	All pupils will be turning 16 during KS4. Pupils to decorate photo frame provided, this can then be gifted to them on their 16th birthday
			the paper roll is full. Can the pupils recognise who's			music, select the bars you want to repeat as if	
			hand is who's as			highlighting text	

			well as name the colours on the sheet.			and press play, it will just play these bars)	
Enterprise & PHSCE P	PHSCE Lesson 1:	Enterprise:	PHSCE Lesson 2:	Enterprise:	PHSCE Lesson 3:	Enterprise:	PHSCE Lesson 4:
st er re de ut er st R. Si ac -: vi te ex st be du G of st vi co fic as Si pe C dr st	O: I have learned strategies for emotional esilience and lealing with stress at lising the embedded strategy Zones of Regulation  Suggested activities: Show short video clips of eens experiencing stress (e.g., before exams, during conflict). Group brainstorm of calming strategies using visuals (breathing, counting, music, idget tools, asking for help). Students create a personal "Toolbox Poster": in each colored zone, draw or write one strategy that works for them.	Select enterprise project from the following list  "Scent-sational Sachets" or "Calm Kits"  "Recycled Paper Greeting Cards"  Customized T-shirt Design	LO: I understand the importance of maintaining an active lifestyle for physical and mental well-being  Suggested activities: - link to a PE lesson and discuss how movement can help us to feel better. Discuss with pupils how they feel before and after PE using ZOR - Create a personalised 'active week' plan using symbols/photogra phs to encourage students to move more at home and at school - Sort active and not active pictures - how do you think people are feeling in these pictures	Make a list of materials we need to make our enterprise project.  AA/II/SC/TP if time allows.	LO: I understand the importance of maintaining a healthy lifestyle, including diet, sleep and managing stress  Suggested activities: - Show images/video clips of healthy and unhealthy life styles e.g eating vegetables and eating lots of sweets, getting an early night vs getting a very late night - Create whole class ideas about how to have a healthy diet/good sleep pattern and less stress (use of symbols if needed) - Create and send home a healthy habits diary - Practice calming techniques and relaxation - use of	Visit supermarket to buiy materials and get ideas.	LO: I have explored the risks associated with drugs, alcohol and tobacco  Suggested activities: - Explicitely teaching about drugs, alcohol and tobacco and what they are - use of symbols to help teach this - Discuss difference between medicines we take to make us better and drugs - Plenty of ideas on Twinkl - Sort images - helpful and harmful or safe and unsafe  NSSL Teaching stop and no using core word activities and use of core word boards.

Maths	- Role-play scenarios and pick tools from your toolbox to practice Play emotion charades  NSSL: Use colored scarves (Blue, Green, Yellow, Red) in a movement song like "Let's Move Through the Zones!"  ASDAN Maths Specific ASDAN activity: Section A – sports teams	ASDAN Maths Specific ASDAN activity: Section D – Fashion & clothes	- Social stories to support teaching this objective  NSSL: Complete a sensory circuit and throughout staff to use ZOR language to support pupils in how they are feeling.  ASDAN Maths Specific ASDAN activity: Section F Baking	ASDAN Maths Specific ASDAN activity: Section G Art	mindfulness and happy breathing from MHM - make this part of your daily routine  NSSL: Create a sensory station for each section - diet, sleep and stress:  ASDAN Maths Specific ASDAN activity: Section B Visit a café (trip out)	ASDAN Maths Specific ASDAN activity: Section B Visit a café (trip out)	ASDAN Maths Specific ASDAN activity: Section C Visit a supermarket (trip out)
Tuesday							
Maths	ASDAN Maths Specific ASDAN activity: Section A – sports teams	ASDAN Maths Specific ASDAN activity: Section D – Fashion & clothes	ASDAN Maths Specific ASDAN activity: Section F Baking	ASDAN Maths Specific ASDAN activity: Section G Art	ASDAN Maths Specific ASDAN activity: Section B Visit a café	ASDAN Maths Specific ASDAN activity: Section B Visit a cafe	ASDAN Maths Specific ASDAN activity: Section C Visit a supermarket
Literacy & Reading	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English
	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension	Reading (AO1): Targeted Comprehension

	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis	Focus on OCR- set texts for teaching & assessment Focus on skills: Inference Summarise language analysis
Community & Challenge	Community: TBC	Challenge: Science Session 1: Groups of animals - 1 1. Go through the following presentation on groups of animals https://www.twinkl. co.uk/resource/t2- s-206-grouping- animals- powerpoint 2. Complete the following matching/sorting game: https://www.twinkl. co.uk/resource/t-t- 19730-animal- groups-sorting- cards-photos 3. Complete the 'Odd-one-out' activity https://www.twinkl. co.uk/resource/ani mal-groups-odd-	Challenge: Science Session 2: Groups of animals -2 1. Continue to look at animal groups. Sort animals into sets using the following worksheet: https://www.twinkl. co.uk/resource/t-t- 18578-sorting- animals-into-sets- worksheet 2. Play the following interactive sorting game as a class: https://www.twinkl. co.uk/resource/ani mal-groups- interactive-sorting- game-t-sc- 1734086872 3. Get class to choose their favourite animals,	Challenge: Science Session 3: Animals in their habitats - 1 1. Go through the following presentation on animals and habitats. https://www.twinkl. co.uk/resource/esl -animal-habitats- powerpoint-t-t- 4796 2. Complete the following matching game: https://www.twinkl. co.uk/resource/t-t- 20508-animals- and-their-habitats- matching-activity. 3. Watch 'The Wolves of Yellowstone' https://www.youtu be.com/watch?v= ysa5OBhXz-Q	Challenge: Science Session 4: Animals in their habitats - 2 1. Recap on previous less using the powerpoint from last lesson. 2. Printout and complete the following sorting activity https://www.twinkl. co.uk/resource/t- sc-169-woodland- and-ocean- habitats-animal- sorting-activity- sheet 3. Get class to choose some countries of the world using Google maps. Discuss what animals you might find there. Find	Challenge: Science Session 4: Herbivore, Omnivore and Carnivore 1. Go through the following presentation: https://www.twinkl. co.uk/resource/t-t- 8642-identifying- herbivores- carnivores-and- omnivores- powerpoint-task- setter-and-activity 2. Complete the following sorting activity in small groups and discuss everyone's choices: https://www.twinkl. co.uk/resource/t- sc-054-omnivore- carnivore-or- herbivore-venn-	Community: TBC

		one-out- worksheet-t-sc- 1700041654  NSSL: Prepare a small selection of items to support the exploration of each animal group. The following are suggested as a starting point: farmyard animals that KS1 use, pictures of animals, use animal relevant sounds from videos on Youtube, obtain animal-like fur and scale-like textures if possible.	write on board and as a class select what group they belong to.  NSSL: Use materials from previous lesson to support exploration of groups. Use switch to allow students to select correct animals and groups as appropriate.	NSSL: Prepare a small selection of items to support the exploration of each habitat. For example some initial ideas are - houseplants for jungle, ice or polar habitat, visit fishtank for ocean habitat etc. Supplement these activities with pictures and video's from YouTube showing habitats.	pictures of animals on internet.  NSSL: Prepare a small selection of items to support the exploration of each habitat. For example some initial ideas are -houseplants for jungle, ice or polar habitat, visit fishtank for ocean habitat etc. Supplement these activities with pictures and video's from YouTube showing habitats.	diagram-sorting-worksheet 3. Everyone to tell class what pet they have and then discuss where it is a herbivore, carnivore or omnivore.  NSSL Obtain and arrange foodstuffs/pictures of foodstuffs to easily visually represent animal diets. Carry out supported grouping activities with assistive technology using pictures/videos.	
Wednesday							
Swim / Park / Relaxation AA / II / SC / TP	Swimming with individualised plans.	Swimming with individualised plans.	Swimming with individualised plans.	Swimming with individualised plans.	Swimming with individualised plans.	Swimming with individualised plans.	Swimming with individualised plans.
Swim & AA/II/SC/TP	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.	Swimming with individualised plans.  AA/II/SC/TP on return. Animal therapy.

English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English
	Writing (AO2): Purposeful and Sustained Writing. Focus on writing involving substantial information and imaginative texts. Focus on skills: Organisation Expression Use of standard English Activity – writing a letter to an official person	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:  Organisation Expression Use of standard English  Activity – writing a letter to an official person	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: Organisation Expression Use of standard English  Activity – writing a letter to an official person	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: Organisation Expression Use of standard English Activity – writing a factsheet	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: Organisation Expression Use of standard English Activity – writing a factsheet	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: Organisation Expression Use of standard English Activity — Imaginative short story writing	Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:  Organisation  Expression  Use of standard English  Activity — Imaginative short story writing
Thursday							
Maths	Active Maths	Active Maths	Active Maths	Active Maths	Active Maths	Active Maths	ASDAN Maths
	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available	Focus on Numbers, addition and Place Value through active session if hall or pitch available
English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English	Entry Level 3 English
	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication	Spoken Language (AO3): Engaging in Communication

	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – a phone call to the office	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – a phone call to an information line or external person	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – reading a written text to class 1	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – reading a written text to class 2	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – class team discussions 1	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity – class team discussions 2	Focus on in-depth discussions, roll-play and presentation to an audience.  Focus on skills: Developed contributions Detailed responses Clear presentation  Activity — Choosing presentation
Tearoom & AA/II/SC/TP	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.	Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.  AA/II/SC/TP on return.
Friday							
Cooking	Recipe: Rainbow Fruit Skewers Skills:	Recipe: "Magic" Mug Cake  Skills: Measuring, stirring, patience.	Recipe: "Build Your Own" Pizza Faces Skills:	Recipe: Simple Smoothie Popsicles Skills:	Recipe: Gluten-free Banana Oat Pancakes Skills:	Recipe: Baked Chicken Nuggets with Homemade Sauce	Recipe: Chocolate Rice Krispie Treats Skills:

	Patterning, fine motor (grasping), colour identification		Spreading, assembling, creativity	Pouring, mixing, measuring	Pouring, mixing, measuring	Skills: Measuring, stirring, patience, kitchen appliances	Measuring, stirring, patience, kitchen appliances
PE	Lesson 9: Tag Rugby  LO: To be able to perform fundamental rugby handling skills including passing and catching.  In groups, how many times can they pass the ball to each other in 30 seconds? Try different ways rolling it, passing it, bouncing? What's the most efficient way? Repeat activity. Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line.	Lesson 10: Tag Rugby  LO: To develop understanding and knowledge of how to tackle correctly.  Split into groups of 4/5. Highlight the try lines (each end of hall/outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/bibs in shorts. Students can now only pass backward. Defenders can intercept or pull a bib out to stop play. Attackers have x5 attempts to score a try before being turned over to the other team.	Lesson 11: Tag Rugby  LO: To use basic movement and evasive running skills.  In small groups, learners to run out place ball on line (i.e. how to score a try) and run back + pop ball up to next player. Develop onto small pass when returning back to partner. Emphasise passing from the waist, accuracy & control. Introduce cones to simulate opponents. Learners repeat activity but zig zag around 'opponents'. Relay race between groups.	Lesson 12: Tag Rugby  LO: To apply skills in game play to demonstrate understanding and level of performance  Split class into 4 lines. Learners to walk/run as a 4, passing the ball from 1 end to another. Repeat activity focussing on passing backwards. Introduce defenders. Defenders 'win' by intercepting ball or pull tag/bib from player. Split class into groups. 2v1 in a small area Ways to outwit an opponent: draw defender in and pass or fake pass. Defender to intercept ball or pull tag/bib.	Lesson 13: Outdoor Advenuturous Activities  LO: To develop interpersonal skills in order to communicate with others  In groups, give each team an object eg balloon. Learners have to move the balloon from one area to another without it touching the floor. Progress onto all players have to touch the balloon. Race other teams over a set distance. Set up obstacles such as hurdles which players have to get over. Change apparatus eg hoops, basketball.	Lesson 14: Outdoor Advenuturous Activities  LO: To work cooperatively in pairs or small groups  Cross the River. Students are assigned certain equipment (bench, mat, pads, hoops) and have to get from one side of the gym to the other and back again using the equipment. If a member of a team falls in the river, the team go back to the start. Introduce blindfolds to challenge students. Repeat activity but teams have to carry something such as a crate/ balloon which cannot be held.	Lesson 15: Outdoor Advenuturous Activities  LO: Recognise and use basic map symbols  Students are given a Marker Treasure Hunt and Map (found in Orienteering folder in shared drive). Students have to navigate the map and find the correct control point around school. Can students complete each activity in given time. Rotate Treasue Hunt activity sheets (6 in total).

Accombly				
Assembly				