

Subject Thai Language

These Scheme of Work examples are taken from EQUALS an English special school organisation They are similar examples of guidance given to the Thai For further information contact T: +44 191 272 1222 | E: admin@equalsoffice.co.uk

Strand one; Reading

WORD RECOGNITION: DECODING (READING) AND ENCODING (SPELLING)

Foundation Stage	Year 1
Explore and experiment with sounds, words and text	Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
Link sounds to letters, naming and sounding the letters of the alphabet	Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
Hear and say sounds in words in the order in which they occur	Recognise automatically an increasing number of familiar high-frequency words
Read simple words by sounding out and blending the phonemes all through the word from left to right <i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and 'bus' to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i>	Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
Recognise common digraphs	Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high-frequency words
Read some high-frequency words	Read and spell phonically decodable two-syllable and three-syllable words
Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	
Read a range of familiar and common words and simple sentences independently	
Read texts compatible with their phonic knowledge and skills	
Read and write one grapheme for each of the 44 phonemes	

Strand 1, Reading Sumret Scale Level S6 Examples of Experiences and Activities				Assessment Outcomes
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3	
Explore and experiment with sounds, words and text.				Pupil makes an appropriate sound.
Sound lotto – with four pictures made by school or purchased.	Sound lotto – with six pictures made by school or purchased.	Follow the sound – pass a body percussion round a circle e.g. clap, stamp, clap. Ask does it sound same at end.	Follow the sound – pass a body percussion round a circle e.g. clap, stamp, clap. Do sequences of two sounds. Ask does it sound same at end.	
Link sounds to letters, naming and sounding letters of the alphabet.				Pupil begins to match sounds to letters or groups of letters.
Musical corners – have four sets of objects with same initial letters. Have an example for each four sets. Play music to move around to then when music stops hold up 1/4 objects and children go to the corner with the set that begins with the same initial letter.	Tony the train’s busy day – use a train and selection of objects beginning with same letter.	Silly soup – make silly recipes for soup ingredients that have same initial letter – <i>jam, jelly, juice or banana, bumble bee and biscuit</i> . Have objects for them to choose and say – emphasise same letter.	Play snap with rhyming cards.	

Use phonic knowledge to write simple regular words – (produce sounds).				Pupil enjoys rhyming and rhythmic activities.
Finish the rhyme – stop before the end of familiar predictable rhymes for child to add the rhyming word.	Finish the rhyme – stop before the end of unfamiliar predictable rhymes for child to add the rhyming word.	Sound stories – sequence pictures of the sounds heard.	Rhyming pairs – Pelmanism game with rhyming picture cards.	
Strand 2, Writing Sumret Scale Level 6 Examples of Experiences and Activities Introduce school phonic scheme. Daily or regular learning of phonic alphabet improving speed of recognition and production to build into an ability to encode CVC words (synthetic phonics).				Pupils differentiate between letters and symbols.
Match initial letters and all letters of pupil's names on a name card.	Match all letters of their own and other pupils' names.	Match letters on word cards of school reading scheme.	Match letters on word cards from the Literacy book texts.	They match letters and short words.

To write a few words independently.	Write simple regular words (produce sounds).				Writing their own names and one or two other simple words correctly from memory.
	Write their own name on a painting they have done.	Write their own name on a piece of work.	Label display work with their name.	Sign their name on documents such as their own Statutory review	
Hear and say the initial sound in words.	Say the sounds – can children be a toy robot and sound speak like it does?	Say the sounds – can children be a toy robot and sound speak like it does?	Clapping sounds – CVC words using ‘s, a, t, p, i, n’ and clap as sounding out each phoneme. Then blend.	Clapping sounds – CVC words using ‘s, a, t, p, i, n’ and clap as sounding out each phoneme. Then blend.	Know which letters represent some of the sounds.
	Writing opportunities in free role-play such as an office.	Writing opportunities in free role-play such as tourist or estate agency.	Write recounts such as news or message boards independently.	Write recounts such as visits, trips or making shopping lists independently.	
To write a few words independently.	Write simple regular words (produce sounds).				Writing their own names and one or two other simple words correctly from memory.
	Write their own name on a painting they have done.	Write their own name on a piece of work.	Label display work with their name.	Sign their name on documents such as their own Statutory review	
Hear and say the initial sound in words.	Say the sounds – can children be a toy robot and sound speak like it does?	Say the sounds – can children be a toy robot and sound speak like it does?	Clapping sounds – CVC words using ‘s, a, t, p, i, n’ and clap as sounding out each phoneme. Then blend.	Clapping sounds – CVC words using ‘s, a, t, p, i, n’ and clap as sounding out each phoneme. Then blend.	Know which letters represent some of the sounds.
	Writing opportunities in free role-play such as an office.	Writing opportunities in free role-play such as tourist or estate agency.	Write recounts such as news or message boards independently.	Write recounts such as visits, trips or making shopping lists independently.	

Strand three; Listening Viewing and Speaking

Learning Objectives	Sumret Scale Level S4 Examples of Experiences and Activities				Assessment Outcomes
	Foundation Stage <i>Walking Through The Jungle</i>	Key Stage 1 <i>Kakadu Jack</i>	Key Stage 2 <i>Handa's Surprise</i>	Key Stage 3 <i>The Tempest</i>	
As part of a group, plan a new story using words, signs, symbols, pictures or objects.	<p>Group discussion and interaction Interact with others, negotiating plans and activities and taking turns in communication with support/prompt.</p> <p>Teachers might want to use other published resources such as <i>Choose and Tell</i></p>				<p>Contribute to the plan by choosing or suggesting something for the role-play area from a pre-planned limited choice of two or three; e.g. I meet a lion and then....I fight/I run. I run from the lion and then....it catches me/ I run up a tree....I run up a tree and then....I meet a snake/the branch breaks. I meet a snake and then.....</p>
	<p>Be involved in choosing an incident to have in an imaginative story from the jungle, e.g. meet a lion, what happens next? Meet an elephant, snake, what happens next. Each pupil chooses an item to include.</p>	<p>Be involved in choosing an incident to have in an imaginative story about a market stall e.g. stall gets knocked over, what happens next? There's a robbery, heavy rain ruins the goods, what happens next? Each pupil chooses an item to be on it.</p>	<p>Be involved in choosing an incident to have in an imaginative story about a village e.g. there's a sandstorm, a flood, a fire, and what happens next. Each pupil chooses which incident to include.</p>	<p>Be involved in choosing an incident to have in an imaginative story about a day in a ship e.g. it rains all day, a huge wave comes and sweeps me out to sea, I am swimming with sharks, and what happens next. Each pupil chooses an item to include.</p>	

<p>Responds to routine closed questions with speech or signs.</p>	<p>Ask and answer questions, make relevant contributions, offer suggestions and take turns.</p>				<p>Responded to questions using one word, one sign or one symbol answers. Pointed to specific objects or characters in a story/picture.</p>
	<p>Respond to questions. 'Can you see?' – have symbols of animals from story. Could also have 'Can you feel?' water, ice, sand and 'Can you hear?' using real objects.</p>	<p>Respond to questions. 'Can you see?' Have symbols of fruit for pupils to choose from and respond to. Could also have 'Can you smell?' and 'Can you taste?' using real objects.</p>	<p>Respond to questions. 'Can you see?' Have symbols of fruit/animals for pupils to choose and respond to. Could also have 'Can you smell?' and 'Can you taste?' using real objects.</p>	<p>Respond to questions. 'What can you see?' – have symbols of fruits, sea, fish etc. Could also have 'Can you smell?' and 'Can you taste?' using real objects.</p>	
<p>Plan a picnic in groups.</p>	<p>Take turns to speak, listen to others' suggestions and talk about what they are going to do.</p>				<p>Took turns to choose items for a picnic, shopping trip or to make a recipe.</p>
	<p>With items or symbols choose one or more preferred real items for a picnic in the playground or local park.</p>	<p>Choose one or more symbols or photographs to make a shopping list to buy from a local supermarket.</p>	<p>By using items or symbols choose fruit to make a salad to eat in class at snack time.</p>	<p>With items or symbols from story choose one or more contents for a beach picnic for pretend play in the playground sand pit.</p>	

Strand four; Principles of Thai Language usage

Intensive Interaction is likely to work best when the interactor:

- allows the learner to take control and for the most part, lead the session;
- is seen by the learner to enjoy the experience of the interaction;
- gives his/her total attention to the learner;
- treats all actions and vocalisations made by the learner as positive attempts to communicate;
- uses as little language as possible – often hello and goodbye are sufficient;
- does not give up too early, either in the session itself or over time – it may take many years to maximise a learner's communicative abilities;
- gives the learner time – pauses, when nothing is apparently happening are really ok;
- use pause – burst – pause sequences during periods of nothing happening to give the learner time and opportunity to respond;
- documents changes – using recording sheets and videoing sessions with a static wide angle lens; talks to his/her colleagues and shares experiences in a general plenary involving the learners after every discrete session

Strand five; Literature and Literacy Works

Learning Objectives	Sumret Scale Level S8 Poetry Examples of Experiences and Activities				Assessment Outcomes
	Foundation Stage <i>The Wheels on the Bus</i>	Key Stage 1 <i>Little Book of Poetry I Like</i>	Key Stage 2 <i>All Join In</i>	Key Stage 3 <i>Poems to Chant Yellow Butter</i>	
To assume the role of a familiar character throughout a group re-enactment of a story.	Tell real and imagined stories using the conventions of familiar story language.				Pupils demonstrate understanding of 'being' a character. And Show awareness of what a particular character says during well known poem.
	Assume role of characters/objects on bus and join in appropriately.	Assume the roles of characters, stating what they like.	Assume roles of characters by sounding out musical instruments and role playing.	Act out roles of children eating the various foods.	
Give an explanation for feelings in the poem.	Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.				Pupils use conjunctions to suggest cause with 'because/cos'.
	Why does the baby cry on the bus?	Why does the girl like sausages?	Why do the children like to join in?	Why do they like jam on their sandwiches?	
To add an idea to the poem.	Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.				Pupils use a growing vocabulary to convey meaning to the listener.
	Pupils suggest something else on the bus and what it would sound like.	Pupils suggest other things that their senses like.	Pupils suggest other things they can join in with at home or school.	Pupils suggest other foods they like to eat and their colours.	
To be able to show that they know that books tell stories or give information.	Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.				Answered simple comprehension questions about familiar poems.
	Answer questions about poem details. Give simple synopsis of poem using pictures or words to help them.				
When responding to simple questions	Extend their vocabulary exploring the meanings and sounds of new words.				Answered questions using noun, verb and adjective.

structure answer using noun, verb, adjective.	Answer questions with a full sentence e.g. 'What noise did the horn make?' 'The horn went beep beep beep.'	Answer questions expecting a full sentence e.g. 'What did the girl smell?' 'The girl smelt sausages'.	Answer questions expecting a full sentence e.g. 'What does Stephanie play?'	Answer questions about the poem e.g. 'What were the children eating?'	
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Subject Mathematics

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Strand one; Numbers and Algebra

Number Key Stage1

Sumret level 4

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
To take 'one' in learned situations – e.g. a biscuit.	<p>Number rhymes e.g. "Five fat sausages sizzling in a pan, All of a sudden one went bang!"</p> <p>Adult demonstrates counting the sausages into the pan, i.e. "Lets count together – One, two, three, four, five" Continuing to say the rhyme, taking one sausage and throwing into the air one sausage on the line "All of a sudden one went bang". Continue saying the rhyme offering the child the pan and encouraging them to take one sausage at the right time.</p>	Toy pan and five toy sausages.	Signs / words Take one.	Child takes a single sausage out of the pan.
To demonstrate understanding the concept of 'many' and 'few' i.e. chooses many crisps rather than one or two.	<p>Snack time At snack time small bowls are prepared of snacks they like e.g. 'many' raisins and 'few' i.e. about 3. The adult then offers the child both bowls for them to choose 'many' or 'few'. *Making sure that the snack is one the child really likes and that they have not just eaten</p>	Snacks that can be offered as many / few e.g. Crisps, Iced Gems, raisins etc.	Signs / words Lots / many few	Child selects a bowl of 'many' of their preferred snack rather than a bowl of 'few'.

Number KS1

Sumret level 5

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>For the child to experience 1:1 correspondence in everyday situations.</p>	<p>Decorating biscuits / buns With adult directions e.g. "Give one to Sam, now one to Joe....." Children take turns to give out a plate, a knife and a bun to each child. They then spread on the icing. Child gives out one sweet / cherry to decorate each bun.</p>	<p>Plates, buns / biscuits, knives, icing, sweets / cherries.</p>	<p>Sign / word – One</p>	<p>Child gives one item to each child in the group with adult prompts.</p>
<p>To makes sets with one and with lots of objects.</p>	<p>Playing at giving presents Staff demonstrates turning over a photo of another staff member saying e.g. "I'm making a present for Maureen", turning over a symbol saying e.g. "Lots". Then filling the box with many items and taking it to Maureen saying "A present for you". Maureen then opens the box and models surprise "Oh I've got lots". Children take turns to choose a person and symbol card and put lots / one in the box and give it as a pretend present.</p>	<p>Colourful box, small objects – e.g. toy cars / soft toys / lego people. Photos of the class members, symbol cards for 1 and many.</p>	<p>Signs / words –One, lots.</p>	<p>With verbal prompting the child puts one or lots of toys in the box on command.</p>
<p>To number names in everyday situations.</p>	<p>Counting books Child shares counting book with an adult or in a small group. Teacher demonstrates pointing to and counting items in the book. Children take turns to count items in the book as they occur in the story.</p>	<p>Counting books e.g. Old McDonalds Counting Farm – Janet Kelly / Carol Bean, Counting Bugs – Rod Campbell</p>	<p>Signs / words "One, two....."</p>	<p>Child points to pictures in the counting books and counts.</p>

Number Key Stage 1

Sumret Level 6

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>Pupil to demonstrate an understanding of 1:1 correspondence in every day situations</p>	<p>Teddy bears picnic Teacher demonstrates setting out 4 teddies each in the corner of a play picnic rug. Then taking the stack of plates, giving one to each teddy etc.</p> <p>Children take turns to give one of each item to each teddy. Teacher can model vocabulary “One for you, ...”</p>	<p>Teddies, rug Toy plates, cups, sausages, buns, bags of crisps etc.</p>	<p>Sign / word – One</p>	<p>Child gives one picnic item to each teddy bear.</p>
<p>Pupil to count five objects by touching one at a time, arranged in a line and randomly – including 1p coins</p>	<p>Playing shops Two adults demonstrate being shopkeeper and shopper. One choosing e.g. five cars and putting them in the basket. Shop keeper counts them and asks for 5 pennies. Shopper counts out 5 pennies from the purse. Children play shops as demonstrated with adult prompts.</p>	<p>Toys, till, money, purses, shopping baskets.</p>	<p>One, two, three, four, five.</p>	<p>Child counts up to items in the basket touching them as they count.</p>
<p>Pupil to demonstrate an awareness of none / zero / nothing / nil.</p>	<p>Counting rhymes. Five Little Ducks, Five Brown Teddies, Five Currant Buns etc. Teacher demonstrates counting the items, signing how many there are including “none”, singing the rhyme, taking an item away and counting again before continuing to sing. Children join in the singing and take turns to count the items</p>	<p>Five plastic ducks, brown teddies, buns etc.</p>	<p>None, one two, three, four, five.</p>	<p>Child takes part in the counting song, taking items away as it happens in the song and counting and signing how many are left including ‘none’ with adult prompts.</p>

Number KS1

Number system 1

Sumret level 7

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>Pupil to make sets up to 5 on request.</p>	<p>Play dough Teacher demonstrates making sausages, buns, tarts/ animals etc using a cutter announcing what they are making e.g. "I'm making 4 sausages". Children explore making numbers of items and putting them on a plate to show everyone.</p>	<p>Playdough, plates, cutters, rolling pins etc.</p>	<p>Signs / words One, two, three, four, five.</p>	<p>Child counts up to five play dough items they have made onto a plate in response to an instruction i.e. "Make me five sausages".</p>
<p>Pupil to match sets to numerals 0 –5.</p>	<p>Springy Spider game. Spreading bugs over the tabletop, adult demonstrates bouncing the spider on the bugs to catch some until they have 4 or 5 bugs. They then count the bugs as they pull them off the spider one at a time placing them in a box. Then selecting the correct numeral to label the box. Children take turns to play the game as demonstrated.</p>	<p>Springy Spider game. (Early Learning Centre- Soft toy spiders that pick up bugs using Velcro) Home made small laminated bugs with spots of Velcro on them. Numerals 0-5</p>	<p>Signs / words Number, how many, none, one, two, three, four, five.</p>	<p>Child counts bugs up to five into a container and selects the correct numeral from 0-5 to label the box.</p>
<p>Pupil to respond to key vocabulary eg. number, how many, count, same number as etc.</p>	<p>Pegging washing on a line Teacher demonstrates sorting e.g. all of the socks from the pile of clothes, Saying e.g. "How many socks?" and counting them, then "How many pegs do I need ?" and counting out the correct number of pegs and pegging them on the washing line. Children play pegging out the clothes with the teacher asking them e.g. "How many pants have you got there?", "Count out the pegs", "Have you got the same ?" etc</p>	<p>Washing line & pegs. Dolls clothes / cut out dolls clothes.</p>	<p>The expectation is for the child to respond to the vocabulary – how many, number, count etc.</p>	<p>Child responds to vocabulary / questions e.g. "How many socks" by counting the socks. "Find me the same number of socks" by finding the correct number.</p>

Number KS1**Number system 1****Sumret Level 8**

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>Pupil to count objects reliably to 10 including objects placed randomly.</p>	<p>Feely bags Adult prepares bags with 5- 10 items in each bag and demonstrates choosing a bag, feeling for and taking out the items one at a time counting as they go. Children take turns to choose a bag and count the contents.</p>	<p>Small feely bags, range of items to put inside – bricks, sweets, cars, counters.</p>	<p>Signs / words One, two.....ten.</p>	<p>Child takes 10 objects out of a feely bag, places them on the table and counts.</p>
<p>Pupil to recognise numerals 0 – 10.</p>	<p>Ten Brown Teddies Teacher demonstrates placing the teddies on the washing line in order from 0. Then takes them off mixes them up and asks different children in turn to find the right one to put them back e.g. “David you find the number five”. Children take turns in selecting the numerals when asked and join in with the 10 brown teddies song.</p>	<p>Cut out teddies with 0-10 written on them, washing line, pegs.</p>	<p>Signs / words One, two.....ten, number.</p>	<p>Child selects the teddy with the correct numeral from 0-10 when asked.</p>
<p>Pupil to recognise that the number of objects in a set is not affected by their size or position.</p>	<p>Building towers of bricks. Teacher demonstrates building a tower with e.g 6 bricks, counting as they build. They then knock down the tower and ask the children “How many bricks on the table?” counting them together when they are wrong, rebuilding the tower, explaining “Six bricks in the tower and six bricks on the table” etc.</p>	<p>Wooden bricks.</p>	<p>One, two..... Same, more, less.</p>	<p>Child counts the bricks as they build a tower, knocks down the tower and gives the correct number of bricks on the table without counting them.</p>

	Children take turns to build towers, count the bricks, knock them down and say how many bricks.			
Pupil to combine two small sets and count the total with adult prompts.	<p>Ladybird Games</p> <p>Teacher works with one child to demonstrate – they each go off to find the ladybirds spots that have been hidden around the room. They sit together and count how many spots each of them found. Teacher asks “How many have we altogether?” They put the groups of spots next to each other, count them together then stick them on the ladybird.</p> <p>Children work in pairs / with an adult as above.</p>	Laminated ladybirds with spots to Velcro on.	Signs / words Count, How many? How many altogether?	Child counts two small sets of spots, places the sets together and counts them with adult prompts.
Pupil to take away a number of objects from a set and count the remainder with adult prompts.	<p>Fruit / snacks</p> <p>Snacks are placed on a plate / fruit cut into small pieces. The group count together to see how many snacks / pieces there are. The teacher then tells a child to “Take away 3 and tell us how many are left” etc. Children take turns to take away and eat the snacks / fruit and count the remainder.</p>	Snacks- mini Cheddars, Jelly Babies, pieces of apple / banana.	Signs / words One, two....ten. How many, take away.	Child counts how many pieces of snack are on the plate, takes away a given amount and counts the remaining snacks with verbal prompting.
Pupil to begin to use ordinal numbers eg 1 st 2 nd 3 rd .	<p>Simple Races</p> <p>Teacher demonstrates carrying out an activity as quickly as they can e.g. threading beads onto a string / spooning teddy counters from one pot to another with a teaspoon / building a tower of 8 bricks. Two and then three children race to see who will finish</p>	Beads, strings, dishes. Dishes, bear counters and teaspoons. Bricks.	Signs / words First, second, third.	Child uses the vocabulary “First, second, third” to describe the order in which 3 children completed a task with some verbal prompting.

	"First, second and third" with teacher initially modelling the vocabulary.			
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Number Key Stage 1

Number system 1

Sumret Level 9

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>To sequence numerals 0 – 10.</p>	<p>10 Number line – 10 Brown Teddies Adult demonstrates pegging up cut out teddies in order, describing what they are doing as they go i.e. “I start with zero, then what is next – one, then two..” Sing Ten Brown Teddies sitting on a wall (As in 10 green bottles) Children join in sequencing the teddies to repeat the rhyme.</p>	<p>Cut out teddies with numerals 0-10 written on them. Washing line and pegs.</p>	<p>Signs / words Order, first, next, zero, one, two, three....</p>	<p>Child pegs the teddy numerals from 0-10 on the washing line in order.</p>
<p>To begin to record numbers to 10.</p>	<p>Tactile numerals. Boxes have 1, 2, 3, 4, or 5 counters placed inside. Adult demonstrates choosing a box, opening it and counting how many counters there are inside. They then select the corresponding sand paper numeral and trace over it with their finger several times before writing the number on a magic writing board. Child then has a turn to choose a box, count its contents, find the correct tactile numeral, trace over it and attempt to write number on magic writing board.</p>	<p>Set of boxes with lids e.g. margarine tubs, counters, Tactile numerals e.g. cut from sand paper. Magic writing board (magnetic)</p>	<p>Signs, words, symbols; Count, how many, one, two, three,...</p>	<p>Child traces over tactile numerals and attempts to write the numeral on the magic writing board.</p>
<p>To begin to use the vocabulary “add” and “take away” in practical situations.</p>	<p>Playdough Adult works with children to make a set of e.g. 8 sausages with playdough. The sausages are then placed on a plate together and are counted. Adult leads the group to add and take away sausages counting the set of sausages each time e.g. “We have 8 sausages, Michael take away 2 for your dinner, how many will that leave / Tim add to more sausages, how many now?”</p>	<p>Playdough, plate.</p>	<p>Signs, words, symbols; How many, count, add, take away.</p>	<p>Child joins in with an adult using the vocabulary ‘add’ and ‘take away’ as they add to and take away sausages from a set.</p>

Subject Measurement and Geometry Key Stage 1

Key Stage1 Measurement

Length

Sumret level 4

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
To explore objects with marked difference in overall size.	Big & Little Toys Child takes an item out of the box e.g. a large car. The teacher describes it "A big car" and takes out a similar object in a contrasting size e.g. a small car and presents it to the child saying "A little car". Child and adult continue exploring the contents of the box together.	Box of toys containing a big and little one of each type with a marked sized difference - dolls, cars, books, balls etc.	Children are not expected to respond to specific vocabulary, although teacher can model vocabulary – big, little.	Child works with an adult to experience toys that have a marked contrast in size.
To experience working with an adult to explore the length of a range of objects.	Beads Teacher demonstrates choosing a length of washing line, threading beads onto it and describing it as long or short. Children choose pieces of washing line and work with the teacher to thread beads onto it.	Chunky beads, plastic coated washing line in long and short lengths.	Children are not expected to respond to specific vocabulary, although teacher can model vocabulary – long, short.	Child works with an adult to experience threading beads onto a long and a short length of washing line.

Strand Shape, Space and Measure (KS1)

Unit 1 Length, size and height

Sumret Scale 5

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>To select big and little objects on request.</p>	<p>Dressing dolls As a group sort out all of the clothes into baby grows, socks, cardigans, dresses, pants etc. Adult to demonstrate choosing e.g. a big doll and finding the big clothes to dress it in i.e. "I need big pants for this doll. Where are the big pants"? Teacher to instruct each child to get a big / little item of clothing i.e. "You get big socks and you get little socks. Now you get big pants and you get little pants". Encourage children to find the correct doll and dress it. Can do the same using accessories – potty, bottle, spoon etc.</p>	<p>Large and small dolls and sets of appropriately sized clothes.</p>	<p>Signs, symbols, words; Big / little</p>	<p>Child selects a big or little item of dolls clothing when teacher asks.</p>

Subject; Shape, Space and Measure (Key Stage1)

Unit Length, size and height

Sumret Scale 6

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>To select bigger and smaller of two objects where the difference is not great.</p>	<p>Goldilocks and the 3 bears. Teacher to explain that they are only thinking about Daddy Bear and Mummy Bear (baby bear is on a school trip!) Teacher demonstrates sorting out the objects, giving the 'bigger' ones to Daddy Bear and the 'smaller' ones to Mummy Bear. Teacher gives the children instructions e.g. "Get the chairs, give the bigger one to Daddy Bear and the smaller one to Mummy Bear. Repeat the activity using Baby Bear and Mummy Bear.</p>	<p>Large, medium & small – bears, chairs, tables, beds, bowls, spoons. Or commercial 3 bears game.</p>	<p>Signs, symbols, words; Big, small, bigger, smaller.</p>	<p>Child selects the bigger of 2 objects in response to a request such as- "Give the big chair to Daddy Bear".</p>

Strand; Statistics and Probability

Statistics KS1

Problem solving

Sumret Level 4

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
To indicate 'the same' object/picture as one shown	Picture lotto game. Using a picture lotto game that uses a baseboard with a small number of pictures (up to 6). The teacher holds up a picture card and the pupil is asked to point to or match it to the picture on his/her board. The teacher labels the pictures as 'the same'.	Picture lotto game.	Signs, symbols or words: The same. Same as.	The pupil will indicate the picture on their picture board when shown a picture card by the teacher and asked 'which is the same?'
To demonstrate an understanding of cause and effect through interacting with objects in the environment.	Welcome/circle time Before welcome/circle time the right number of chairs have been placed for all the pupils and adults in the group. However, one pupil is absent that day and the chair is left empty. The pupil is asked why the chair is vacant and respond by identifying that someone is not there. The chair is then removed from the group.	Chairs for circle time.	Signs, symbols or words: 'Why has this happened?'	The pupil is aware that there are too many chairs in the group because someone is absent; therefore one chair needs to be removed.
To complete a sequence of actions/activities that creates a pattern.	Dance/movement. During a dance/movement session the pupil is asked to move to different sounds in order to create a sequence of movement e.g. walk, run, stop.	Music or instruments	Signs, symbols or words: Actions. Sequence Pattern	The pupil is able to perform the actions/activities to the musical cue and create a sequence of actions.

Statistics KS1

Probability

Sumret level 5

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
To select an object/picture from a small set and find another to match it.	<p>Snap/Pairs cards The teacher places a set of cards face up on the table. The pupil picks a card and is asked to find another one to match it. This activity may be performed as a game for a small group of pupils.</p> <p>NB For both KSs sets of varied tactile objects e.g. two cars, two balls, two cups etc. may be used with visually impaired pupils.</p>	<p>Snap/Pairs cards</p> <p>Various pairs of objects</p>	<p>Signs, symbols or words: Match Same as different</p>	The pupil selects a picture card and when asked to find one more to match they pick one the same.
To group or sort sets of objects for a single attribute i.e. colour, size, shape or function	<p>Sorting different sized balls. Following a P.E session using a variety of different sized balls the pupil is asked to place the balls into specific containers/areas e.g. small balls into a basket, big balls into a tub/box, large (physio) balls into the P.E. cupboard.</p>	<p>Balls of three different sizes e.g. tennis balls, footballs, physio. balls.</p>	<p>Signs, symbols or words: Sort Same</p> <p>Sort Same size</p>	The pupil places all the balls in the correct storage containers/areas – small balls in the basket, big balls in the tub/box, large balls in the P.E. cupboard.
To solve simple problems of quantity by making a small number of sets equal in size.	<p>Lotto game using counters. During a small group game of lotto (base board of 3 items), the teacher gives three counters to some pupils and only two to the others. The pupil is asked to make sure that each pupil has the same number of counters in order to play the game.</p>	<p>Lotto game and counters (NB base boards of three pictures/colours /shapes may need to be produced)</p>	<p>Signs, symbols or words: One two three Same One more</p>	The pupil gives another (one more) counter to those pupils who only have two counters. Therefore each pupil has three counters in order to play the game.

Statistics Key Stage 1

Probability

Sumret level 6

Teaching Objectives	Suggested Experiences and Activities	Resources	Vocabulary	Indicative Assessment Outcome
<p>To sort objects randomly into a group from one larger group and identify/name the criteria chosen.</p>	<p>Mini sorting sets. The teacher places the sorting set on the table and asks the pupil to make a group that are the same. The pupil may choose to sort them by colour or type. When asked they can label their choice.</p>	<p>Mini sorting sets e.g. mini motors.</p>	<p><i>Signs, symbols or words:</i> Sort Group Same Colour names Item name e.g. boat/car etc.</p>	<p>The pupil places the mini items into a pile choosing to group them by colour or type. They communicate that the items are all red/blue or all boats/ cars etc.</p>
<p>To copy a simple pattern/sequence of two elements using one criterion e.g. colour, shape, rhythm</p>	<p>Pegboards. The teacher models a simple repeating pattern using two coloured pegs in a pegboard e.g. red, blue, red, blue. The pupil copies the pattern by placing the same coloured pegs in the row below the one modelled.</p>	<p>Pegboard and coloured pegs.</p>	<p><i>Signs, symbols or words:</i> Copy Pattern Colour</p>	<p>The pupil copies the pattern of two coloured pegs that has been modelled for them by the teacher.</p>
<p>To recognise a sequence/pattern in a familiar situation and use objects or items to respond appropriately.</p>	<p>Object/symbol timetable. The pupil can follow the object/symbol timetable of daily activities by moving to the correct areas in the classroom/school and finding a related object for each activity e.g. move to the carpet for circle time and find their chair, to the work bay for the work session and find their work tray/book etc.7</p>	<p>Object/symbol timetable. Classroom areas/items.</p>	<p><i>Signs, symbols or words:</i> 'What now?'</p>	<p>The pupil recognises what is next on the object/symbol timetable and is able to move to the correct area in the classroom/ school and find appropriate items to be used for that activity.</p>

Subject; Science

These Scheme of Work examples are taken from EQUALS an English special school organisation They are similar examples of guidance given to the Thai For further information contact **T:** +44 191 272 1222 | **E:** admin@equalsoffice.co.uk

The importance of science to pupils with learning difficulties

Learning science gives all pupils the opportunity to think and learn, and develop an interest in, and curiosity about, the world around them through exploratory and investigative experiences and activities.

In particular, science offers pupils with learning difficulties opportunities to:

- develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- join in practical activities that link to ideas, for example, doing and thinking
- use their senses to explore and investigate
- develop an understanding of cause and effect.

In response to these opportunities, pupils can make progress in science by:

- experiencing that personal actions have consequences, leading to the seeking of explanations, and an understanding of the links between causes and effects
- increasing the breadth and depth of their experience, knowledge and understanding
- linking and applying scientific knowledge and understanding to everyday life, for example, to cooking, to their own health, in the use of materials for functional purposes
- investigating the familiar, and later developing a broader environmental and technological perspective
- developing an understanding of the more abstract as well as the concrete and practical
- moving from description to explanation of events and phenomena.

Strand; Biological Science

Animals, including humans 2

Unit title: Health and growth (KS1)

ABOUT THE UNIT

Through this unit pupils will:

- experience and learn about the conditions needed for life to develop and change

VOCABULARY

Pupils will hear and may use:

live, die, baby, adult, people, children, young, old, sense, breathe, eat, drink, fruit, vegetables, snack foods, staple foods, exercise, running, dancing, swimming, football, healthy, fit, active, unhealthy, ill, sick, pain, safe, look after yourself.

RESOURCES

Secondary sources e.g. videos of people and animals with their young, people who experience famine or drought.

Puppets and representations of people and animals with their young.

Photos of themselves and classroom adults in different stages of life.

Posters of food types and variety of food groups.

Posters of medicines / tablets and safety information.

Sport information.

Massage oils / creams.

A range of food and drink for tasting e.g. those with a similar taste.

EXPECTATIONS

At the end of this unit

All pupils will: have tasted (where appropriate) different tastes, experienced movement of their body and participated in some physical activities. They will have experienced people and / or animals with their young.

Most pupils will: have experienced and learned that people and animals change as they grow and that the young children are called babies. They will know that they have to drink, eat, exercise and rest to stay healthy. They will know that when people are ill they may have to take medicines to get better. They will know that it is not safe to take medicines or drink unknown things from bottles unless an adult gives them out. They will know several forms of exercise and participate in them to the best of their ability.

A few pupils will: have learned that babies have different needs from children and adults. They will know that adults can have babies and that animals also have young. They will know that we eat a balance of foods to stay healthy and that exercise is good for you. They will know how to explain if they have a problem or are ill.

<p>Science</p> <p style="text-align: center;">Animals, including humans 2 Unit title: Health and growth (KS1)</p>			
<p>Scientific enquiry : this unit permeates all units and reference to it is within each subsequent unit. In all units in scientific enquiry pupils will - predict the results of simple investigations - obtain and present evidence - consider evidence and evaluate</p>			
LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>Pupils should experience, explore and investigate, record and communicate what they discover and learn about.</p> <p>The movement and growth of all living things</p>	<p>Experience a range of movement e.g. walking, swimming in the pool, rolling in a blanket, stretching during physiotherapy, massage. Look at photos or video footage of themselves and familiar people as babies.</p> <p>As above and join in activities that encourage movement in different planes e.g. reaching up high, crouching low, spreading self wide on the floor.</p> <p>Use photos (of themselves), pictures and video to make a pictogram / list of activities associated with babies e.g. crawl, chew, cry, use drinking bottles. Compare to the things pupils like to do now.</p> <p>Look at photos, puppets, pictures of animals. Make a comparison poster of changes since they have grown up e.g. mobility, communication, choice, likes / dislikes,</p>	<ul style="list-style-type: none"> • encounter and become aware of moving and being moved • purposefully move the body or respond to being moved • show an interest in themselves as babies • move the body in a variety of ways • identify some differences between themselves and babies • recognise and identify some common animals • name differences between children and babies • recognise themselves as babies • recognise and name some animals and their young 	<p>All pupils can engage in physical activity, but a solid understanding of what makes a person feel comfortable or uncomfortable is essential, specifically when working with pupils who have physical disabilities or physical impairments. Liaise with parents and health professionals if you are unsure about any aspect of a pupil's care or needs.</p>

	<p>friends. Take recent photos and compare with photos as babies. Record changes on a chart. Use secondary sources to find out about animals and their young. Match pictures of baby to adult.</p>		<p>Adult to introduce key words e.g. stretch, move, grow.</p> <p>Adult to point out and label young animals with their parents.</p>
<p>The necessity for all living things to eat and drink in order to stay alive</p>	<p>Experience different tastes and textures / temperatures / consistencies through a range of food and drink e.g. sweet, savoury, salty, sour, warm, cold, thick, runny.</p> <p>As above and explore first hand a plant that has been given no water or food.</p> <p>As above and sort foods into pupils' likes and dislikes. Make a class bar chart using pictures / photos / words.</p> <p>Use salt dough to model favourite breakfast food, paint and display on a paper plate.</p> <p>Look at plants (as above). Discuss methods of reviving limp cress seedlings using previous knowledge. Observe and record results. Take photos. Make a chart of likes and dislikes and sort food into categories e.g. salty foods / sweet foods. Watch a video about water and food shortages around the world. Talk about hunger and thirst and how this feels. Investigate water e.g. tap water, flavoured spring water, sparkling or still water, communicate preferences and record.</p>	<ul style="list-style-type: none"> • encounter and be aware of tasting foods and liquids using all available senses • independently taste and respond to a range of foods and demonstrate preferences • know you must eat and drink to stay alive • know that there are different types of food and drink and that you must eat and drink to stay alive 	<p>Pupils may have allergies to some foods. Ensure that you know about sensitivities before embarking on tasting activities.</p> <p>When tasting drinks, be aware of how well pupils can control fluid in their mouths. They may not swallow well causing aspiration of fluid into the lungs – a major cause of chest infections.</p> <p>Pupils who are fed through a tube may participate in smelling foods or having a tiny amount of food put on the lips assuming parental consent.</p>

<p>The necessity for all living things to rest and take exercise in order to stay healthy</p>	<p>Experience movement and rest as a pattern during physical activities e.g. music and movement, TacPac Activities, physiotherapy, leisure time.</p> <p>Experience a range of stimulating physical activities contrasted with periods of rest e.g. use of wheel chair – accessible playground equipment, go for a walk on a windy day, move for a purpose such as reach for a chocolate sweet and then rest. Play physical group games e.g. parachute game then rest or engage in leisure activities.</p> <p>Undertake energetic activities for 10 minutes and talk about how this affects the body. Take photos of different states to aid comparison. Make a timetable of activity during the day e.g. running about at playtime, sitting still for story time.</p> <p>As above. Take part in relaxation activities including simple visualisation journeys. Experience calm and quiet. Discuss the experience with others.</p>	<ul style="list-style-type: none"> • encounter activity and rest • respond to active and restful periods • know the difference between being active and at rest • know that we need to rest and to be active in order to be healthy • know that people move in different ways at different times and that after physical activity you need to rest. 	<p>NOTE</p> <p>Video players, microwaves, televisions and food mixers require a 30amp switch box controller to operate.</p> <p>Make sure that pupils can undertake strenuous activities by confirming that they do not have medical conditions that preclude them from taking part.</p> <p>Adult to use key words e.g. 'rest', 'move', 'go' and large symbols to anticipate the next activity.</p> <p>They may decide to run for 10 minutes at the beginning of each day to see how this affects them as a group. Does it help them to work more effectively?</p>
<p>Reproduction in humans and other animals</p>	<p>Experience young people and young animals in realistic settings using all available senses. Visit local day nursery or the nursery class in school, local farms. Experience</p>		

	<p>young animals first-hand and close to their parents. Help to hold and care for a baby with help or a very realistic doll!</p> <p>As above. Look at and handle babies and young animals with their parents in realistic settings. Collect frogspawn from a local pond and look after it in the classroom.</p> <p>Explore babies and young animals as above. Take photos and use secondary sources to find out about babies, people and animals with young. Compare young and adult animals e.g. chick is yellow, fluffy, small and has orange legs – adult is brown, big, comb on head, big feet, makes a different noise. Make descriptive sentences and match to pictures.</p> <p>Refer to previous work on themselves as babies. Use photos of then and now to list differences and compare with parents e.g. ‘babies can’t do jigsaw puzzles but I can’, ‘Mum can drive the car but I can’t’. Consider the similarities of baby animals e.g. dependence on adults for food, unaware of dangers, somewhere warm to sleep, may not be ready to be alone. Listen to and read stories where young animals are forced to look after themselves without their parents e.g. ‘The First Snow’, ‘Lion King’, ‘Bambi’. Discuss and use secondary sources to find out about the origins of baby animals and people.</p>	<ul style="list-style-type: none"> • encounter and be aware of babies and young animals • show attention and respond to babies and young animals • identify differences between young animals and people, themselves and adults • identify and name different needs of young animals and young people. 	<p>Frogspawn may be collected and stored in a tank but should be returned to collection point.</p> <p>Pupils learn how to respond to animals e.g. not pulling their fur or making loud noises near to them.</p>
<p>The necessity for humans to have a varied diet in order to maintain good health</p>	<p>Experience and show preferences for a variety of foods. Using all available senses cook healthy snacks to sell at break time or for own enjoyment.</p>		

<p>Staying healthy</p>	<p>Explore a range of foods and contrasting healthy alternatives e.g. creamy sauces / vegetable soups, sugar free / ordinary jelly, Smash / mashed potato. Use symbols, pictures, drawings or model plates of favourite foods. Compare their choices with their peers.</p> <p>Explore foods and try to name them. Sort into main categories e.g. vegetable, fruit, meat, potatoes. Keep a food diary for the day and try to say if the food was healthy. Find out what is for school dinner and discuss if it is a healthy meal.</p> <p>Conduct a survey of favourite snacks and include adults. Consider the evidence and reach conclusions with help, about whether healthy or not. Investigate the drinks people like. How much water is contained in each type of drink? Find out how much water we need to drink per day. Make a model or chart to represent this information.</p> <p>Experience a visit from the school doctor or nurse. Take temperature, pulse. Experience simple medical instruments e.g. stethoscope.</p> <p>Role play doctor, nurse and patient. Experience adults being 'poorly' and giving medicine. Explore and use fake medicine and tablets in genuine bottles and packets.</p> <p>Talk about feeling poorly and share experiences as a group. Watch a video about going to the doctor, the</p>	<ul style="list-style-type: none"> • encounter and show an awareness of different tastes. React to strong likes and dislikes. • Independently explore a range of foods and show clear preferences • Identify preferred foods and those which are healthy • Know that a balanced diet is necessary for good health <ul style="list-style-type: none"> • encounter and show awareness of health checks taking place • communicate in order to get basic needs met e.g. hunger, comfort 	<p>Always have enough variety for them to remain interested in the activities. If they particularly like chocolate, try e.g. carob, white, dark, cooking and drinking chocolate.</p> <p>Encourage pupils to show preferences and to request 'more' using a preferred method of communication.</p> <p>Pupils learn that a mixture of different foods keeps us healthy and that a few treats are good for us.</p> <p>Pupils learn that eating well helps us grow and that we need food to make our bodies strong and healthy.</p> <p>Encourage the use of preferred methods of communication in context to ask for help when something is genuinely wrong.</p>
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	<p>dentist or the hospital. Look at medicine packets and role play medical scenes as above.</p> <p>Explore medicine bottles, blister packs e.g. vitamins, cough lozenges, plasters, old asthma inhalers. Discuss safe places to keep medicines and why. Make safety posters and booklets to inform other pupils about who will help them when they are ill.</p>	<ul style="list-style-type: none"> • respond to and take an interest in times associated with a health check • know that medicines are sometimes given by the doctor when you are ill • recognise typical medicine packaging • know medicine should be stored safely. It is not to be taken without permission • 	<p>Teach about dangers of medicines (see below).</p> <p>Pupils learn they should never take a medicine unless an adult gives it to them.</p>
<p>Keeping fit</p>	<p>Experience a series of movements designed by a physiotherapist or part of a movement programme to extend and work all available limbs and the whole body.</p> <p>Explore a range of physically demanding activities e.g. wheelchair dancing, ball skills, rolling on a large physio ball, in a ball pool, swinging in a hammock, going for a walk. Use objects of reference or photos / symbols to make choices.</p> <p>Participate in a range of physical activities during PE sessions and play. Include fast movements, balancing movements, using objects e.g. balls, ribbons on sticks, slides.</p> <p>Make a poster of favourite sports.</p> <p>With help, plan and set up a lunchtime club to pursue a chosen sport. Invite sports people to visit and join in e.g. from a local cricket, basketball or gymnastic team.</p> <p>Participate in sporting activities both inside and outside school. Take photos and share with the group.</p>	<ul style="list-style-type: none"> • encounter and begin to respond to movement. Anticipate routines. • Show a preference for a particular physical activity • Participate in and show enjoyment of physical activity • Identify a range of sports and give reasons for a favourite activity. 	

	<p>Make a poster to promote a particular sport. Carry out a survey of popular sports amongst staff and pupils in school.</p>		
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Subject; Social Studies, Religion and Culture

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Strand; Religion Morality and Ethics

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>Learning about and from Ramadan</p>	<p>Ramadan is the ninth month of the Islamic calendar, the month when the first revelations of the Quran were given to Muhammed. It is celebrated by fasting during daylight hours, an act which is obligatory to all Muslims, except those who are ill or infirm.</p> <p>Ramadan is a time for reflection, with self-denial allowing us an opportunity to give thanks for what we</p>	<p>Learners will need to start thinking about Ramadan and planning out their timetable at least a month before. This will give around half a term for the topic,</p>

<p>Learning about and from Eid-al-Fitr</p>	<p>have and to think of others as much as we can. Regular acts of charity are an essential part of the Islamic faith, but Ramadan affords the chance of additional and extra acts of charity.</p> <p>Charity is about those who have, giving to those who do not have. It is an important word to use.</p> <p>We can personalise the spiritual element of this festival by getting the learners to ask key questions. Who can I think of who does not have? What can I give them to help their lives?</p> <p>There are various options that classes and individuals might go for here, but two might be:</p> <ul style="list-style-type: none"> (i) spending time discovering information about the local food bank; visiting local supermarkets who organise such banks; perhaps getting the person in charge to talk to the learners or at least spend time in the classroom; donating some pocket money on a weekly basis so that the whole class can put items in the food bank; shopping for these items. If your school is near to a mosque, get in touch with the Imam to work with you. At least one visit to the mosque would be excellent. If not, national organisations such as the Salvation Army might be useful to contact. You might even persuade them to come in and play at the school! (ii) adopting a local, national (or even international charity such as Oxfam etc) 	<p>but this may not be at the beginning if the half term, as Islamic months are based on the lunar cycle and therefore change every year.</p> <p>The concept of an Oxfam or Save the Children type charity would be especially relevant if there is an international crisis of some sort which is currently hitting the news. Unfortunately, there usually is!!</p>
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to help in any way that you can;
organising sponsored walks/runs around
the playground; trampoline bounces
(count the number); cake sales etc, etc.

As a general point, it is important that individual learners see and understand that they are personally giving – their (pocket) money, their time and energy (walking around the playground), the proceeds from cake sales. **This should not be tokenistic with parents or school staff doing all the work.** There will of course be some learners, especially those working at the lower reaches of the SLD spectrum (P4 for example) who may not be able to understand this concept, but those on P5 and above should have some understanding that can be worked on. More able learners, those on P7 and above for example, may be able to understand the concept of giving up (as in fasting) in order to fund their charitable acts. This may be giving up chocolate, fizzy drinks, crisps etc during daylight hours and putting the money they would have spent to charitable use.

After the last day of the month of Ramadan, indicating the first day of Shawaal, Muslims celebrate its end with Eid-al-Fitr. Another chance for a great celebration, with LOTS of food and drink!

Time also to reflect on everything that has been given (and possibly given up) during Ramadan with a special whole school celebratory assembly where individual

	learners can have their charitable achievements recognised and quietly praised.	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
Learning about and from Holi	<p>Holi is a Hindu festival that celebrates the defeat of both Holika, and her equally evil brother Hiranyakashipu, by Vishnu and Prahlada (Hiranyakashipu's son). In many Hindu communities it is a night and day festival that begins with the bonfire of Holika Dahan (Holika was killed in a fire) with the next day being taken over by the Rangwali Holi, which is the festival of colours. Holi occurs in the Hindu calendar month of Phalgun, around the end of February to the middle of March.</p> <p>Holi signifies the arrival of spring, the end of winter, but it also celebrates the victory of good over evil, and is for many a festive day to meet others, play and laugh, forget and forgive, and repair broken relationships.</p> <p>We can personalise the spiritual element of this festival by getting the learners to ask key questions. What 'good' can I do for someone else to help them? This might be a simple cleaning of someone's car or doing their shopping for them and it is best if general classroom discussions can determine what these acts of kindness might be. Learners may spend some time asking people around the school if there might be something they would like done and this could extend out to the community around the school.</p>	<p>It is recognised that this might not be feasible for all learners but this might be particularly appropriate for older (secondary age) learners, and especially for VI formers.</p>

	<p>This might develop into a revival of 'bob-a-job week' where scouts and girl guides used to do a job for someone and earn a bob (5p) for doing it. The bob was given to charity, and even though the amounts earned may well be small, this is not the point. This could be a real opportunity to raise the profile of those with learning difficulties in their local communities, and is certainly a way of meeting new people and spreading cheer.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>Learning about and from Remembrance Day</p>	<p>Although this is a day particular to the UK and both the current and former Commonwealth countries, versions of this day, when the nation remembers it's fallen war dead, are common in many countries.</p> <p>Remembrance Day is held on 11th September as the day the hostilities of the First World War formally ceased. It is marked by the display of red poppies and by the observing of a minute's silence at 11.00 on the 11th September.</p> <p>In 1915, John McCrae (1872-1918) a Canadian physician at that time fighting on the front line in Flanders, wrote <i>In Flanders Fields</i>.</p> <p>In Flanders fields the poppies blow Between the crosses, row on row, That mark our place; and in the sky The larks, still bravely singing, fly Scarce heard amid the guns below.</p>	

	<p>We are the Dead. Short days ago We lived, felt dawn, saw sunset glow, Loved and were loved, and now we lie In Flanders fields.</p> <p>Take up our quarrel with the foe: To you from failing hands we throw The torch; be yours to hold it high. If ye break faith with us who die We shall not sleep, though poppies grow In Flanders fields.</p> <p>Using <i>Call and Response</i> (Park, 2010) we might transcribe this poem so that the new scanning allows as many learners as possible to more fully experience the language and involve themselves in it. The language here is understood in the rhythm and the cadence, with the calling of the lines being as sombre and portentous as you can make it.</p> <p>Caller In Flanders field Responders <i>In Flanders field</i> the poppies blow <i>the poppies blow</i> between the crosses <i>between the crosses</i> row on row <i>row on row</i> (continue.....) that marks our place. And in the sky the larks still bravely singing fly scarce heard amid the guns below.</p> <p>We are the dead.</p>	<p>Those unfamiliar with call and response should refer to Park K (2010). Interactive storytelling: developing inclusive stories for children and adults. Bicester. Speechmark. This is a fantastic resource featuring over 80 scripts of poems, stories and plays for all ages ranging from Winnie the Pooh to Macbeth. There are also LOTS of youtube videos which can be accessed by typing in either Keith Park or call and response.</p> <p>Keith is an excellent teacher and his presentations make for a first class whole school Inset. Contact</p>
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Short days ago we lived
felt dawn
saw sunset glow
loved and were loved
and now we lie in Flanders fields.

Take up our quarrel with the foe:
to you from failing hands
we throw the torch.
Be yours to hold it high
if you break faith
with us who die
we shall not sleep
though poppies grow in Flanders fields.

Call and response improves with repetition and this poem might form the basis around which we celebrate Remembrance Day.

Remembrance Day offers an ideal opportunity to

- i. talk openly about death
- ii. explore what death means
- iii. realise that the permanence of death does not mean that we have to forget those who have died
- iv. do things to actively remember the dead
- v. talk about how we can celebrate their lives.

Poppies help us to remember all the people who have died.

We can personalise the spiritual element of Remembrance Day by getting the learners to ask key questions. Who do I know who has died? Can we

admin
@equalsoffice.co.uk
for a link.

	<p>think of things about them that will help me to remember them?</p> <ul style="list-style-type: none">• Make a list of people who have passed away who the learner will have known.• These could be family members or people (children and staff) at school or perhaps even famous people who were important to our lives or who we've heard others talk about.• Can we obtain photos of the person, stories of how the person touched the lives of our learners?• Can we spend some quiet moments jointly remembering this person and talking about each one for a couple of minutes? This should be a whole class activity done in the round (chairs in a circle but no desks) so that each learner shares the experience of supported remembering.• We can make poppies to remember people we have known who have died.• We can make a collage or a sculpture of these poppies with a photo on each one.• We can display the sculpture/collage in a prominent place in the school.	

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>Learning about and from Bhodi</p>	<p>Bhodi (meaning enlightenment in Sanskrit) signifies Siddhartha's (the Buddha's) journey into enlightenment through meditation, which involved sitting quietly and in stillness under a peepal (fig) tree whilst contemplating the root of suffering and how to free oneself from it.</p> <p>Whilst the journey to enlightenment is complex, the fundamental message is simple – we must do good if we can and avoid doing harm to all and every living thing.</p> <p>Prince Siddhartha was born in Nepal, and it was foretold that he would be either be a great King or a great holy teacher. His father the King wanted him to be a great King and brought the young Prince up so that he saw nothing but beauty and health, and never saw sickness or suffering.</p> <p>One day the prince went outside the palace to see the world for himself and he saw many things he did not understand.</p> <p>Firstly he saw an old man. He asked his servants what this was. "He is old that is all. Everyone gets old, even you my lord". Then he saw a sick man and he asked his servants what this was. "He is sick that is all. Everyone sometimes gets sick, even you my lord". Finally he saw a dead person and he asked his servants what this was. "He has died that is all. Everyone dies eventually, even you my lord".</p> <p>Having always had the very best in life and having always been sheltered from reality, Siddhartha now</p>	<p>Whilst it is often assumed that Bhodi Day is 8th December, this derives from the westernisation of the Japanese word Rohatsu (the 8th day of the 12th month). We could also take Bhodi Day in the Chinese tradition of Laba as occurring in mid January.</p> <p>There are a number of YouTube videos which explain Buddhism in fairly simple terms, though most are long and might challenge the concentration span of most learners so they might need some judicious editing!</p>

realised that bad things can happen to everyone. He didn't know what to do until he saw a holy man who seemed to be able to live amongst suffering and yet not be so affected by it and he realised this was his mission.

He therefore tried to live his life as a very poor holy man, almost killing himself in the process by going without any food or clothing. Clearly this did not work either, for now he suffered as much as when he had been rich and blind – too extreme.

He therefore decided to do nothing but sit under a tree and wait for the answer. This was how he discovered the Middle Way, in which the soul (the mind) is at peace with the body, itself and others. The tree was a Bodhi tree, so his new teaching became known as Buddhism.

- Siddartha was born rich, yet he did not want to be a King
- He tried to be poor and not indulge in any pleasures but still did not find happiness
- Through meditation and through finding calmness, Saddartha discovered the middle way, of not harming any living thing and being kind to others at all times.

We can personalise the spiritual nature of Buddhism by getting the learners to ask key questions.

What does being kind mean? What can I do to be kind to someone I know? What can I do to be kind to someone I don't know?

If happiness may be found in the balance of all things, what are my favourite things?

What do I have too much of?
What do I have too little of?

Things to do!

Always start the session with (at least) 10 minutes of meditation. A candle in a darkened room is an excellent central focus. Seat learners and staff on the floor in a circle around the candle. You can play *Buddhist Chants and Peace Music* from YouTube to aid the meditation process.

Tell the story of Siddartha. Act it out with your learners taking the parts. Make a drama out of a story. Start short – taking maybe 5 minutes to tell the story in the first week, and gradually add more elements into it. The final story might take 20 minutes or so.

Make a collage of a Bhodi tree with photos of all of our favourite things and all the people that we have been kind to superimposed on the leaves of the tree. Talk about this tree at every session. If you're very ambitious, you could make a papier mache tree and hang the photos from its many branches.

Make a book of the Siddartha story and his journey to becoming the Buddha.

What can your learners do to be kind to someone they don't know? Can you be kind to anyone in school? Is there a job you could do for them? Are there people in your community who are worse off than you? Is there something you could do for someone else? Do their shopping; wash their

	windows; cut their grass; weed their garden; take their dog for a walk?	
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Strand; Civics Culture and Living in Society

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To recognise those people who are most important to me (1)</p>	<p>Get some VERY BIG pieces of paper and divide the class into as many small groups as your staffing will allow.</p> <p>Draw concentric circles of people we see, meet, talk to daily, weekly, monthly, yearly. Effectively this may be explained as all the time, sometimes, not very often.</p> <p>These are likely to be family, friends, people who help us and people we help. Who are they? What are their names?</p> <p>You may want to have a think about friendships and school staff since although you may regard the relationship as being a professional one, learners may see it very differently. The reality is that in the very best schools, staff are the friends of learners; they may well be their VERY BEST friends and they may well be their ONLY friends. Those with SLD are likely to have paid friends for all of their lives and this may be better than having no friends at all.</p> <p>This does not mean to imply that you are friends with learners because your paid to do it (the relationship could be quite distant and cold) but it is a reality that most school friendships between staff and learners do not continue once one or other of the friends have left school. Further, this is something that is likely to apply for all of their lives.</p> <p>This is not necessarily a bad thing – how many friends do you still have from your school days that you see regularly? Life moves on!</p>	<p>This part of the topic will need some preparation!!</p> <p>Obtain (preferably digital) photographs of</p> <ul style="list-style-type: none"> (i) all members of each learner’s family (ii) all bus drivers and escorts (iii) staff from after school clubs, respite etc. <p>You will need to make LOTS of paper copies.</p>

<p>To recognise those people who are most important to me (2)</p>	<p>On a large wall display, cut out a circle and put photographs of the learner(s) in the middle of the display.</p> <p>Put photographs of people who help us within the school.</p> <p>Place the photographs around the pupils in the display to show that they help the pupils.</p> <p>Invite the bus driver/bus escort into school. Take a photograph of the driver and escort and stick on the front of a shoebox. Explain to the bus/driver escort that we are going to look at their favourite things and place them (or photos of them) in the shoe box.</p> <p>Ask the bus driver /escort to come in several times to explore the box with the pupils.</p> <p>Match things that are liked by the driver and objects liked by the escort to their boxes.</p> <p>Match things liked by any learners to those liked by drivers or escorts</p>	<p>Visit the local shoe shop(s) to beg used shoe boxes from them. You will need lots.</p>
<p>To find out more about those people who are important to me (1)</p>	<p>Ask local community police officer to come in and give a talk to the pupils to explain the type of work that he/she does.</p> <p>Allow learners to feel helmet, handcuffs, and truncheon.</p> <p>Explain to the police officer that we are going to look at their favourite things and place them (or photos of them) in the shoe box. This could also be objects (or photos) related to his/her job.</p> <p>Take lots of photographs of the learners with the police officer.</p> <p>Take a photograph of the police officer and stick his/her photograph on the front of a shoebox.</p> <p>Place the photographs of the learners in the box and objects that the policeman has brought.</p> <p>Allow time for the learners to experience the shoebox several times back in class.</p>	<p>Have numerous symbols of drivers, doctors, nurses, police, firefighters.</p> <p>Practice signing these jobs.</p>
<p>To meet and greet people in an appropriate manner.</p>	<p>All of these meetings are opportunities for all learners to practice their meet and greet skills.</p> <ol style="list-style-type: none"> 1. Learners should therefore have a set script which might consist of 2. Taking the initiative to step forward to the person 3. Use a phrase such as <i>'Good day. My name is What's your name?'</i> 4. Encourage learners to use a personalised signing name to go with their spoken name. <p>This will also bring up the whole issue of signing and give those learners who are adept</p>	<p>This issue is discussed at some length in Equals My Communication scheme of work.</p> <p>The idea of using <i>'Good day'</i> as the greeting of choice is to overcome the</p>

	<p>at signing a chance to show off their skills! We can also be involved in working out a signing name for the visitor.</p> <ol style="list-style-type: none"> 5. Wait for the visitor to say their name 6. Reply with 'Pleased to meet you' 7. Shake the person's hand 8. Move away or sit down to allow the next learner to come forward. 	<p>problem of morning and afternoon. We really do need to concentrate on the efficacy of the greeting rather than correcting the greeting!</p>
<p>To find out more about those people who are important to me (2)</p>	<p>Repeat the operation of getting to know people through their personalized shoe boxes with any employees whose jobs might be mentioned by any the learners, but especially firefighters, ambulance drivers, doctors and nurses from the local hospital, staff from the local supermarket etc.</p>	
<p>To find out more about those people who are important to me (3)</p>	<p>Look at supermarkets, hotels, foodchains such as MacDonaldis (link in to careers, education, community depts of big corporations) leisure centres, cinemas.</p> <p>We probably can't expect them to come in for multiple sessions, but can we encourage employees to come in and spend a single session?</p>	
<p>To find out more about those people who are important to me (4)</p>	<p>Match like objects with the fire officer and police officer and everybody else who has come in.</p> <p>Make a circular wall display of your town/village/area with the school in the centre, and add where the people who help us are based within the area.</p> <p>Attach a class photograph of the pupils and then place a photograph of the school in front of it to show where the pupils are based.</p>	
<p>To find out more about those people who are important to me (5)</p>	<p>Who works and what jobs do they do. Start with school. How does this effect us? Look at jobs outside of school, what do they do and how does this effect us.</p> <p>People we need to help us sometimes and the circumstances we might need them for such as emergency services and health. Doctors, vets, optician, physio, OT if not already included in the people you see in school.</p>	
<p>To find out more about the jobs that people do</p>	<p>People in the community who help us all. Pick some jobs to have a look at such as shop assistant, café worker, farmworker, factory worker, depending on the community they live in. Can you</p>	<p>This might need to be individually or perhaps small group supported, but</p>

	<p>arrange for a morning for learners to shadow and try the work (even if it's only for 5 minutes). Talk to parents about talking to their own bosses.</p>	<p>it doesn't just have to be for VI Formers to do. Much younger learners could try this for short periods if well supported.</p>
<p>To find out more about the jobs that people do (2)</p>	<p>Are there any famous people working in the area – check football stadia, or theatres, or perhaps someone famous was born in the area.</p> <p>Ideally, will this person spend an hour meeting the learners in your school?</p> <p>If you don't get to meet them, can you research their lives, find out where they were born or lived as children, where they went to school etc.</p>	
<p>To explore how relationships have a two-way working basis</p>	<p>Having explored how people help us, how can we help other people?</p> <p>And who can we help, by for example, picking up rubbish in the local park?</p> <p>How can we help in school, by for example, carrying a bag for a pupil who can't do it, washing a cup, putting our rubbish in the bin; how can we help at home.</p> <p>Learners could work on a variation of 'bob-a-job-week' which was fashionable in the 20th century and used to be a regular annual event for groups such as the Scouts and Girl Guides. Essentially a learner, or a small group of learners, would offer to complete a small task for people in the school, or people in the local community, in exchange for a very small token of money (perhaps 10p or 20p). The money would be put to some particular charity, again, perhaps, to benefit the local community. Jobs such as washing cars, sweeping driveways, collecting small shopping items from the local supermarket, cleaning downstairs windows, taking dogs for a walk, could with varying degrees of support, be completed without too much anxt.</p>	<p>The local community can be prepared for such an event with flyers printed out fairly cheaply and posted through letter boxes and/or explained to people on doorsteps.</p>
<p>To explore ways of helping other people.</p>	<p>Are there other ways we can help those less fortunate than ourselves such as a fundraising, food banks, collecting items of food for the homeless, children in need, comic relief etc.</p> <p>This could be a year-long project and a topic in its own right.</p>	
<p>To look at the way other people are</p>	<p>Can we think of the way other people are different from us?</p>	

different to us and the same as us.	<p>Different in age, in gender, about which class they're in. Can we take their photographs and make a classification of them. All the boys in the school and all the girls for examples.</p> <p>Are there other differences such as ethnicity, religion, colour, creed. How are they different and how perhaps even more importantly how are they the same.</p>	
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Strand; Economics

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To know what plants are and what animals are.</p>	<p>Visit a big garden or wild area in your locale for two weeks running and go through the process of classifying plants (week one) and animals (week two). Remember that insects are also animals, so look for worms, ants, spiders etc to photograph and observe. Take photographs of plants, trees, grasses, flowers, shrubs one week and animals the next.</p> <p>Back in the classroom note the obvious differences:</p> <ul style="list-style-type: none"> • Plants grow in the ground or in water • Plants stay where they are and do not move • Animals move • Animals eat and drink 	<p>Most of this section can be linked to the Water Topic.</p> <p>Because of the potential for digital photography, it may be beneficial to complete the Digital Photography Topic before engaging in this one.</p>

	<ul style="list-style-type: none"> Animals have senses, in that they smell, touch, taste, hear, and see. Although this is not strictly true for all animals the general principle is sound and exceptions can be explained as you come across them. <p>Play 'animal or vegetable' on a lotto board, or in teams for points with images flashed upon the screen.</p> <p>If ability levels allow sub-classify into trees, shrubs, flowers, birds, animals, insects, reptiles etc.</p> <p>If possible, visit local pond for frogs mating, frog spawn, hatching chicken kits and live butterfly hatching kits.</p> <p>Those close enough to zoos or wildlife parks could also visit on a regular basis over the year.</p>	
<p>To know that plants need water to live and food to thrive.</p>	<p>Grow mustard and cress and separate some that are left unwatered. Make comparisons over time to draw the conclusion that all living things need water. Give responsibility to two learners to do the watering.</p> <p>Grow indoor planting salad leaves, strawberry plants, early potatoes, carrots from seed. Grow garden plants from seed and plug. Keep some just watered and feed some regularly with a standard liquid plant feed. Make comparisons over time to draw the conclusion that all living things thrive on food and water.</p> <p>Grow indoor plants and then put a couple in a fridge. Keep watering the ones in the fridge. After a week try and resuscitate these plants by leaving in the warmth. Make comparisons over time to draw the conclusion that plants need warmth and light to grow and thrive.</p> <p>Grow indoor plants and then put a couple in a dark cupboard. Keep watering them. Make comparisons over time to draw the conclusion that plants need light to grow and thrive.</p> <p>Visit orchards in the spring and a couple of times later in the year to see the change and the growth.</p> <p>If possible visit an apiary to see flowers and bees.</p> <p>Grow bulbs such as daffodils, tulips, alliums, in layers. Grow hyacinths in clear containers so that the roots can be clearly seen.</p>	<p>Most of this section can be linked to the Seasons Topic</p>

<p>To experience, explore, investigate, record and communicate what can be discovered and learned about plants in the immediate environment.</p>	<p>Experience plants in a variety of ways, by for example, . being close to their leaves and flowers, feeling branches touch their arms or legs, looking at a pot plant illuminated with a bright light while listening to external sounds such as wind or rainfall on a sound effect CD.</p> <p>Actively explore plants using the senses, for example, by rubbing leaves or patting them to make herbs smell; by moving in a tunnel of real and/or artificial leaves – draw learners’ attention to what happens to the light. Press different leaves into clay to make prints.</p> <p>Examine a selection of leaves and flowers, beginning to match them to the parent plant by comparing the size, shape and/or colour. Use the leaves to print or press them to make a display of their collection.</p> <p>Investigate the school environment, looking for plants in different areas. Note where plants live and observe them closely. Notice whether or not they have flowers and check the shape of their leaves. Identify plants from a pre-drawn sheet of leaves.</p>	<p>Use only plants you know to be safe to eat. Check out information on known plants using plant dictionaries or google Encyclopedia Botanic.</p> <p>Some herbs such as penny royal may cause serious reactions in people who are pregnant so protect adults and pupils alike.</p> <p>Use very familiar plants or those which grow in abundance such as daisy</p>
<p>To explore the relationship between the seed and the plant</p>	<p>Experience a variety of seeds and seed-bearing fruits, using the available senses e.g. touch and feel mango fruit pulp to find the large seed.</p> <p>Explore a variety of fruits to find seeds. Reach inside a pumpkin or a melon to pull out seeds from within. Handle the seeds and explore them preparing them for planting. Handle and plant larger seeds such as avocado stones.</p> <p>Choose seed packets during a trip to a garden centre and examine the contents carefully. Make a classification map to show which seeds go with which packet. Plant seeds using a variety of materials such as, pots with soil or cotton wool on a plate and observe what happens. Compare and contrast over time.</p> <p>Match fruits with their seeds, such as apple, orange, melon. Choose seeds that will produce plants that they would like to eat at the end of the project and attempt to grow them.</p>	
<p>To explore the differences in plants</p>	<p>Experience a range of plants that have specific properties such as spiky holly, whispering grass, freesias, larch leaves when new, moss, tray of grass grown by seed. Be near plants which are very small such as alpines in a tub or swing under a large tree.</p>	

	<p>Compare the growth of several different types of plants which learners have been growing in class such as broad beans, sunflowers and cress. Use photography or video to record. Do they have leaves or flowers? Compare them with plants in the environment for size and shape such as pot plants, cress bought from a supermarket or a large tree.</p> <p>Observe the seeds every few days, recording their development using a digital camera. Count how many leaves are present and describe how they appear.</p>	
To explore plants that can be eaten	<p>Taste a variety of edible fruits and leaves, having first thoroughly explored the whole plant they come from.</p> <p>Grow strawberries or go fruit picking and taste the results.</p> <p>Pick tomatoes from a plant and examine them while also exploring tomato sauce and tinned tomatoes. Cook a pizza or make a pasta sauce with their produce.</p> <p>Look at a variety of tinned food labels / photos and pick out which ones may have come from plants.</p> <p>Make a chart.</p> <p>Identify foods which are obviously grown on plants e.g. apples, grapes and those which are less obvious e.g. crisps or chips.</p>	<p>Pupils who cannot eat may smell a variety of plants as this can be pleasurable. Chopped herbs may be too strong to taste so mix with mayonnaise (or on plain bread) to taste.</p> <p>Be aware of any food allergies or sensitivities pupils may have.</p>
To explore that animals can be eaten	<p>Make a list of all the meat products eaten by humans.</p> <p>Print out photos of the meat products, and/or use plastic representations and/or if you can, use real meats.</p> <p>Match them to the animal.</p> <p>Visit a farm, including inner city farms if they're convenient to go to, to see the live animals.</p>	
To compare and contrast humans to other animals	<p>Experience using all available senses to explore people and other animals.</p> <p>Explore pictures, videos, puppets of people and other animals. Look at the faces of animals and themselves together, compare in their entirety. Label main features and draw attention to similarities and differences e.g. eyes, nose, ears, no whiskers, no fur.</p> <p>Use face paints to make animal faces.</p>	

	<p>Make strange pictures of similar-sized photos of pupils and a chosen animal, or just one feature, e.g. add horse's ears to a pupil's photo. Using key words/symbols/signs of 'same and different'. Talk about people being generally the same and different from animals.</p> <p>Use secondary sources to find out about why animals have different features and what these allow them to do, why bats have big ears, why rats and cats have whiskers for example.</p> <p>Make a photographic list of animals that only eat plants.</p> <p>Make a photographic list of animals that eat other animals.</p> <p>Make a photographic list of animals that eat both plants and animals.</p>	
<p>To know the life cycle.</p> <p>To know that death will happen to all living things.</p>	<p>Recap on the conditions both plants and animals need to thrive, that is, water, food, and for plants particularly, light and warmth.</p> <p>Talk about the general life cycle as birth, growth, ageing and death – compare and contrast plants, animals and humans.</p> <p>Look at trees in the local park and try to guess which are the oldest by the size of the tree trunk. Organise learners into pairs taking a big piece of thin rope so that the girth of the trees can be measured. Use elastic bands to measure the youngest and the oldest. Take photographs of the youngest and the oldest to have a look at back in the classroom. Look at tree rings and count how big the learner would be if s/he was a tree.</p> <p>Look at how we age, from babies to OAPs. Look at how big the oldest person in the school would be if s/he were a tree!</p> <p>Recap on the necessities of life: for animal life these are oxygen, food, water, warmth – where do we get warmth from. How the body processes all these things.</p> <p>Look at the need for a balanced diet, fluid intake etc.</p> <p>Look at everyone getting older. Encourage staff bring in photographs of themselves as babies, as children, as young and older people. Obtain photos of learners as babies and younger children.</p> <p>Discuss that when we get very old, death will happen and that death is permanent. You may refer back to and repeat the experiment of continuing to water a dead plant.</p>	<p>Death is always a difficult subject to work through, and it might help to look at Festivals Topic for Remembrance Day which gives some useful positive reflections on death.</p> <p>The important thing is to face it and to continue to remember people who have died who are known to the learners.</p>

	<p>Talk about the dead people known to us, from our school, from our families, from people who are famous.</p> <p>Talk about how we remember people who have died and that these memories are very important.</p> <p>Visit the local cemetery and make a list of the names and ages of the people who have died. See if anyone can find people with the same surname and note that they are usually buried near each other. Talk about why we have cemeteries – to remember the dead – and that relatives often visit gravestones with fresh flowers.</p> <p>Look at Halloween and Remembrance Day and perhaps explore other festivals of death, such as Dia de Los Muertos in Mexico.</p>	
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Strand; History

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To prepare for change</p>	<p>Introduce the topic by explaining that we're going to spend time looking at how people used to live a long time ago.</p> <p>Short introductory films of life in the age of iron can be found on youtube (David Freeman's are probably the best, fairly dry and factual but short and to the point).</p> <p>Look at the videos and say what you see and what you don't see.</p> <p>Have a series of photos of modern essentials (mobile phone, TV, glass windows, cars, planes, buses etc) to see if they can be seen in the video.</p> <p>Make a list (page 1 of our Project Book) of things to see in the videos.</p> <p>Make another list (page 2 of our Project Book) of things that can't be seen in the videos.</p>	<p>The pace of progression from one learning intention to the next will very much depend on the abilities of your learners.</p>

<p>To experience living in the Iron Age</p>	<p>Take a field trip to the Iron Age or Viking settlement nearest to you. A little google research will reveal where that might be. It is important that you do this as early in the topic as you can, because these trips will be your constant point of reference.</p> <p>This is likely to be a whole day's outing.</p> <p>Be prepared to repeat this activity several times over the course of the topic so that learners are reminded of the differences between life then and life now. It would be perfectly reasonable to repeat the trip in the third week of the topic, so that you're going two weeks running.</p> <p>Take lots of photographs and videos of the experience including as many learners in the photos and videos as you can. Encourage your learners to take photos and videos as well (see the Digital Photography topic).</p>	<p>Although the Vikings (in Britain) may technically be outside of the Iron Age (or at least at its very end), their life would not have been dramatically different to Iron Age settlements. That is, whilst the structure of their houses and the rules that governed their societies may well have been different, they still lived without central heating, without TVs, without shops, with their animals, with all the family in one room, cooking on open fires etc etc.</p>
<p>To reflect on a life without shops.</p>	<p>If there are no shops, where can we get things like food and clothing?</p> <p>If we can't buy it, we'll have to make it. What are clothes made from?</p> <p>Look at the clothes we're wearing now</p>	

No shops make it yourself. Where do leather and wool come from? Raid recycling plants for leather and wool products. Visit farms for sheep and cattle - touch the skin and fur. Visit to Viking or iron age village or house. Compare and contrast. Forest school especially on a yucky day.

3. Warrior people and therefore swords and shields – make swords and shields from thick card and silver foil and papier mache shields. Used boats - go to the sea and observe the empty horizon as a long way away. Dvd of Vikings sailing. Correspond size of ship by mocking up in the hall.

4. Trade and transport - barter an old toy, swap a job for prize – take the register for 10 minutes on the trampoline. Compare transport. Walk in the countryside for half an hour, gathering wood for the fire.

5 and 6. Food, eating, living – look at basic vegetables, meat, fish, in butchers and fishmongers even big supermarkets will have whole fish. Can you persuade Tesco’s to send someone in to talk about gutting a fish for one lesson. Visit farms to see milking, ride horses, see a wheat field. Bushcraft sessions.

Constantly compare and contrast then and now. Compare beds, chairs, bathrooms, washing, teeth cleaning with a stick.

The essence of this topic is to clearly demonstrate the passing of time and the repetition of time as well as exploring the connections for learners in terms of what time of the year might mean for them. Taking September as a start we will go through summer, autumn, winter, spring and back to summer again. It might be perfectly reasonable to extend this topic to Christmas (that is four terms, especially if *The Seasons* is being followed by a shorter one or two term topic) so that the learners clearly see the repeat of both summer and winter.

It is essential that this topic be contextualised and learnt in real time. It is really difficult to teach children with severe learning difficulties about the seasons in the classroom, because this necessitates a certain degree of abstraction. Learning needs to be concrete and in real time for deep and meaning learning to have a chance of taking pace.

Post visit follow up work in the class is REALLY important and should include memory boxes, project books, time lines, looking at the photos and videos taken on your regular monthly ‘seasonal walk’, and especially narrative if anything exciting or unusual happens (X slips and falls in the mud; Y’s hat gets blown off by the wind; Z’s ice-cream gets taken by a seagull). Refer to Narrative in the Equals *My Communication* SoW for more details.

The ‘programme of study’ is taken from the UK experience and different countries experiencing different seasons will obviously have to take their own context as the basis for their own programme.

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To recognise the passing of a year.</p>	<p>Begin in September calling it the end of summer, putting ‘summer’ into context - it is warm, we will wear light clothing, there lots of colourful flowers around, there are leaves on the trees etc.</p> <p>Backdrop – visit a park, open area, green space with enough areas to show differences through the seasons (plants, flowers, grass, trees) and plan your trips for once a month without fail. This means that you go out as a group even when it’s raining or snowing.</p> <p>Identify what are trees, flowers, grasses and try to follow exactly the same route in your monthly walk.</p> <p>Take video and photos of everything as evidence. Choose one spot that will clearly show differences throughout the year and take a group photo. Visit this space monthly to look at, talk about and record the differences. Plan to take 12 photos of the targeted area with the learners throughout the year as the seasons’ time line.</p>	

	<p>Use trees to establish differences as they are large, obvious and always there in some form. Visit a particular tree on your monthly walk. Best to have a tree that flowers and fruits. Horse chestnut is probably best, but rowan, apple, pear or elder are also good. Take photos (with all the class in front of the tree) from exactly the same spot on each visit, give the tree a name, check out how old it might be, talk about how the tree looks on each visit, compare and contrast photos from the last three visits to see if anyone can spot the changes, some may be able to predict how the tree will look on the next visit.</p> <p>Moving into Autumn look at the changes in their surroundings, lower temperatures, wearing different clothing – continue along the same theme for Winter, Spring and Summer again.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To recognise that the passing of the year is marked by particular activities and associations.</p>	<p>Take a walk in open spaces which might be woods or parks or even urban, built up landscapes if the school is town or city based.</p> <p>These should be different walks each time you go out. They will also be different to your regular monthly walk and are useful to support the observations made throughout the year on the regular walk regarding the seasonal changes.</p> <p>These walks should therefore occur after your regular one.</p> <p>As the purpose is partly to experience seasonal differences you should still go irrespective of the inclemency of the weather.</p> <p>As a separate activity, look at significant annual events for the students and school especially related to religious festivals. For the purposes of this topic we are looking at fixed festivals within specific seasons so Islamic festivals such as Eid-al-Fitr will need to be discounted as the dates for these change annually.</p> <p>Each birthday learners will be year older and will have changed since their last birthday (reflect on previous birthdays and seasonal implications).</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE

<p>To observe events that are specific to the each season.</p>	<p>Summer activities – eating ice cream; going on picnics (including preparing the picnic); visits to the seaside; visits to outdoor/park paddling pools; wearing light clothing/sun cream/hats etc.; water fights in the playground.</p> <p>Autumn activities – collecting different coloured leaves to make a class collage; flying kites in the wind; collecting conkers; roasting chestnuts; harvest festival; Divali. Bonfire night; Halloween, Remembrance Day.</p> <p>Winter activities – if you’re lucky! exploring freshly fallen snow, snow fights, snowmen, angel shapes in the snow. As a general rule, given the lack of snow these days, classes should be abandoned whenever snow falls, whatever you’re doing! Preparing for Christmas; the new year; visiting a pantomime.</p> <p>Spring activities – taking weekly photographs of daffodil patches as they grow and bloom; watching your tree come back to life on your regular monthly walks; farm visits to see the new lambs; Holi; Chinese New Year; preparing for Easter.</p>	
<p>LEARNING INTENTIONS</p>	<p>TEACHING ACTIVITIES</p>	<p>POINTS TO NOTE</p>
<p>To use supporting evidence to confirm seasonal changes.</p>	<p>Observe different fruits coming into season – visit various growers/orchards, staff gardens etc to see apples, blackberries, strawberries etc</p> <p>Look at orchards etc throughout the year to observe the changes to the trees.</p> <p>Some abstract learning can be used as a regular reinforcement so that we’re comparing and contrasting different seasons using a wide range of evidence and resources. For example, use television, You tube resources etc, to support knowledge/information about the seasons, especially where time lapse photography is used.</p>	

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To relate changes in temperature to different times of the year.</p>	<p>Keep a year long weekly temperature chart. More able learners with a reasonable level of number conservation should be directly involved in keeping this going. They'll need to establish a base number in September and then assess what is lower/less/colder and what is higher/more/hotter.</p> <p>This chart may stretch along the whole of the classroom wall so that learners can see the big picture at the end of the year and how the temperature rises and falls and rises again as the year progresses.</p>	

Strand; Geographhy

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Subject; Health and Physical Education

These Scheme of Work examples are taken from EQUALS an English special school organisation They are similar examples of guidance given to the Thai For further information contact **T:** +44 191 272 1222 | **E:** admin@equalsoffice.co.uk

Strand Human Growth and Development

Learners will therefore need to experience and learn about:

- Reasons for eating and drinking such as necessity, pleasure, social, cultural.
- Making good choices
- Having regular treats in moderation.
- Alternative foods and lifestyles, identifying the difference between foods needed for good health and foods that are treats.
- Foods for different meals and times of the day.
- Staying hydrated
- A range of tastes
- The importance of variety, range, balance, alternative diets, cultural preferences.
- Additives, especially having a sound understanding of sugar, salt and fat.
- Food as a fuel
- Exercise

Learning Intention	Teaching and Learning Activities	Notes
To handle, experience and taste (healthy) food that might be	It is always a good idea to start at the beginning, by identifying individual learners likes and dislikes. It may well be that quite of number of your learners have no problem with enjoying heathy foodstuffs, in which case your task will be that much easier!	The Equals <i>My Independence</i> scheme of work contains considerable detail about how to work with learners to enable

<p>unfamiliar to the learner.</p>	<p>We must remember to also consider the individuals may prefer their food presented in different ways, such as an apple chopped rather than whole, a carrot whole rather than diced.</p> <p>The basic principle here is to make the unfamiliar, familiar, so that foodstuffs with which the learner might not be comfortable become part of their everyday (or at least every week) experience.</p> <p>Learners need to be given LOTS of opportunities to work with healthy foodstuffs as part of their Independence Curriculum by for example, peeling, paring, cutting, dicing and slicing as part of preparing salads, fruit salads, and other simple and basic meals, as well as learning about portion control for different foods.</p> <p>There could also be regular ‘exploration’ sessions when various and any healthy foodstuffs are presented as ‘play’ materials – within an art project for example – so that learners use their senses to explore, which might in turn lead to tasting foods they are unfamiliar with.</p> <p>This can also involve experiencing foods in different forms – raw, cooked, frozen, dried, grated, chopped, peeled, as a smoothie, juiced frozen as a lolly, jellies, etc.</p> <p>Don’t be worried about playing with food being regarded as inappropriate, especially age inappropriate. We need to extend tolerance, range and quantities of foods that learners can become used to WITHOUT THE PRESSURE THAT THEY’LL BE FORCED TO ACTUALLY PUT IT IN THEIR MOUTHS. This may well take time; this may well take considerable amounts of time!</p>	<p>them to use sharp knives. This can be a long and slow process, depending upon ability and the individual learners’ fine and gross motor skills, but using a sharp knife safely CAN be taught and SHOULD be taught. To not do so is to effectively disable the learner from being independent in the kitchen, before they’ve even started.</p> <p>As a general rule, we should regard learners operating consistently and over time at P5/6 as definitely having the potential to use a sharp knife.</p>
<p>Learning Intention</p>	<p>Teaching and Learning Activities</p>	<p>Notes</p>
<p>To know why we eat and why we drink.</p>	<p>There are a number of different ideas explored in Equals’ <i>The World About Me</i> scheme of work, a topic based schema that includes <i>Food</i>. This is a one term (and quite possibly, one year) topic so there is quite a lot of material that would fit in well with this scheme of work.</p>	
<p>Learning Intention</p>	<p>Teaching and Learning Activities</p>	<p>Notes</p>
<p>To recognise that food is still food even when it is presented in different states.</p>	<p>Explore conservation of items, so that learners can explore the fact that:</p> <ul style="list-style-type: none"> • An apple or a carrot or side of beef is still an apple or a carrot or a side of beef when it is chopped, peeled, grated, minced, liquidised, etc. 	

	<ul style="list-style-type: none"> Foodstuffs may be bought as raw, cooked, fresh, frozen or dried. As such, learners can usefully spend time comparing and contrasting the forms. 	
Learning Intention	Teaching and Learning Activities	Notes
To know how to store and handle different foodstuffs.	<p>This is a fairly simple skill in that there are only three basic options of fridge, freezer or cupboard, but certain conditions need to be adhered to and learners can usefully look at containers, freezer bags, labelling, stacking, etc.</p> <p>It is very important that students learn how different foods should be handled and that not doing this correctly could make them ill – raw chicken particularly needs careful handling, but basic rules MUST be applied, particularly not licking fingers when touching raw chicken or any raw meat for that matter, using a separate chopping board and using a clean knife. When cooking make sure you have clean hands and do not handle food at all if your hands are dirty as all of these could make you ill.</p> <p>IT IS REALLY IMPORTANT that such skills are learned in real time with real foodstuffs and that this is therefore a VERY LONG-TERM learning intention. That is, learners’ skills and knowledge will be added to and acquired over time.</p>	
Learning Intention	Teaching and Learning Activities	Notes
To be able to label products as either healthy or to be regarded as treats.	<p>The sophistication involved in this section will very much depend on the ability of the learners. More able learners can over time, go into quite a lot of detail, and there are a number of teaching resources that teachers can refer to, especially within the mainstream primary canon.</p> <p>What ALL learners with SLD will need to know is fairly simple – can I eat a lot of it or not? Product labelling therefore becomes key, but we cannot expect our learners, even those who are quite sophisticated, to make sense of the maze of different instructions, warnings, this and that percentages.</p> <p>As long as ALL learners get into the habit of drinking no sugar drinks we can reasonably set the bar at one treat a day, so learners need to know those foodstuffs that constitute a treat. Equals is</p>	

	<p>STRONGLY advising not be too complicated with this list and to make it as simple to follow as possible, so we are recommending that the ‘one treat rule’ covers ONLY :</p> <ul style="list-style-type: none"> • Sweets • Chocolate • Cakes • Crisps • Burgers <p>Everything outside of this list can be OK to eat in moderation (amber) or OK to eat as much as you want (green).</p> <p>The traffic light system identifying how healthy a choice is, registers</p> <p>Red – high in fats, sugars and/or salt (fine as a treat, once a day at most)</p> <p>Amber – medium (OK choice)</p> <p>Green – low (healthier choice)</p> <p>Classes will need to spend LOTS of time on this labelling project, collecting real food wrappers and putting them into the different traffic lights categories. THIS IS ALSO SLOW LEARNING with the recognition that these are issues which need to be referred to and come back to, time and time again over the whole of the learners’ school lives.</p>	
Learning Intention	Teaching and Learning Activities	Notes
<p>To be familiar with making healthy food choices.</p>	<p>This is essentially another opportunity for slow learning because THE BEST WAY TO LEARN IS TO DO. That is, this learning intention is all about Process Based teaching and learning. The more often learners are directly involved in the planning, shopping for, preparing and plating up of healthy meals and snacks, the more often the whole issue of balance will be discussed and the more opportunities learners will have to make the ‘right’ choices. The more they do the more they learn. We want the whole idea of healthy life styles to become habitual and this means repetition, repetition, repetition.</p>	

This is therefore not a short-term learning intention. It could well take 15 years to achieve!!!

Research school dinners and what the top choices might be. Draw up a survey of the favourites choices and analyse whether these are healthy or not.

There are LOTS of on-line games to play.

Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.

Set up a healthy sandwich challenge.

Explore the importance of eating regular meals, starting the day with breakfast. Does your school run a breakfast club?

Promote the idea of snacks throughout the day, especially for the teenage years, AND REMEMBER that snacks don't always need to be just fruit.

Promote the idea of always having drinking water available and even more importantly, regularly drinking it!

Explore how snacks might link to activities through the day, so for example, what do we need to eat before going for a long walk or running a race and why?

Explore how do we feel **after** an activity and why. Are you tired? How do your legs feel? Why do you feel hungry when you've been swimming?

Get into the habit of talking about making healthy, balanced meal plates every time the class cooks.

Motivate the individual by exploring all the options for a 100 calorie snack, so that learners decide on their own favourites. Make sure that these snacks are always on their weekly shopping list.

There are quite a number of websites which have free on-line games which can be used with a little adaptation and support.

For example

www.foodafactoflife.org

www.healthyactivekids.com

[www.nhs.uk/Healthy/ Snacking](http://www.nhs.uk/Healthy/Snacking)

	<p>Look at the possibility of improving the balance of meals by swapping foods from refined to whole meal. What are the alternatives e.g. low and no sugar drinks versus traditional coke, white bread versus wholemeal, milk chocolate versus dark chocolate, pasta and rice options.</p> <p>Stress that it is not always about denying ourselves treats! This is about moderation, mixing and matching and balance.</p>	
Learning Intention	Teaching and Learning Activities	Notes
To be familiar with making healthy drink choices.	<p>Again, this is process based, learning by doing and is not a short-term learning intention.</p> <p>Explore how many sugar cubes in Using an iPad to scan the bar code on items to find out how much sugar is in them. Compare this with the daily recommended amount.</p> <p>Try blind tasting challenges between sugar laden and sugar free coke etc.</p> <p>Explore drinking enough in a day, that is, at least 2 litres. How many glasses is that? Emphasise that it's about drinking water not just liquid.</p> <p>Looking at reinforcing learners drinking with for example, stickers for each drink taken during the day.</p> <p>Make sure there are water stations in each class.</p> <p>Consider what happens during breaks through the day. Are we emphasising the importance of water intake on arrival at school and during the afternoon?</p> <p>Consider how long pupils are on transport and before their first scheduled morning break. Build in routines around drinking – we ALWAYS drink water before the pop drink, at snack time, before we eat, before we go home.</p> <p>Explore the feelings related to dehydration – labelling the effects on an outline of a body, looking at the colour of urine, headaches, dry mouth.</p>	Change4Life Food Scanner
Learning Intention	Teaching and Learning Activities	Notes
To explore the concept of a healthy life style.	MOVE EAT SLEEP RELAX	Acknowledgement is due to Dr Rangan Chatterjee – The 4 Pillar Plan

	<p>These four areas of Health would make a good whole school initiative and are applicable whatever the age and circumstance of the learner.</p> <p>Create logos with a health checklist to tick off as they achieve them throughout the day.</p> <p>Note again the concept of balance between diet and exercise.</p> <p>Increasing opportunities to access the wider community – developing an active social life. This will be very specific to your school location and access.</p> <p>Giving learners opportunities to find activities that they enjoy, building on the motivation.</p> <p>Learners need to be given lots of tasters and trials of a range of activities and to do these more than once and probably more than 20 times.</p> <p>The idea is to give them choices that they can develop into their social life.</p> <p>Learners need opportunities to play, to explore and to tolerate doing so with others. This should not be seen as solely the domain of the early years.</p>	
<p>Learning Intention</p>	<p>Teaching and Learning Activities</p>	<p>Notes</p>
<p>To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus.</p>	<p>SCHOOLS MIGHT CONSIDER INTRODUCING OR EXTENDING THEIR EXISTING LUNCHTIME CLUBS INTO THE ACTUAL SCHOOL TIMETABLE so that walking groups, sports in the hall, beauty clubs, chill out and quiet space times, cookery clubs, are zoned for different interests.</p> <p>This could take the form of a Friday afternoon ‘Golden Time’ and takes seriously the concept that for those with SLD, leisure can often be a real problem and should therefore become Leisure with a capital L to be taught as a subject like any other.</p> <p>Whatever skills are taught need to be generalised into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pools, gyms, ice and roller skating rinks, adventure playgrounds, local park swings and slides.</p> <p>Explore the ideas of relaxing and chilling out, whatever that might mean.</p>	<p>The Equals’ <i>My Play and Leisure</i> scheme of work gives a number of further ideas on this theme.</p> <p>We need to be open to the idea of the swings, slides and playgrounds in local parks being an excellent resource for our learners irrespective of their</p>

		age. If it's person appropriate it really is OK to do.
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Strand; Life and the Family

Learning Intention	Teaching and Learning Activities	Notes
<p>To recognise and value oneself.</p>	<p>Use mirrors and tablets to look at images of oneself, pulling faces, looking at your own expressions, hair and eye colour. Take self-portraits with a tablet including profiles, and get others to take full and half-length images. Practice taking selfies and make sure you store the best and the learner's favourites.</p> <p>Make self-portraits: using a variety of mediums (see <i>My Art</i>), classes and groups could take at least a term to build up a portfolio of self-portraits and because children change so much over their lifetime in school, this could easily be repeated in 3 or 4 year cycles. Such work is tremendously important in allowing children, young people and adults with SLD to have a voice, to say 'this is me' and I am proud of who I am. Neuro-typical conventional children get to do this all the time because they generally have fantastic linguistic and social skills, but it is very easy for someone (with SLD) who probably doesn't have these skills, to get lost, to not know who they are, to not understand how they fit in, to not recognise that they are important.</p> <p>Photographs of oneself at different ages. The digital age allows us to store these on file using apps such as <i>Evidence for Learning</i> and they are excellent base material for telling one's life story. Life stories and individual episodes within that life story, need to be told LOTS and LOTS of times to LOTS and LOTS of different people if learners are to make sense of who they are and where they are in the world. Those with SLD probably won't have the intrinsic communication skills to be able to do this; it needs to be taught and whilst that teaching can take several years it is a vital yet often missing part within the education of all those with SLD.</p>	<p>One of the topics in Equals' <i>The World About Me</i> scheme of work is related to the use of digital photography.</p> <p>There are some excellent ideas for artwork related to self-image in Equals' <i>My Art</i> scheme of work., and you don't have to be able to draw to teach it or to work at it!!</p> <p>Teachers and TAs should refer to the Narrative section in Equals' <i>My Communication</i> scheme of work.</p>
Learning Intention	Teaching and Learning Activities	Notes

To recognise oneself as part of various families and communities.	Again, the use of digital photography, alongside teaching the art and skill of narrative can help to place every learner within a (and hopefully several) context(s) of loving and secure environments in which the individual can thrive and grow as an independent person.	Ideas around teaching about family and communities can be found in the topic 'People' in Equals' <i>The World About Me</i> scheme of work.
Learning Intention	Teaching and Learning Activities	Notes
To recognise and accept similarities and differences between people.	<p>Take a photo of the learners' face, print it and blow it up to as near life size as possible, then sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.</p> <p>Compare and contrast with other learners looking for similarities as well as differences.</p> <p>Compare and contrast photos of family, houses, cars, pets, anything that learners might feel is important. Again, look for similarities as well as differences.</p> <p>Explore same and different cultures and groups that learners belong to: have brothers and sister, aunts, uncles, grandparents; live in houses, bungalows, flats; have pets; eat same/different food; visit same/different places of interest to show both similarities and diversity.</p> <p>Take advantage of any cultural weeks or celebratory days in school where activities are naturally themed around a particular culture so the all learners can experience different cultural aspects.</p> <p>Discuss differences and talk about how it is ok to make different choices.</p>	Ideas around teaching the meanings of cultural and religious celebratory days and events can be found in the topic 'Festivals' in Equals' <i>The World About Me</i> scheme of work.
Learning Intention	Teaching and Learning Activities	Notes
To develop one's own style and find one's own interests.	On the basis that every class ought to have a permanent and large dressing up box and that this shouldn't just be limited to primary aged classes, use LOTS of dressing up activities to explore all sorts of themes and then record these with digital photography. This can be turned into both drama and art projects to move into the wider (and sometimes wilder) realms of the imagination.	The Equals <i>My Drama</i> scheme of work gives detailed and extensive advice on exploring different facets of one's character through the medium of drama.

	<p>Look at fashion magazines and clothes catalogues. Get a photo of yourself and use the clothes images to build your perfect style. Visit clothing shops and try on clothing, or hold it up against the learner in front of a mirror.</p> <p>Explore makeup, nail and body art; hair extensions; develop a regular (weekly?) unisex health and beauty club.</p> <p>Finding one's own interests is vitally important to developing a positive self-image and to relating to other people ('I like this and that, let me talk about this and that, what do you like? Let's talk about what you like'). But people don't know what they don't know and it is a vital part of educating someone with SLD to offer them the chance to explore new things on a regular basis, even if it initially appears that they don't like it.</p> <p>It is REALLY important that we give TIME to such activities and we don't just offer one opportunity to like something new. It may appear to the outside world that nothing is happening, that no learning is taking place, but something is happening. Learners are learning to like or not to like and they MUST be given time to work this out.</p> <p>Giving opportunities to experience a wide range of physical and creative activities to establish clear preferences and find strong interests to develop new interests.</p> <p>Watching videos and magazines of different activities and interests.</p> <p>Exploring theme days at school.</p> <p>Experiencing different forms of travel.</p> <p>Experiencing different environments to your own: cities, countryside, beach, etc.</p> <p>Off-site visits: Libraries, art galleries and museums, sport centres, outdoor activities, shopping, cooking, zoos and farms, restaurants, concerts, cinema, theatre, skiing, horse riding, etc.</p>	
Learning Intention	Teaching and Learning Activities	Notes

<p>Sharing with others and finding people with similar interests to yours.</p>	<p>It is vitally important that schools assist (especially secondary aged) learners to explore opportunities to join different groups and actively engage in outside of school activities based on their interests. If we only enable them to follow their interests in school, while we are organising and enabling time for the activity, what will happen once they leave school?</p> <p>Clearly parents and families will need to be involved, but enabling the learner to make contact with sympathetic outside school group(s), ensuring that the learner him/herself has ownership and then ensuring that social services, after school clubs, post 19 colleges, adult day centres, anywhere the learner is likely to transition to after school, are ALL informed, may have positive and serious long term beneficial consequences for good mental health.</p>	<p>Learners can share the financial costs of the support worker they may need to get to activities with their friends. The costs can be reduced if the worker supports more than 1 learner to travel to and/or participate in the activity.</p>
<p>Learning Intention</p>	<p>Teaching and Learning Activities</p>	<p>Notes</p>
<p>To develop self-esteem, self-confidence and resilience.</p>	<p>The Equals' Semi-Formal Curriculum is built around the premise that all learners should have a curriculum that encompasses what they can achieve, rather than what they cannot.</p> <p>Development of self-esteem and self-confidence are closely related to:</p> <ul style="list-style-type: none"> • Ownership of decisions – Individuals motivations and interests are central to their own timetable. • The ability to exercise control – The curriculum will be altered to fit the learner not the other way around. • All learners feeling confident that they can individually and/or collectively achieve and be successful – The curriculum is evaluated according to the individual rather than a set of external criteria that apply to all, irrespective of ability, interests and motivation. <p>Within this setting, learners are much more likely to be comfortable with the thought that trying and failing is better than not trying at all, especially if failure (or rather trying and failing) is regarded positively by all staff.</p> <p>It is REALLY important that staff model and highlight to the learners, staffs' own trying and failing so the learners see it as normal for all, including staff. Learners MUST NOT BELIEVE that you know it all and that you never make mistakes!!</p> <p>Encourage all learners to be involved in and celebrate achievements of their peers by setting up a plenary opportunity at the end of each session. The simple formula of sitting around in a circle at the end of the session for 10 to 15 minutes, going through what each learner has achieved over the session will help all learners to know that their own achievements and attempts will be</p>	<p><i>Equals' My Thinking and Problem Solving</i> scheme of work goes into considerable detail on this issue. Any and all PE and Games activities are ideal for setting up thinking and problem solving scenarios, especially where there are set routines which must happen every week</p>

	<p>celebrated. This MUST be a positive exercise, specifically designed to bolster self-esteem and self-confidence as well as offering staff a chance to reflect on progress (or lack of it).</p> <p>In the same manner, such plenary sessions facilitate reflection on progress and previous performance so that learners can become aware of what they have achieved over time, as this is often more difficult for the learner to see. Digital filming can be a great way to review previous performance.</p> <p>Sports day and any competitive games (inter-school football tournaments for example) offer the opportunity for visual and permanent reminders of achievements through the distribution of medals, certificates, stickers, etc. Encourage families to display these medals in a prominent place at home.</p> <p>Set up specific ‘takeover’ days – where learners are allowed to lead activities based on their own interests. This could be done individually or by grouping learners by interests and supporting them to organise activities for others. Make this a group activity if you can where everyone supports everyone else. DON’T JUST DO THIS ONCE. Pupils and students with SLD will learn through repetition, and when we build in motivation as well, we have a strong recipe for success.</p> <p>Set up specific learner led mini-enterprises around school: cafes, tuck shops, art sales, plant sales – these are great opportunities for learners to take responsibility, make decisions and problem solve, and take pride in their achievement. Again, the concept should be for learners to take ownership of the whole project, or at least as much of the project as possible.</p>	and which can therefore, be sabotaged.
Learning Intention	Teaching and Learning Activities	Notes
To be positively involved with social media.	<p>Social media can be a great resource in reaching out to people and organisations with similar interests; somewhere to share your successes and failures with likeminded people. It does however, also bring potential dangers and potential damages to self-image and self-esteem which can sometimes be severe. This doesn’t mean to say that we shouldn’t teach learners how to engage with it, just treat it with caution and ensure that there is always someone available – an advocate, a facilitator, a friend who does not have severe learning difficulties – to ameliorate and put into perspective negative or derogatory comments and communications.</p>	
Learning Intention	Teaching and Learning Activities	Notes

<p>To identify different emotions in self and others.</p>	<p>Drama and role play within drama offers an excellent window into what emotional states look like and MUCH more importantly, what they FEEL like. Just concentrating on what emotions look like (as in sad, happy, frightened etc faces) is only likely to confuse, because recognising emotional states in self and others is context driven. I am/he is happy because.... I am/she is frightened because..... Looks of people, or more likely symbolic looks as in happy and sad symbols, also assume that we must be one or the other, and that there are definable and universal agreements about what constitutes being happy or being sad.</p> <p>Try looking at a series of emotional state pictures without the context being explained and see how many emotional states look quite like each other. Try spotting the exact point when somebody looks like they might be angry and then differentiating that from what they look like when they really are angry.</p> <p>Remember that learners with SLD will struggle with abstract concepts and one can't get much more abstract than emotions and feelings. What exactly is jealousy? How angry do I have to be in order to be angry? Is my fear the same as everyone else's? Do I get upset about silly things (what does 'silly' mean and who decides when something is real or silly?) and does that make my upset less meaningful and important than every else's?</p> <p>Remember that emotions and feelings are not just about expression and the face. What happens to your body when you feel different emotions, i.e. anxious – heart rate goes up, feel pressure in your chest. What are you likely to physically do when you're angry?</p> <p>NOTE 1. Some learners may need additional support in dealing with extreme emotions such as depression, grief or anxiety. It is important that schools have a network and resources to support these learners.</p> <p>NOTE 2. Some learners will always label their own emotions as “happy” or “ok”, even when it is obvious that this is not the case. Facilitators can use this opportunity to point out the signs that maybe a different emotion is showing in their behaviour or facial expression. They can then label the emotion correctly. If this done on a regular basis it is possible that the learner will in time express their feelings more accurately.</p>	<p>The Equals' <i>My Drama</i> scheme of work is not about acting!!! and doesn't just reference Shakespeare. It does reference Shakespeare because there are SO many examples of emotional states being displayed within the stories, but mainly <i>My Drama</i> is about using every day and commonplace scenarios to encourage role play and becoming the angry, sad, jealous, powerful, frightened person that they might one day become in reality. Learning about emotional states in the safe and protected confines of the classroom is excellent preparation for the real thing. It's what neuro-typical conventionally developing children learn to do through play throughout the nursery years.</p>
<p>Learning Intention</p>	<p>Teaching and Learning Activities</p>	<p>Notes</p>

<p>To recognise the signs that something is not right which may lead to possible Mental Health issues.</p>	<p>It is important that each school has a clear network of support for additional mental health issues. This should be discussed and shared very often so learners know how and who to ask for help if they need it. This should include networks inside and outside school i.e. families, friends, therapists, minister/rabbi, support groups, community service.</p> <p>Keeping a mood journal might be an option for some individuals that members of staff or family may be worried about and has to be adapted to each individual and to their level of understanding of emotions. It could build into looking at patterns of feelings over time. This tool can also be used to identify when a learner is feeling anxious, upset or tired for a longer period of time and support them to get further help if they need it. Similarly we can use Narrative and story boards to enable learners to tell their story about what can be making them feel a certain way.</p> <p>The process of sharing emotions does not need to be done publicly. Some of our learners may get embarrassed sharing that they are sad, tired or angry and therefore may choose the most common (and easiest) answers to get a positive reply from a facilitator. Facilitators should respond the same way to any sharing of feeling, acknowledging their emotions and trying to help them to express the reasoning behind their feelings if possible.</p> <p>Equally facilitators should support learners to share feelings in a safe and supportive way so when issues arise they feel more comfortable talking about these.</p> <p>All learners may benefit from self-reflection time, when individuals can reflect on how they feel about themselves, how they feel about others.</p> <p>Schools may want to consider the use of trained therapists who are also experts in severe learning difficulties. Such therapists will use psycho-dynamic techniques through a variety of mediums, such as Art, Music, Dance, to work (usually one to one, though some will run group therapy sessions) with learners, but there is obviously a cost attached.</p>	<p>Organisations such as The SLD Forum are really useful for finding a therapist in your area who carries a personal recommendation. If you're not a member, merely type <i>The SLD Forum</i> into and follow the links. All you need is an email address,</p>
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		the service is free and is a fantastic resource for keeping in touch with other SLD professionals, mainly in the UK, but not exclusively.
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Strand; Movement, Physical Exercise, Games, and International Sport

Learning Intention	Teaching and Learning Activities	Notes
To prepare for the activity as a regular routine.	<p>As with all discretely taught sessions such as Art, Music, Narrative (probably the only discrete session in the My Communication scheme of work), The World About Me topics etc, it is fundamental to the principles of teaching children, young people and adults with severe learning disabilities that we build up an understanding of the sequence through fairly strictly adhered to routines. These should include:</p> <ul style="list-style-type: none"> • Communicating what is about to happen next through the presentation of objects of reference, pictures, symbols, signed reminders, verbal reminders, visual timetables, now/next and/or start/finish boxes. What you use depends on the individual learner, but the more and wider the opportunity for the learner to understand what is about to happen, the better. • Having an expectation that the learner will change his/her clothes as a matter of course, in the same way that the learner will always wash their hands and put on an apron before cooking. This represents a great opportunity for teaching and re-enforcing the acquisition and maintenance of dressing and undressing skills. • Using separate changing rooms/areas according to gender. Although this is probably not strictly necessary in school, it is an excellent opportunity to talk about gender differences. It's probably not necessary to change in a different room, but the simple use of room dividers with male and female symbols pinned on should suffice. 	

	<ul style="list-style-type: none"> • Developing personal hygiene skills and an understanding that physical exertion will cause body heat, sweat and possibly odour which will involve washing and changing clothes back again. It is recognised that this latter point won't be too much of a problem for pre-pubescent pupils, but it is good to get into good habits as early as possible, even if it's only a wipe over with a wet-one. • All of these activities will help to cue into the session. Do this through a repeated physical activity. This can include music, a specific activity such as running or parachute games. 	
Learning Intention	Teaching and Learning Activities	Notes
<p>To warm-up and become familiar, comfortable and ready to engage in the main body of the session.</p>	<p>Engaging in fun, play-based games and activities are an excellent way to lead into a session.</p> <p>During the warm up there can be brief pauses to notice our bodies and how they change during exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are</p> <ul style="list-style-type: none"> • Musical chairs/bumps/statues • Dodge-ball • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. • Parachute cat and mouse. Ask for two volunteers to play the cat and the mouse, the other players forming a circle holding the parachute. The mouse stands under the parachute whilst it is wafted aloft, whilst the cat stands outside the circle. The aim of the game is for the mouse to get outside the circle and avoid being caught by the cat. This can be varied by having two cats or two mice if there is an obvious mismatch in speed between them. • Running to 'stations' which might be colours, mats, bases. • Action/dance songs with individual learners demonstrating a move in turn which everyone has to copy. Over a period of a half term or a term, a short dance sequence can be built up by adding one more move each week. This has the added advantage of aiding the improvement of sequential and long term memory. 	<p>We would suggest keeping to the same introductory format – that is, one of these listed opposite – for at least a term.</p>

	<ul style="list-style-type: none"> • Tig or tag games, as in for example, ‘Duck, Duck, Goose’ or Tail. In this game each learner tucks a <i>tail</i> into the back of their shorts and on the whistle, <i>run</i> around the space trying to capture the <i>tails</i> of the other players whilst keeping their own <i>tail</i> safe. If a learner's <i>tail</i> is captured, they perform a pre-agreed fitness activity, such as 5 jumps or hops on the spot. • Stretches (possibly led by the learners once they know some) can then lead into the next part of the lesson, as well as calming and preparing the learners for the change of activity. 	
Learning Intention	Teaching and Learning Activities	Notes
<p>To participate in and enjoy different forms of skill based physical activity.</p>	<p>The basis for all motivating activities is having fun. Get to know learners and tap into the interests that motivate them. This doesn't mean that individual learners will ONLY be expected to participate in activities which motivate them personally, but knowing which do can allow you to stretch other learners too. Last week we played Jack's favourite, this week it's Zara's turn.</p> <p>These simple games are a tool to promote physical activity which is also fun to engage in, they are not to be taken too seriously unless that is what motivates your learners!</p> <p>THERE IS NO POINT in doing any of these activities once. Learning takes time and repetition is the key to learning. You may do several of these activities in a session, but keep them going as a block for AT LEAST half a term.</p> <p>Tig/Tag</p> <p>Simple drills-dribbling, ball bouncing, relay races</p> <ul style="list-style-type: none"> - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races 	<p>TOP Sports ability- www.youthsporttrust.org/top-sportsability login YSTINCLUSION20 www.specialolympicsgb.org.uk/motor-activities-training-programme</p> <p>MATP Special Olympics</p>

	<ul style="list-style-type: none"> - running through ladders laid on the ground so that you don't touch the rungs Hitting practise (racket/bat, using a tee) Keeping balloons up Different throwing techniques – underarm, overarm, lobbing Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle Different running techniques such as gliding with hardly any leg lift to high knees raise Putting the foot on a ball and standing still Dribbling a ball using feet Kicking to a target Different kicking techniques such as using the instep or sidefooting Holding onto and letting go of balls or similar (such as a small bean bag) at the right time Batting with hands, batting balloons with bells/rice in Rolling balls with control/towards a target Pushing and rolling large balls like physio balls Skittles 	
Learning Intention	Teaching and Learning Activities	Notes
<p>To participate in and enjoy different forms of formal games based physical activity.</p>	<p>All games should be adapted and differentiated to the level of skill and understanding of the learners. Do not risk losing motivation with complicated rules that can be misunderstood causing confusion and failure. The focus is always on enjoyment and fun.</p> <p>Again, each game is at least a half term's block of work.</p> <p>Ideas include:</p> <ul style="list-style-type: none"> • Balloon tennis 	<p>There may be a number of games with which teachers may not be familiar. It is however, fairly easy to check them out on google or access the basic rules through https://www.yourschoolgames.com/how-it-works/inclusive-sport/</p>

	<ul style="list-style-type: none"> • Balloon volleyball • Seated football • Mini rounders and rounders • Seated volleyball • Line tig • Tag rugby • Bench ball • Boccia • New Age Kurling • Wheelchair basketball • Netball • Rugby • Football • Goalball • Table cricket, quik cricket and cricket • Polybat and table tennis • Bowls • Boules • Tri-golf and golf • Uni-hoc and hockey. 	
Learning Intention	Teaching and Learning Activities	Notes
<p>To participate in and enjoy different forms of movement, balance and co-ordination based physical activity.</p>	<p>Staff will need to make sure that they have a good knowledge of any contraindications that may have an impact on what the learners are safe doing. There are the obvious issues, such as trampolining/ forward/ backward rolling for those with Down’s Syndrome, but less well known and generic problems may well exist, so a visit to the medical files and chats with parents are advised.</p> <p>There are several schemes and established disciplines in this area, particularly yoga, Pilates, Tai Chi etc. These are available through instructors, online videos and books.</p> <p>Gymnastics - traveling independently using learners mobility as a guide, e.g., log-rolling, commando crawling, crawling, jumping, running, walking (including using walkers, sticks</p>	

	<p>etc) forward/backward rolls, putting a sequence of movements and balances together, vaulting etc.</p> <p>Balancing - standing on one leg, hopping, walking along balance beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p>	
Learning Intention	Teaching and Learning Activities	Notes

<p>To participate in and enjoy different formal, competitive sports.</p>	<ul style="list-style-type: none"> • Participation is the key, competition has its place for learners who can gain from the motivation of competition. • Learning that we can win or lose is also a valuable life skill. • The real importance of participating in competitions, events and festivals is about learners participating, trying their best and representing their school. • Competitions, events and festivals provide opportunity for the development of a sense of community and achievement through learners being supported by and representing the school, their city and even their county. • Competition is also about striving for a personal best, competing against yourself rather than others is valuable as well. • Competitions, events and festivals provide opportunities for learners to work in teams, to value team work and to learn to work collaboratively with others. • Learners can be celebrated for their level of achievement- not necessarily in comparison to other participants. • Build links between the school and appropriate National Governing Bodies. • Once learners are accustomed to attending such events they can be signposted to community sports clubs and events in their spare time and when they leave school. This will promote participation in high quality sport and physical activity outside the school gates. <p>Visual and Hearing Impairment. All the above games can be adapted for individuals with visual and hearing impairments by using larger balls, brightly coloured balls, balls with lights in, balls with bells in, balls wrapped in plastic. All these can be adapted with inexpensive materials such as cellophane, chiffon and food dye/ paint.</p>	<p>If your school is interested in participating in formal competitions, events and/or festivals it would be useful to make contact with all or some of</p> <p>Brownlee Foundation, Tennis Foundation, Golf Foundation, Youth Sport Trust, Special Olympics, EFDS GOGA, Playunified, Sportsleaders.</p> <p>All should have employees who are responsible for SEND who will be able to advise you further.</p>
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Physical Activity

Taking (any) physical exercise is a central part of developing physical well-being; it really doesn't have to be a formal PE session or a gym workout or an organised sporting event. Learners do however, probably need to see the point of doing something physical which involves them making an effort, so this small group of ideas is centred around zoning in on learners' motivation to move. This will mean teachers concentrating on:

- Having fun, especially through playing games, including competitive team games which are great for fostering peer relations.
- Establishing pride in taking responsibility (for example, taking the register to the office, taking their bike licence/bikeability certificate).
- Not automatically taking the quicker/easier option of things (for example, taking the school mini-bus to the shops rather than a 15 minute walk).

Learning Intention	Teaching and Learning Activities	Notes
<p>To actively participate in a range of playground, classroom and indoor hall games.</p>	<p>Some important points about playing games.</p> <ol style="list-style-type: none"> 1. The importance of Play (with a capital P) to the development of the person and the maximisation of what a person can do and what a person can be, means that Play must be given LOTS of discrete time within the weekly and daily classroom schedule that goes far beyond the time normally allocated as 'playtime'. Play is not an optional extra; it is an essential rib in the body of learning. 2. It is a grave mistake to think of any of the play opportunities noted here as being inappropriate because learners are too old. It's not about the play or what you are playing it's about the learning opportunities that the play realises. The key is the level of enjoyment gained by the learner. The greater the level of enjoyment, the more involvement, and the more likely they are to include and to allow themselves to be included by, others. You may want to lean the play towards more age appropriate learning opportunities (moving tag to touch rugby for example) but we must remember that age has nothing to do with having fun and we must think 	<p>If you think you've read these first two points somewhere else, that's because you probably have. They have been copied from the Equals <i>My Play and Leisure</i> scheme of work. We make no apologies about this; they are both vital points!</p> <p>With a bit of adaptation, many of the ideas expressed in the two websites below can be eminently suitable for children, young people and adults with SLD.</p> <p>Have a look at</p> <p>http://www.stmarysalbrigh ton.org.uk/Learning/Playground-Games/</p> <p>and</p>

VERY carefully before stopping learners having fun because **WE** deem it age inappropriate.

3. **Don't be concerned with specifics/targets/outcomes; the process is the main thing.**
4. Playing a variety of games will encourage a variety of different movements.
5. Don't always play the same game, but do play the same game for several sessions in the first instance so the learners have a chance to learn it.
6. **Don't be too concerned about individual learners not joining in initially.** Allow them to sit and watch – if the gamers are having fun everyone will want to join in.
7. **There are going to be a number of incidental learning opportunities when you play games – don't ignore them.** For example, communication, peer relations, thinking and problem solving, independence – learners playing the game without staff leading, collecting and carrying equipment safely.

Small group or one to one games for ANY age such as:

- Musical Chairs
- Musical Statues
- Simon Says
- Follow the Leader
- Sleeping Lions
- What's the Time Mr Wolf?
- Skittles
- Skipping with a big rope e.g. 2 people holding with one person jumping.
- Hop-Scotch
- Ring-a-Ring-a-Roses
- Grand Old Duke of York
- Duck, Duck, Goose
- Hokey-Cokey (as in the song '*You do the Hokey-Cokey and you turn around, that's what it's all about*'). Practiced hands at this will pause for children to take the lead as to what the next action might be. Songs such as Hokey-

<https://www.aastateofplay.com/playground-games-for-kids/>

as well as

<https://handsonaswegrow.com/gross-motor-activities-preschoolers>

Cokey are also excellent for gathering children back into concentration mode when games (as they sometimes do) get a bit rowdy.

- Bean-bag-toss game – into different sized holes for different scores
- Tag (or tig) and variations of it like Shark Attack where learners have to run/walk/swim from one end of the hall or the playground or the swimming pool to the other without being caught (and disgustingly eaten) by the shark. Learners become sharks when they themselves get eaten. For older learners this might become Zombie Attack.
- Giant dodge ball (a physio ball for example) is rolled as children run from one side of playground/hall to the other trying to avoid the giant ball. Have two or three balls so that those who get hit then take on the rolls of ball pushers. Children in wheelchairs or those in walking frames might ‘employ’ minders – especially from the ranks of those who already been hit – to stop the ball hitting them so that a team ethic is generated. Some who struggle to walk but can ride a bike might also take part with minders.

Team Games such as

Egg or Ball and Spoon relay race.

Hat, Coat and Scarf relay race – in teams with the red team having a red hat, red coat and red scarf to put on before they start running.

Three Armed relay race (tie children’s arms together rather than their legs).

Parachute games such as ballooning up the parachute with learners having to run under it from one side of the room/space, before it comes down on their heads. Make it harder by having to pick something up from the floor on the way. Make it even harder by having to pick up something specific (the car, the elephant) or REALLY hard (the blue car, the red elephant).

Flap the Kipper (a paper fish is cut out, decorated and coloured to personalise, and contestants have to flap it to the finishing line with a hard piece of cardboard with the first across the line winning).

	<p>Treasure hunts that involve walking some distance.</p> <p>Prize Walk Numbers, like musical chairs only with numbers in big circles drawn onto the floor. When the music stops, children have to run to a circle and stand on it. A big die gets thrown and those standing on that number are the winners.</p>	<p>http://www.playparachutes.com/pagaac.html http://www.kpe-philippi.gr/download/vivliothiki-downloads-diktio/Parachute%20games.pdf</p>
Learning Intention	Teaching and Learning Activities	Notes
<p>To develop gross motor skills using large play equipment.</p>	<p>Such activities will include all the obvious suspects such as use of climbing frames, slides, swings and roundabouts. It is ALWAYS best if staff can concentrate on teaching learners to use such equipment independently. We MUST remember that the long-term aim of any physical activity taught is for the activity to be carried on into adulthood and that is unlikely to happen if individuals are still reliant on being pushed on a swing by the time they leave school.</p> <p>Large constructions both indoors and outdoors can be the centre for obstacle races – there’s nothing like building in a bit of competition for motivation, especially if you can gather a couple of teams together, even if these are only teams of two or three. Make sure the teams are dressed in different colours and have a big fan base of staff shouting for one team or the other. Obstacle races can also be set up in school by the use of parachutes to crawl under, tunnels to crawl through, hills in the form of piles of bean bags to climb over and roll down again, commando style, skate boards to glide on especially if you can tape two or three together to make a bigger and more stable base.</p>	

	<p>Games in the ball pool, which are especially good for rough and tumble and king of the castle. Staff are often wary of such games as they can sometimes quickly get out of hand, and there is a risk of learners getting hurt; but there is no chance of learning what is an appropriate amount of rough play if they don't have the practice. Sessions can start off being very short, perhaps a minute or two several times during the day, and build up from there. Such activities might go some way towards allowing learners opportunities to let off steam.</p>	
Learning Intention	Teaching and Learning Activities	Notes
<p>To select, access and use a wheeled toy appropriately.</p>	<p>There are a number of companies that sell suitable all age trikes, three wheelers, tomcat bikes, 2 wheel bikes with stabilisers, pedal powered go carts and hand powered bikes and trikes. The best ones do tend to be on the expensive side but are a really good fund-raising programme because potential donors can see what they're putting their money towards. Be aware however, that fund-raising will probably also need to take after sales servicing into consideration and this can be expensive.</p> <p>Scooters, 2 and 3 wheeled, are a cheaper and more sustainable option, or take the pedals off an ordinary bike (an easy enough option) to turn it into a balance bike, as these are normally only available in toddler sizes.</p> <p>In any event, it makes sense to operate on the principle of teaching independence to as many learners as possible, and for those who learn to ride, having a 'bike certificate' can be a significant achievement. Learners must:</p> <ul style="list-style-type: none"> • Know to have helmet on to be on the bike. • Pedal and show that you can brake. • Demonstrate you can steer around the track. • Demonstrate you can go around an object on the bike. 	<p>Two useful websites are</p> <p>www.getcycling.org.uk</p> <p>and</p> <p>www.skybadger.co.uk</p>

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Strand; Safety in Life

My Physical Well-Being

My Physical Well-Being scheme of work focuses on what it considers to be the four main areas of

- Physical Activities
- PE, Sport, Games and Aquatics
- Mental Health and Well-Being
- Healthy Eating and Healthy Lifestyle

Look at any mainstream primary or secondary playground or playing field area at break time and lunchtime and you will see children and young people (CYP) involved in vigorous activity, **none of which is organised by staff**. Young children rarely walk anywhere when placed in a big space; they run, jump, hop, skip and gambol their way around the space and older pupils organise their own throwing, catching, skipping, hopping, jumping, kicking and running games which all involve considerable expenditure of energy. Now look at the activity levels and spontaneity of pupils in the playgrounds and playing fields (if you're lucky enough to have one) of the average special school. Compare and contrast!!

Now look at 'mainstream' adult physical activity and see a welter of clubs, organisations and individual initiatives such as gyms, organised team and individual sports, clubbing, rambling, gardening, dog walking, etc., etc., that are available. Please also compare and contrast to the average adult with learning difficulties, who, unless s/he is extremely well supported is unlikely to have routine access to such physical activity.

This is not because CYP and adults with severe learning difficulties (SLD) are intrinsically lazy or too fragile or are sulking because we've denied them their iPads (though this latter point could be true!), it's because of the HUGE problems that learners with SLD have with co-operative and collaborative play. Play (with a capital P) is a subject that MUST be taught to SLD learners of all ages and as such *My Play and Leisure* takes a central position in the Equals' Semi-Formal Curriculum. Please do cross reference to it, since it will provide LOTS of ideas for getting all of your learners active.

This *My Physical Well-Being* scheme of work recognises that the basic point of physical activity is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day. It is however, HUGELY important that we see this as a lifestyle choice and that the emphasis must be on learners CHOOSING to be physically active and remaining so throughout the whole of their lives.

As such, the role of staff (and parents, relatives, friends, advocates, therapists) is not so much to instruct, as to lead learners into TRULY believing that the healthy options are the ones they WANT to adopt. There is only so much point to ensuring that learners are physically active in school if they are physically

inactive when they leave school. All teaching must therefore have a key learning intention at its core – how can I ensure that the learner will want, and be able to, carry on with outside of school? Staff therefore need to concentrate on getting learners into good habits from an early age and keeping those good habits going so that there is a long-term acceptance, welcoming and enjoyment of the intrinsic benefits of physical activity. This will inevitably necessitate working closely with parents and carers.

Success is imperative. Motivation is the key. In order to achieve this we need to work on two key areas, which are:

1. What do your learners REALLY enjoy doing? And how do they know what they really enjoy if we haven't offered the opportunity to try EVERYTHING? The point here is that many learners won't know what they enjoy until they have experienced it, so we may need to 'strongly encourage' learners to try out activities, otherwise they may simply say "no" to everything.
2. Knowing how to communicate that they REALLY enjoy what they REALLY enjoy. Learners will need to have a means of expressing this in some way if the long-term process is to be meaningful.

Activities must have a focus on success and progress which are personalised to meet the needs of each of the individual learners, fostering the right attitude so that physical exercise is enjoyed for its own sake. **This means keeping an open mind about what might be described as physical activity, remembering that physical activity simply means any movement of the body that uses energy.** Walking, gardening, briskly pushing a baby buggy, climbing the stairs, playing football, or dancing the night away are all good examples of being active. For health benefits, physical activity should be of moderate or vigorous intensity.

The main emphasis, including that element which is described as the formal PE, Games, Sport and Aquatic Curriculum, is not skills based but process based. That is, the benefit is in the doing rather than in the acquisition of specific skills like holding a bat or passing a ball. These may be important, but perhaps not as important as improving self-confidence and self-esteem – I can swim, I can run, I can jump, I can dance and I am not afraid of.....

Learners will need to be prepared for and recognise the physical changes that occur with physical activity. Together we can reflect on how we feel before, during and after exercise with regards to heart rate, breathing, how hot we are and how sweaty we are. We can also discuss predictions for what we feel is going to change during and after exercise.

<p>To explore the concept of a healthy life style.</p>	<p style="text-align: center;">MOVE EAT SLEEP RELAX</p> <p>These four areas of Health would make a good whole school initiative and are applicable whatever the age and circumstance of the learner.</p> <p>Create logos with a health checklist to tick off as they achieve them throughout the day.</p> <p>Note again the concept of balance between diet and exercise.</p>	<p>Acknowledgement is due to Dr Rangan Chaetterjee – The 4 Pillar Plan</p>
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	<p>Increasing opportunities to access the wider community – developing an active social life. This will be very specific to your school location and access.</p> <p>Giving learners opportunities to find activities that they enjoy, building on the motivation.</p> <p>Learners need to be given lots of tasters and trials of a range of activities and to do these more than once and probably more than 20 times.</p> <p>The idea is to give them choices that they can develop into their social life.</p> <p>Learners need opportunities to play, to explore and to tolerate doing so with others. This should not be seen as solely the domain of the early years.</p>	
Learning Intention	Teaching and Learning Activities	Notes
<p>To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus.</p>	<p>SCHOOLS MIGHT CONSIDER INTRODUCING OR EXTENDING THEIR EXISTING LUNCHTIME CLUBS INTO THE ACTUAL SCHOOL TIMETABLE so that walking groups, sports in the hall, beauty clubs, chill out and quiet space times, cookery clubs, are zoned for different interests.</p> <p>This could take the form of a Friday afternoon ‘Golden Time’ and takes seriously the concept that for those with SLD, leisure can often be a real problem and should therefore become Leisure with a capital L to be taught as a subject like any other.</p> <p>Whatever skills are taught need to be generalised into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pools, gyms, ice and roller skating rinks, adventure playgrounds, local park swings and slides.</p> <p>Explore the ideas of relaxing and chilling out, whatever that might mean.</p>	<p>The Equals’ <i>My Play and Leisure</i> scheme of work gives a number of further ideas on this theme.</p> <p>We need to be open to the idea of the swings, slides and playgrounds in local parks being an excellent resource for our learners irrespective of their age. If it’s person appropriate it really is OK to do.</p>

Subject; Arts

These Scheme of Work examples are taken from EQUALS an English special school organisation They are similar examples of guidance given to the Thai For further information contact **T:** +44 191 272 1222 | **E:** admin@equalsoffice.co.uk

Strand; Visual Arts

<p>Learning to be free within the artistic process.</p>	<p>Once you feel that all learners have become as independent in the art and skills of collage as they can be, and this could take at least two terms and quite possibly longer of repetitive weekly involvement in the process, open up a series of repetitive free choice sessions.</p> <p>NOTE: TRY TO NOT INSTRUCT OR LEAD OR ADVISE. Staff may model, in the sense that they make a collage of their own, but give learners the opportunity to engage with the process independently or not at all. THIS DOES MEAN THAT SOME (OR ALL!!) MAY NOT DO ANY WORK IN THE SESSION. Be bold, be brave and don't give up too early. This could take several sessions of learners doing nothing!! If learners are to be independent artists and creators, they MUST be allowed the opportunity to do it entirely on their own, or at least as much on their own as they possibly can.</p> <p>This will involve:</p> <p>Laying out all of the differing shapes, colours and sizes of base board on one table.</p> <p>Laying out several boxes of resources which might be used for collaging. It would be preferable if these boxes contained spare unused resources from all the previous sessions so that there were:</p> <ul style="list-style-type: none"> • a whole pile of faces; • parts of faces (ears, eyes etc); • pictures of fruit and vegetables; • different coloured papers; • different textured papers; • different materials in all sorts of shapes of all size and colours; • PVA glue; • glue sticks; • scissors; • paints; 	<p>There are no differences here whether learners are at the encountering, exploring or developing understanding phases.</p> <p>The basic principle of the creative process and freedom to fully explore the creative process applies whatever the level.</p> <p>The only concession to levels of understanding and ability should be in the increased expectation that learners working at the higher levels will both seek and find their own materials.</p>
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	<ul style="list-style-type: none"> brushes, sponges etc. <p>STAFF SHOULD NOT GET INVOLVED WITH A LEARNER'S JOURNEY UNLESS THE LEARNER SPECIFICALLY ASKS FOR HELP.</p>	
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Strand Music

TEMPO - the rate of speed of a musical piece or passage indicated by one of a series of directions (such as largo, presto, or allegro) and often by an exact metronome marking. The rate of motion or activity: pace.

To explore the meaning of contrasting tempos.	<p>Encounter listening to contrasting tempos</p> <p>Resources: There are some particularly apposite choices here such as Arctic Monkeys' 'Sun goes down', Motorhead's 'Ace of Spades' (fast punk pop drums) contrasted with Portishead's 'Glorybox', Gorillaz' 'Clint Eastwood'.</p> <p>Activity: Listening and discussing what everyone is hearing. Introduce describing words, write them down.</p>	
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LEARNING INTENTIONS	TEACHING ACTIVITIES Tempo 1	POINTS TO NOTE
To react to changes in tempo	<p>Encounter music and movement</p> <p>Resources: Music that changes tempo such as (Sirtaki), selection of instruments (optional).</p> <p>Activity: Play "Sirtaki" (Zorba the Greek) to demonstrate change of tempo - kicking legs, clapping hands, playing percussion instruments, slap knees in time to the music. https://youtu.be/zpOAnWEyzt8</p>	

<p>To keep a steady beat</p>	<p>Explore keeping a steady beat</p> <p>Resources: Drums</p> <p>Activity: Each learner has a drum with the teacher maintaining a strong simple rhythmic pattern on the drum. Learners join in with the teacher’s rhythmic pattern. Allow the drumming session to run for at least 20 minutes without a break, if possible.</p>	
<p>To lay over an additional but complimentary tempo</p>	<p>Develop Understanding</p> <p>Resources: Voice</p> <p>Activity: Following on from the previous level, introduce a 'call and response' song over the drumming. The song can be made up of words or sounds; the words could be selected by learners; the words don’t necessarily have to make sense just as long as they fit in with the tempo of the music and can be repeated back by the rest of the group.</p>	<p>Call and response (as developed by Keith Park) is a very simple technique used in <i>My Music, My Drama, My Literature</i> and <i>My Communication</i>. One person, sometimes a member of staff, sometimes not, calls out a phrase or a sound or beats a tempo and this is repeated back by as many of the group as are able.</p> <p>Learners who are not able to use their voices, may use a simple VOCA such as a BigMACK switch.</p>
<p>LEARNING INTENTIONS</p>	<p>TEACHING ACTIVITIES</p> <p>Tempo 2</p>	<p>POINTS TO NOTE</p>
<p>To react to changes in tempo</p>	<p>Encounter listening, moving and dancing</p> <p>Resources: Variety of music to choose from; ribbons; scarves etc.</p> <p>Activity: Listening, moving and dancing to a range of different tempos, moving in a way that matches the tempo both intuitively and consciously.</p>	

	http://www.bbc.co.uk/education/clips/zvs4wmn http://www.bbc.co.uk/education/topics/zxfv4wx/resources/1 http://www.bbc.co.uk/education/clips/zvbjxnb	
To explore variations in tempo	<p>Explore playing in time</p> <p>Resources: Ball</p> <p>Activity: Positioned in a circle the group pass a ball around - either rolling, throwing or bouncing - slowly at first, counting as each person catches the ball i.e. 1, 2, 3, etc...then speeding up. This game can be developed so that the group makes sure that everybody has the ball just once. The same order is repeated over and over, speeding up each time.</p>	Groups of varying physical abilities may need to experiment with balls of varying sizes, including physio balls to pat, push or kick.
To observe variations in tempo	<p>Develop understanding of playing with time</p> <p>Resources: Guitar/ keyboard to accompany; parachute; chairs.</p> <p>Activity: In small groups, playing a simple tune slowly, then quickly, then slowly, observing the effects of the change in tempo. The contrasts can be accentuated if other learners are, for example, dancing or moving a parachute, or playing musical chairs in time with the music both slowly and quickly.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES Tempo 3	POINTS TO NOTE
To experience changing emotional states through changes in tempo	<p>Encounter tempo and emotions</p> <p>Resources: A selection of music, symbols of tempo and emotion</p> <p>Activity: Listen to a piece of music (slow or fast). How does it make the learners feel? Learners can share how they feel by their facial expressions, vocalisations, movements or use of symbols.</p>	<p>The whole issue of understanding emotional body states is an extremely complex issue for those with severe learning difficulties, but there is no doubt that emersion in the Arts can be of significant importance.</p> <p>Schools should look to take opportunities to cross</p>

		<p>fertilise with the other four elements (or at least as many as possible) of <i>My Creativity</i> in order to try and tackle the issue collectively within a certain period of time.</p> <p>There is a very strong case for suggesting that such work ought to be part of the regular annual curriculum cycle.</p>
To explore different states of tempo.	<p>Explore slow, fast, stop!</p> <p>Resources: Resonance board or drums</p> <p>Activity: Tap on the resonance board or drums slowly. Encourage learners to join in. Keep going and then say, "We.....stop!" Encourage learners to stop when you do. Repeat with a fast beat and then increase/decrease the tempo.</p>	
To explore the nature of composition using changes in tempo	<p>Develop understanding of composing</p> <p>Resources: As wide a selection of instruments as you have; symbols, words/ pictures of the current topic or theme.</p> <p>Activity: Take the current topic or theme or something that is of interest to at least one member of the group. This latter could go round in turn. Encourage learners to choose an instrument and create a piece of music that reflects it.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
To experience changes in tempo.	Encounter random tempo generation	

	<p>Resources: Pocket dice; iPad app that speeds up and slows down music without changing pitch., such as Anytune.</p> <p>Activity: Learners offer a number (verbally or using the pocket dice). Take three numbers and listen to the song played at the speed of each number you have randomly generated.</p>	
To participate in changing tempo	<p>Explore changes in speed</p> <p>Resources: Either the teacher or the class can decide things that might be considered as 'Objects of Speed'. For example, they may choose a hare for fast and tortoise for slow, or a motorbike for fast and a child's trike for slow etc.</p> <p>Activity: During any relevant activity, a facilitator or learner can hold up one of the 'objects of sound' to alter how the group is playing.</p>	
To create both musical and physical changes in tempo.	<p>Develop understanding of the terms rallentandos and accelerando.</p> <p>Resources: 'Objects of Speed'</p> <p>Activity: apply to any activity. End with a slowing down (rallentando) or a speeding up (accelerando). Perhaps these could be signified by using the 'Objects of Speed' noted above.</p> <p>Ask learners to create a sound vocally or instrumentally that starts slowly and speeds up. Other learners can enact the sound with any movement of their own devising as long as it's in keeping with the tempo.</p>	<p>These are activities that are often best done 'in the round' where support staff join the learners and take their turn, effectively become learners for the session. This then becomes an excellent opportunity for modelling rather than just facilitating or instructing.</p> <p>It is REALLY important that learners are given the choice of creating or not, so that there is no pressure on them to do so if their levels of self-confidence are not up to it yet.</p>
LEARNING INTENTIONS	TEACHING ACTIVITIES Tempo 5	POINTS TO NOTE

<p>To recognise stops and starts in the tempo</p>	<p>Encounter Musical Statues</p> <p>Resources: Splice together a selection of musical pieces from a wide variety of genres such as Conga, disco, ballet, country, African drums, Haka (the New Zealand rugby chant) etc. Learners dance to the tempo of the music and then freeze when it stops. Any learners that don't freeze have to drop out of this round. The winner gets to decide when the music stops on the next round.</p> <p>Activity: learners express themselves with their own actions, interpreting a range of different music tempos.</p>	<p>Musical Statues and other 'children's' musical games like Musical Chairs, should not be rejected for older learners by way of being age appropriate. The music – rap, pop, soul, garage - can be very appropriate for older learners just as long as they enjoy the process and the game.</p>
<p>To encourage innovation and invention.</p>	<p>Explore learning specific moves, sounds and actions</p> <p>Resources: Selection of music chosen especially to enable the learners to explore specific dances, actions and musical instruments</p> <p>Activity: Learners given time and space to be more independent. Initiatives taken from learner's creations and responses and developed with the group. This could be done in the round with learners and support staff taking turns to work with whatever instrument took their fancy, support staff in this instance being part of the group, that is becoming learners themselves.</p>	<p>When conducting such open ended activities, it is always important to give learners time to be creative but not to insist and allowing each to opt out should they wish. Come back to the activity on many repeated occasions to allow for and encourage improvements in self-confidence.</p>
<p>To encourage a group composition dynamic</p>	<p>Develop understanding Building on experiences</p> <p>Resources: Based on topics or themes or learners' interests</p> <p>Activity: Build on sounds and actions, further using learners' own interpretations. Explore and develop changes in tempo. Work towards a group performance for the whole school or community.</p>	
<p>LEARNING INTENTIONS</p>	<p>TEACHING ACTIVITIES</p> <p>Tempo 6</p>	<p>POINTS TO NOTE</p>

<p>To experience the differences in tempo</p>	<p>Encounter what can I hear?</p> <p>Resources: Slow music and fast music</p> <p>Activity: learners enter the room to either recorded or live slow music using a slow walking speed into slow and accentuated slow body part movement. For example, moving the head this way and that way, arms sailing through the air slowly etc. Do the same with faster music.</p>	
<p>To relate movement to tempo.</p>	<p>Explore movement</p> <p>Resources: Scarves, ribbons, streamers, light-up batons</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Make shapes to the music using scarves etc. 2. "Conduct" the music using light-up batons (coactively, if necessary) 	
<p>To make creative choices between preferred tempo.</p>	<p>Develop understanding of fast and slow</p> <p>Resources: Symbols and/or signs and/or switches etc.. to offer choice</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. "Would you like us to sing "Hello" to you fast or slow? Etc. 2. Split pupils and staff into a "Fast" group and a "Slow" group – Slow group establish a slow regular beat (e.g. using minims) and the fast group to play the semiquavers to fit. 3. Create simple slow and fast patterns and alternate between them. 	<p>Activity 3 is another activity that can be done in the round with all learners and support staff having their turn with support staff becoming learners AND modelers.</p>
<p>LEARNING INTENTIONS</p>	<p>TEACHING ACTIVITIES</p> <p>Tempo 7</p>	<p>POINTS TO NOTE</p>
<p>To explore creating simple rhythm tracks.</p>	<p>Explore devising a rhythm track</p> <p>Resources: for example - iPad, music technology such as the ikaossilator</p> <p>Activity: Devise a simple rhythm track using an iPad (GarageBand, Launchpad apps etc.) or other music technology. Increase or decrease the beats per minute (BPM) and hear the results instantly</p>	

<p>To relate the tempo to beat, pace and number.</p>	<p>Develop understanding by counting along to the beat.</p> <p>Resources: As in 'Explore' above in Tempo 7.</p> <p>Activity: Can learners tap along to the beat of some tracks with contrasting tempos? Which are the fastest? Which are the slowest? Can you count the number of beats in a minute? Another that can be done collectively and/or in the round.</p>	
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Strand; Dramatic Arts

Developing pretence through Drama (based on Sherratt and Peter, 2002)

LANGUAGE LEVEL	PLAY IMPLICATION	ENGAGEMENT IN MAKE-BELIEVE	TEACHING APPROACH
Pre-intentional communication	Sensori-motor – exploration of objects / props	Attending to the pretence – (experiencing activity)	Expansion – focusing, supporting discovery
Intentional communication	Relational – bringing objects together, capacity for representation eg 'cup'	Responding to the pretence (imitating possibilities)	Modelling – demonstrating possibilities, supporting as necessary
Single words – naming, requesting	Functional – making meanings with real objects, eg pretending to drink from a real cup	Initiating a response (carrying out a play action, eg sweeping)	Narrative – extending a response, building up a sequence (eg sweeping up – empty the dustpan)
Expressing 2-3 ideas, eg signing or say 'cup on table'	Symbolic – connecting meanings with real objects, eg pretending to give someone else a drink from a cup	Initiating a short play sequence (carrying out a routine task, eg washing up)	Flexible narrative – varying objects used within familiar social routines (eg scourer sponge instead of washing up brush)

Simple utterances	Socio-dramatic – sharing meanings with substitute items, eg a pen to be a sharp knife	Sustaining a simple sequence with others (eg cooking bangers and mash, one preparing sausages, the other potato)	Interactive – engaging the child in collaborative routines, introducing substitute items (eg cotton wool for potato, plasticene rolls for sausages)
Complex utterances	Themed fantasy – generating meanings with imaginary objects, eg throwing non-existent items into a bowl as a cauldron	Creating spontaneous play sequences within the make-believe	Spontaneous – encouraging original ideas and new symbolic transformations with found sources or non-existent items

Developing Drama with Groups with Severe Learning Difficulties

A drama lesson will always be a combination of learner input and teacher input. To a certain extent there will always be some unpredictability, which can seem daunting at first to the teacher inexperienced in drama. However, planning drama is not a contradiction as paradoxically limiting choices and decisions at first between clear boundaries may actually enable pupils to create and engage with confidence in divergent thinking. Both teacher and group therefore can benefit from starting with structured drama activity that contains planned moments for creative contribution within clear boundaries and a predictable framework. In this way, everyone can learn the language of drama whilst doing it!

The ratio of teacher: group led input to the drama will depend on

- The teacher's own confidence and experience in drama
- The experience and confidence of the group in drama and the teacher's perception of their need for a new challenge
- The particular ideas the teacher wants to explore, or experiences s/he wants the group to have.

Understanding representation

Groups with SLD need to understand how representation actually works – process drama can be used to teach this, rather than wait for a magic point where they are deemed 'ready to do drama'. Plenty of time is needed for drama, even if the actual amount of time that the make-believe itself runs is relatively short, so that the group are wittingly engaged in transformations. Sufficient time is needed at the end to involve the group in returning the classroom to its original state and de-role, and to reflect on what happened and make links to real life.

- Adapting the classroom to create the make-believe context should not be rushed: pushing back furniture, involving the group in creating props to be used (such as converting a table into a bed) and putting adult(s) in role through donning a simple item of costume.

- It is better to keep costume simple to avoid becoming distracted by paraphernalia, but sufficient to signal the make-believe context – a hat or shawl can be removed quickly, which means that the drama can be stopped momentarily and restarted, for example to switch environment or role, or to move the drama on in time.
- Talking the group into and out of the drama gives clarification; for example, ‘in a moment, when I next talk to you, I will be pretending to be Cinderella – you will know because I will be wearing this shawl’.
- Likewise, holding an anticipatory pause at the start of the drama until everyone is focused, including support staff – drama will only work if *everyone* plays the game
- Differentiate the way learners engage with props and the length and complexity of their play sequences within the make-believe according to their stage of play and language development (see Figure 1).
- Support staff can be crucial for modelling appropriate emotional engagement and play responses (time should be taken to brief them ahead, so that they understand what is expected and how to support strategically without inadvertently hijacking the drama in their enthusiasm).
- Using a ritualistic starter activity such as a drama game, and a calm ritualistic ending will also clarify when moving into and out of the drama world.

Overcoming potential barriers to drama

- Establish a clear make-believe context (see above)
- Present tasks boldly and simply, with a clear focus
- Work from the concrete, supporting abstract ideas with props/visual support
- Build up the drama in small increments, and cross-check to ensure everyone is ‘with it’
- All staff to take the drama seriously. This might mean that staff working in drama have to be carefully selected since some might find the role of being an ‘actor’ too difficult and too challenging.
- Incorporate tasks to which everyone can contribute
- Maintain engagement through physical tasks, still moments, visual appeal, using contrast, questioning individuals and the group
- Anticipate practical organisational difficulties and pre-empt any likely interruptions

Planning for Drama

In process drama, the lesson itself will have distinct phases, each of which offers opportunity for participants to engage at different levels as the drama moves up through the gears (see Figure 2). This applies to drama work at all levels and whether pre-planned or negotiated partially or fully from the outset. Depending on time available, this may form one drama session or be carried over two or more.

Figure 2: Developing drama activity

STAGES OF THE DRAMA LESSON	TEACHING STRATEGIES useful drama conventions	LEARNING POTENTIAL
<p>Introduction (pre-drama, out of role) Presenting the topic and theme for the lesson Possible use of a stimulus – story, picture, object or artefact Organising the drama space Warm up exercise(s)</p>	<p>Watching/listening to a story or extract of music Picture to illustrate the context for the drama or to be brought to life – creating a soundscape Object or artefact that will have meaningful significance in the drama – imagining possibilities Discussion out of role Movement Ritual Drama/theatre games</p>	<p>Encountering</p> <ul style="list-style-type: none"> - sensory engagement with items for the drama - participating in symbolic transformation - accepting roles and symbols, consenting to make-believe - notional role taking - sharing joint attention on a riveting item (prop or teacher in role) - fastness of rules, everyone to ‘play the game’ - turn-taking - becoming part of a group
<p>Getting started (in role) Establishing the foundations for <i>characters, setting and plot</i> : Who are we? Where are we? When is it happening – in the present, the past or the future? What are we doing? How do we feel about what we are doing?</p>	<p>Teacher-in-role (low status or negative role/inept) Rehearsed ritual greeting Creating a pre text for the ensuing drama (eg desperate Snow White pleading for help with her jobs) Spontaneous improvisation Sensory make-believe – use of multi-sensory props/smells/sounds, ICT to reinforce the context</p>	<ul style="list-style-type: none"> - responding to the drama context and to teacher(s) in role - imitating possibilities - developing a sense of play - adjusting behaviour in the light of the make believe - suspending disbelief - spontaneous role taking

<p>Deepening belief Getting the group more involved through task(s) and questioning to deepen commitment and belief Developing the plot – the storyline for the drama, which can be taken from real life or fiction Injecting meaning – generating feeling responses through atmosphere/mood: a sense of adventure, surprise, escape, relaxation, fun, loss. Being alert if children reveal a learning need Anticipating line(s) of development but remaining flexible Challenging and extending ideas</p> <p><i>Possibly opening up the drama by injecting a problem to be resolved or a dilemma</i></p>	<p>Teacher-in-role (high status) Prescribed drama structure (see below) Physical theatre (eg creating a tunnel using bodies) ‘Living through’ a simple narrative Mantle of the expert Freeze frame – putting on the pause button to look at and/or question someone mid-task Teacher-led improvisation Structured play (carrying out an allocated task within the drama) Fast forwarding to move the drama on in time</p>	<p>Exploring</p> <ul style="list-style-type: none"> - participating in a range of drama conventions independently or with support - showing initiative - sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines - interacting with teacher(s) in role and/or peers within the make-believe - role playing (assuming a character)
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<p>Resolution and reflection Working to challenge assumptions to resolve a situation (through a variable number of strategies) Use of dramatic tension to enhance the meaning Shaping the drama towards the learning area</p> <p><i>Possibly creating a moment of theatre</i></p>	<p>Cross-curricular tasks / arts activities (eg designing a 'missing' poster, composing a song to cheer up a character) Improvisation Discussion in and out of role Rewinding / action replay / flashbacks to revisit and rethink Conscience alley (lining a pathway to whisper advice/offer a comment to a character as they walk past) Hot seating/forum theatre to question teacher-in-role/a character</p> <p>Rehearsed pairs/small/whole group improvisation (eg to show a possible way forward or outcome) Tableau to show a possible outcome (could be brought to life as a short rehearsed or improvised play, with or without words) Thought-tracking – use of thinks bubbles and speech bubbles to interrogate character(s) Ritual ending</p>	<p>Understanding and creating</p> <ul style="list-style-type: none"> - dealing with implications of the drama world created - participating in/generating complex, flexible imaginary play sequences - collaborating and negotiating with peers in and out of role - engaging with the significance of a key moment - making links to real life and learning from the content of the drama - considering how the drama was created to learn about the theatre form - using the theatre form to capture and share a meaning with others
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The framework for developing a drama lesson in Figure 2 need not be followed through in its entirety, especially when starting with a new group. There can be a number of routes into drama; Section 2 provide examples of each

Subject; Occupations

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Strand Life and the Family

Topic – People

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To recognise those people who are most important to me (1)</p>	<p>Get some VERY BIG pieces of paper and divide the class into as many small groups as your staffing will allow.</p> <p>Draw concentric circles of people we see, meet, talk to daily, weekly, monthly, yearly. Effectively this may be explained as all the time, sometimes, not very often.</p> <p>These are likely to be family, friends, people who help us and people we help. Who are they? What are their names?</p> <p>You may want to have a think about friendships and school staff since although you may regard the relationship as being a professional one, learners may see it very differently. The reality is that in the very best schools, staff are the friends of learners; they may well be their VERY BEST friends and they may well be their ONLY friends. Those with SLD are likely to have paid friends for all of their lives and this may be better than having no friends at all.</p> <p>This does not mean to imply that you are friends with learners because your paid to do it (the relationship could be quite distant and cold) but it is a reality that most school friendships between staff and learners do not continue once one or other of the friends have left school. Further, this is something that is likely to apply for all of their lives.</p> <p>This is not necessarily a bad thing – how many friends do you still have from your school days that you see regularly? Life moves on!</p>	<p>This part of the topic will need some preparation!!</p> <p>Obtain (preferably digital) photographs of</p> <ul style="list-style-type: none">(i) all members of each learner’s family(ii) all bus drivers and escorts(iii) staff from after school clubs, respite etc. <p>You will need to make LOTS of paper copies.</p>

<p>To recognise those people who are most important to me (2)</p>	<p>On a large wall display, cut out a circle and put photographs of the learner(s) in the middle of the display.</p> <p>Put photographs of people who help us within the school.</p> <p>Place the photographs around the pupils in the display to show that they help the pupils.</p> <p>Invite the bus driver/bus escort into school. Take a photograph of the driver and escort and stick on the front of a shoebox. Explain to the bus/driver escort that we are going to look at their favourite things and place them (or photos of them) in the shoe box.</p> <p>Ask the bus driver /escort to come in several times to explore the box with the pupils.</p> <p>Match things that are liked by the driver and objects liked by the escort to their boxes.</p> <p>Match things liked by any learners to those liked by drivers or escorts</p>	<p>Visit the local shoe shop(s) to beg used shoe boxes from them. You will need lots.</p>
<p>To find out more about those people who are important to me (1)</p>	<p>Ask local community police officer to come in and give a talk to the pupils to explain the type of work that he/she does.</p> <p>Allow learners to feel helmet, handcuffs, and truncheon.</p> <p>Explain to the police officer that we are going to look at their favourite things and place them (or photos of them) in the shoe box. This could also be objects (or photos) related to his/her job.</p> <p>Take lots of photographs of the learners with the police officer.</p> <p>Take a photograph of the police officer and stick his/her photograph on the front of a shoebox.</p> <p>Place the photographs of the learners in the box and objects that the policeman has brought.</p> <p>Allow time for the learners to experience the shoebox several times back in class.</p>	<p>Have numerous symbols of drivers, doctors, nurses, police, firefighters.</p> <p>Practice signing these jobs.</p>
<p>To meet and greet people in an appropriate manner.</p>	<p>All of these meetings are opportunities for all learners to practice their meet and greet skills.</p> <ol style="list-style-type: none"> 1. Learners should therefore have a set script which might consist of 2. Taking the initiative to step forward to the person 3. Use a phrase such as <i>'Good day. My name is What's your name?'</i> 4. Encourage learners to use a personalised signing name to go with their spoken name. <p>This will also bring up the whole issue of signing and give those learners who are adept</p>	<p>This issue is discussed at some length in Equals My Communication scheme of work.</p> <p>The idea of using <i>'Good day'</i> as the greeting of choice is to overcome the</p>

	<p>at signing a chance to show off their skills! We can also be involved in working out a signing name for the visitor.</p> <ol style="list-style-type: none"> 5. Wait for the visitor to say their name 6. Reply with 'Pleased to meet you' 7. Shake the person's hand 8. Move away or sit down to allow the next learner to come forward. 	<p>problem of morning and afternoon. We really do need to concentrate on the efficacy of the greeting rather than correcting the greeting!</p>
<p>To find out more about those people who are important to me (2)</p>	<p>Repeat the operation of getting to know people through their personalized shoe boxes with any employees whose jobs might be mentioned by any the learners, but especially firefighters, ambulance drivers, doctors and nurses from the local hospital, staff from the local supermarket etc.</p>	
<p>To find out more about those people who are important to me (3)</p>	<p>Look at supermarkets, hotels, foodchains such as MacDonaldis (link in to careers, education, community depts of big corporations) leisure centres, cinemas.</p> <p>We probably can't expect them to come in for multiple sessions, but can we encourage employees to come in and spend a single session?</p>	
<p>To find out more about those people who are important to me (4)</p>	<p>Match like objects with the fire officer and police officer and everybody else who has come in.</p> <p>Make a circular wall display of your town/village/area with the school in the centre, and add where the people who help us are based within the area.</p> <p>Attach a class photograph of the pupils and then place a photograph of the school in front of it to show where the pupils are based.</p>	
<p>To find out more about those people who are important to me (5)</p>	<p>Who works and what jobs do they do. Start with school. How does this effect us? Look at jobs outside of school, what do they do and how does this effect us.</p> <p>People we need to help us sometimes and the circumstances we might need them for such as emergency services and health. Doctors, vets, optician, physio, OT if not already included in the people you see in school.</p>	
<p>To find out more about the jobs that people do</p>	<p>People in the community who help us all. Pick some jobs to have a look at such as shop assistant, café worker, farmworker, factory worker, depending on the community they live in. Can you</p>	<p>This might need to be individually or perhaps small group supported, but</p>

	<p>arrange for a morning for learners to shadow and try the work (even if it's only for 5 minutes). Talk to parents about talking to their own bosses.</p>	<p>it doesn't just have to be for VI Formers to do. Much younger learners could try this for short periods if well supported.</p>
<p>To find out more about the jobs that people do (2)</p>	<p>Are there any famous people working in the area – check football stadia, or theatres, or perhaps someone famous was born in the area.</p> <p>Ideally, will this person spend an hour meeting the learners in your school?</p> <p>If you don't get to meet them, can you research their lives, find out where they were born or lived as children, where they went to school etc.</p>	
<p>To explore how relationships have a two-way working basis</p>	<p>Having explored how people help us, how can we help other people?</p> <p>And who can we help, by for example, picking up rubbish in the local park?</p> <p>How can we help in school, by for example, carrying a bag for a pupil who can't do it, washing a cup, putting our rubbish in the bin; how can we help at home.</p> <p>Learners could work on a variation of 'bob-a-job-week' which was fashionable in the 20th century and used to be a regular annual event for groups such as the Scouts and Girl Guides. Essentially a learner, or a small group of learners, would offer to complete a small task for people in the school, or people in the local community, in exchange for a very small token of money (perhaps 10p or 20p). The money would be put to some particular charity, again, perhaps, to benefit the local community. Jobs such as washing cars, sweeping driveways, collecting small shopping items from the local supermarket, cleaning downstairs windows, taking dogs for a walk, could with varying degrees of support, be completed without too much anxt.</p>	<p>The local community can be prepared for such an event with flyers printed out fairly cheaply and posted through letter boxes and/or explained to people on doorsteps.</p>
<p>To explore ways of helping other people.</p>	<p>Are there other ways we can help those less fortunate than ourselves such as a fundraising, food banks, collecting items of food for the homeless, children in need, comic relief etc.</p> <p>This could be a year-long project and a topic in its own right.</p>	
<p>To look at the way other people are</p>	<p>Can we think of the way other people are different from us?</p>	

different to us and the same as us.	Different in age, in gender, about which class they're in. Can we take their photographs and make a classification of them. All the boys in the school and all the girls for examples. Are there other differences such as ethnicity, religion, colour, creed. How are they different and how perhaps even more importantly how are they the same.	
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People

Ask a local fire officer with a fire engine to come into school giving the pupils the opportunity to explore these using a range of senses including the sounds, sights and feel of the engine. Take a photograph of the fireman, and place objects related to his job and his favourite things within the box. Repeat several times with the pupils.

Extended sub-topics what is work? – is schoolwork work? Paid and unpaid – Housewife. Voluntary work. Levels of salary actors footballers.

Strand; Occupations

Learning Intention	Teaching and Learning Activities Shelter Building	Notes
To build a shelter	Explore with learners why we need a shelter? To keep warm, dry, out of the wind, to rest, to sleep, to conceal ourselves from people or animals.	Tarps/sheets

	<p>Start off small with groups of 2 or 3 learners working together with a light weight green builder's merchant's tarpaulin 8x6 or 10x8 (ft.) draped and pegged over chairs or tables from school.</p> <p>Using a tarpaulin or sheet to create a shelter by placing over assigned points (fence posts/bush/tree etc.). This skill would need to be clearly modelled in the first instance or perhaps first few instances before learners are expected to do it for themselves using the same bush, tree, post. The basic initial premise is just something to sit under and we can generalise this later.</p> <p>When your learners are reasonably comfortable with and competent at making their own shelter in small groups, go bigger with the whole class working together to make one communal shelter.</p> <p>Make a ridge line (a tight tension rope) between two points by attaching the rope at either end and then put the tarp or sheet over the top. If in a wood the two points are likely to be trees, but if in open ground the group will need to bring fixing posts with them. If you possibly can, make sure the fixing posts are secure and leave them there for the duration. Alternatively buy a pre-made tarp shelter.</p> <p>USE OF SIMPLE KNOTS. It is important that you and your learners become familiar with two fairly simple knots, though it is recognised that this might well be a long and slow process for many (staff and learners!). The two knots are called (i) a timber hitch knot and (ii) a two round turns and a half hitch knot.</p> <p>A timber hitch knot is known as an anchor because it fixes or anchors. A two round turns and a half hitch knot is known as a tension knot because it tightens.</p> <p>If needed use additional rope/string to attach the sticks or pegs to the tarp which will have eyelets at regular intervals to secure.</p> <p>Find sticks or tent pegs to secure the shelter to the ground using a mallet or log.</p> <p>Find suitable logs to act as seats, or bring cushions with you from school.</p>	<p>Rope/string</p> <p>Pegs/sticks</p> <p>Mallet/log</p> <p>Fix points(chairs/tree/posts)</p> <p>Or a pre made tarp shelter with 2 poles can be purchased online for urban environments</p> <p>Muddy faces website for equipment</p> <p>Local DIY stores</p> <p>FSA website for equipment or advice</p> <p>Both of these knots can be googled. Spend time in the classroom practising before you go out.</p>
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	<p>IT IS REALLY IMPORTANT to take LOTS of time to experience using the shelter for meaningful purposes such as enjoying snack, telling stories, singing songs, protecting ourselves from the weather.</p> <p>IT IS REALLY IMPORTANT to view the shelter building and the use of the shelter as a communal exercise that we all enjoy together. You may of course have some learners who can't cope (for sensory or other reasons) with the confined space, but encourage them to be as close if they can for as long as they can, and see if you can build up their tolerance over time.</p>	
<p>To build a natural den</p>	<p>This may well be a limited opportunity unless the school has access to a woodland area, in which case go on to the section on animal homes.</p> <p>You will need one long ridge pole and two Y sticks (around 3 ft in length) The ridge pole will need to be roughly twice the length of the two Y sticks.</p> <p>Rest the ridge pole on a low lying tree branch, say, four to six feet off the ground. Lock the two Y sticks together at the Y so that they form a triangle and place the other end of the ridge pole on top of them.</p> <p>Gather sticks of all lengths to make the walls of the den by resting them at an angle of roughly 45 degrees – any stick is a good stick, because the smallest goes at the low end and the tallest goes at the tall end,</p> <p>Cover with a tarp or even better, bracken and leaf litter.</p> <p>Gather logs for chairs.</p> <p>Again, it is really important to take the time to experience the den for meaningful purposes such as enjoying snack, telling stories, singing songs, protecting ourselves from the weather.</p>	<p>Logs/sticks to resourced</p> <p>Natural camouflage</p> <p>String/rope</p> <p>Scissors</p> <p>Pinterest website for ideas</p> <p>Woodland trust nature detectives website ideas</p> <p>www.getoutwiththekids.co.uk for loads of ideas</p> <p>There are health and safety implications which need to be taken into account. Heavy logs and branches need to be secured well with tight lashings. Once you have finished using a shelter you must take it down to leave no trace.</p>
<p>To build an animal home</p>	<p>See under Environmental Awareness on pages 13 and 14 above.</p>	<p>See 'Muddy Faces' website for story bags</p> <p>See 'Pinterest' website for ideas</p> <p>See 'Woodlands Nature Detectives' website</p>

Subject English as a Foreign language

These Scheme of Work examples are taken from EQUALS an English special school organisation They are similar examples of guidance given to the Thai For further information contact **T:** +44 191 272 1222 | **E:** admin@equalsoffice.co.uk

Strand; Language for Communication

The general principles of composing a story for the purposes of teaching the arts of narration and story-telling are much the same as any other story for those with learning difficulties and can be defined within the 10 essential elements of storytelling (imray and Hinchcliffe, 2014 p127).

- 1. Give it a beginning** – introduce the story with an object cue and/or a musical cue for the story.
- 2. It should have meaning to the participants**, though the meaning may be held in the interest and excitement generated, rather than the storyline. You might not have direct experience of a magic carpet, but you can revel in the wonder of it.
- 3. Use repetition** – you just cannot get enough!! Use repetition in the story itself through a strap line that's repeated at regular intervals, rather like a short chorus in a song. Use repetition in the delivery of the story – one story might take up an hour a week for at least a half term and quite possibly a whole term. Your learners will not get bored since the repetition is a recognition that learners will probably need very many opportunities to experience the story in order to understand and therefore enjoy it and gain learning from it. Teachers and teaching assistants must be prepared for the amount of repetition necessary and resist the temptation to switch off and just go through the motions – the more you put into it the more they'll get out of it.
- 4. Keep the actual story/episode short** – and therefore easily remembered. As a general rule resist the temptation to make the story too complicated; less is often considerably more. Simple is MUCH better than complicated.
- 5. Use all and every means of communication** – signing, speaking, action, facial expression. Remember that the best storytellers primarily use their voices to paint the pictures, so use props sparingly, if at all.

6. Use language selectively. You may use difficult language, but only if it has relevance to the story. So you could make a story from *The Tempest* and use the actual Shakespearean language as it has that wonderful rhythmic quality which makes poetry such a good base. Use call and response to bring out the rhythm (Park, 2010).

7. Introduce sequences of dramatic events and make the sequencing exactly the same every week in order to encourage anticipation of events. The language may vary slightly when your pupils are re-telling the story, but the sequence needs to be the same.

8. Make it exciting and dynamic. Give it emotional content with at least one major high point in the story.

9. Build in (and allow) as much audience participation as possible. Staff supporting the session should act as ‘secondary’ story tellers – repeating the lines on a one to one basis, giving the story personal meaning to each learner, scaffolding understanding and generally hamming it up as much as they can! If you’re working with a large group (say more than six learners) you might be best to have your staff seated between learners at regular intervals.

10. Give it an ending which is clear and supported by as many cues as possible – verbal cue, touch cue, music cue etc.

Once devised, the same story should be repeated weekly for **at least** half a term (and probably longer) so that learners have a real opportunity to become familiar with it and so practice their sequencing, turn taking, anticipatory and memory skills – all essential base elements of communication.

Don’t worry too much about what is age appropriate – the film industry would have died years ago if they had just stuck to making films for grown up people! There is no reason why older pupils should not be involved in narrative and story-telling. They don’t need to be childish – you can make them as gory, disgusting and rude as you like.

Things to do with the stories

- Tell one story at a time. The story must engage the learners and if it doesn’t, drop it and tell another.
- Note how the best stories are short, simple and involve lots of repetition. Look at what makes *The Gruffalo* and *The Bear Hunt* such great stories. These are essentially the same short scenario repeated several times and building up to a crescendo.
- When you’ve told the story at the beginning of the session, encourage each pupil to tell the story themselves by sitting in the story teller’s chair. This is a ‘special’ chair that confirms the authority and control of the person leading and should be given the appropriate amount of reverence by all. You’ll need to help them a lot at first, but you can act as the ‘response’ to their ‘call’ by mirroring (scaffolding) what they say and encouraging everyone else in the group to do the same. Using this call and response method has a number of important functions:
 - i. It confirms that the narrator is leading the speaking, rather than competing for a voice
 - ii. It confirms that the narrator has successfully communicated what they want to communicate
 - iii. It allows for major errors to be rectified as you go along (minor errors should be ignored as long as the core of the story is the same)
 - iv. It allows for ‘affect’ to be instilled (and thereby modeled) by the adult who is acting as the primary response
 - v. It confirms that the audience has understood

- vi. It confirms that the audience is listening
- vii. It slows the process down and gives the narrator a chance to gather their thoughts
- viii. It sets out a clear sequence of events
- ix. It gives an opportunity for gentle prompts if the narrator has forgotten the next line
- x. It gives the narrator the chance to go 'off piste', especially as they get more skilled, and still take the audience with them.
- Repeat this format with the same story for several weeks, perhaps breaking up the sessions by making a picture book or power point or videoing scenes with your pupils as the actors.
- The aim here is to teach pupils that stories have a structure (beginning and middle and end); high points; a conclusion; an audience. This latter point is really important since the best storytellers take their audience with them and include them as part of the story.

Strand Language and Culture

Topic – Food

Throughout this topic as far as possible actual items, practical activities and visits should form the backbone of any work; that is, the learning should be contextualised and concrete, done in real time with real food. Photos and videos of the pupils taking part in activities and visits should be standard procedure so that time can be spent in the classroom reliving (and therefore repeating) the work done 'in the field'. There are many useful photographic secondary resources such as DVD, TV, YouTube and video clips to support a wide range of activities, but the ability of the pupils to understand and absorb information this way needs to be taken into account in order to promote effective learning. That is, the greater the degree of learning difficulty, the less likely they are to be able to learn using such secondary resources alone.

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To discover what is food.</p>	<p>Essentially this is about whether we can eat something or not, and the purpose of the game is not to get the right answers all of the time, but to generate discussion and thought.</p> <p>Get the class to work in small groups (2 or three pupils supporting each other) to classify food and non food items and put them in either the food box or the not food box.</p> <p>Have the same items in each group and have quite a few (at least 10 items) in each group.</p>	

	<p>Have another (teacher's set) spare so that you can bring all the groups together to sort through the correct answers in the round.</p> <p>Throw in some curve ball answers such as milk – is it a food or a drink?</p> <p>You can also explore about whether something can be eaten as it is or whether there are problems to this. Can we eat the food items as they are or do they need to have an outer layer/skin removed? Do we need to take the food out of packets/tins/cartons/containers etc? Can we eat the food as it is/raw or does it need to be cooked?</p> <p>Make it into a game so that points are awarded for the right answers and you might also put in bonus points for the subsidiary questions. Encourage your staff to support their team and regularly add up the scores to see who's winning and who's catching up.</p> <p>This is a lesson which could easily be repeated using a different 10 items, or even the same 10 items if your learners didn't so particularly well the first time.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
<p>To explore the differences between food and drink.</p>	<p>What is food what is drink? Introduce the word 'liquid' and see that it is runny and wet. Note the problem of categorisation in that some foods are also drinks – such as milk. Or what about an ice lolly?</p> <p>Explore how much should we drink each day, and that all living things need food and and drink in order to survive and flourish.</p> <p>Buy three cheap flowering plants one of which is watered and fed (you can use a standard tomato feed) one that is watered but not fed, and one which is neither watered nor fed. Label them clearly and keep them apart. Put an equivalent amount of water in a container which can be sealed to check how much water the plant has drunk over the course of the experiment. Check the plants every week and take photos.</p> <p>Discuss what happens if we don't have enough to drink each day – look at the plant!</p> <p>Discuss what happens if we don't have a healthy diet – compare the fed plant with the just watered plant.</p> <p>Keep a bucket in the classroom and label it X's drinks. Pour in the same amount that X drinks into the bucket. See how much X drinks over the course of a week.</p>	

	<p>Compare this amount to how much the plant drinks.</p> <p>Look at what is considered healthy to drink and why certain drinks are unhealthy. Compare the amount of sugar that we need every week with the amount of sugar in one can of coke.</p>	
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
To sort and classify foodstuffs	<p>Spend time looking around supermarkets at all the food available.</p> <p>Spend three weeks or so on different types of classification so that you do one per week.</p> <ol style="list-style-type: none"> 1. How we can buy it? Loose, in packets, tins etc? What kind of foods come in what kind of containers/packets/packaging? Where do we find particular foods in supermarkets. Visit local specific fruit and vegetable stores, butchers or fish markets etc. 2. Finding, sorting, classifying fresh food, dried food, packet food stuffs and frozen food (how do we make the frozen food edible). Are there food stuffs which you can buy fresh, tinned and/or frozen. 3. Give pupils tasks in large supermarkets to find something: fresh, frozen, dried, in a packet, meat, fish, poultry, bakery, vegetables or a specific vegetable, fruit or a specific fruit, fruit juice, milk, yoghurts, cheese, something tinned or a specific tinned item such as baked beans, fruit, vegetables or soup, healthy, sugary, a snack, ready meals, pizza, ice cream, pasta, bread – the list is endless and would need to be based on individual pupil ability and perhaps relevance to them. 	<p>It would be exceedingly useful to warn the supermarket that you're working on a school project, because the larger chains especially will have a remit to work closely with schools on healthy eating etc. and they may well be able to spend some time on this with you.</p>
LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
To sort, classify, taste and discuss the merits of healthy and unhealthy foods.	<p>As far as possible use actual food stuffs to sort/discuss etc but there are many very good educational resources (food items, games etc) that are very useful and effective and although many of these are nursery and infant resources quite a few are still appropriate to use with older learners.</p> <p>Look at different food categories fruit, vegetables, meat, poultry, sugary food, food containing lots of fat, drinks (hot, cold, juices, sugary, diet etc). Again there are lots of resources available including realistic plastic food that is very good for sorting and classifying, making up into pretend meals, for use in pretend cafes, a canteen setup for secondary aged pupils.</p>	<p>Many pupils think of healthy food as being food that they like and unhealthy food being food they dislike, it can take some time to encourage or notice a change of thought in pupils choices.</p> <p>As a general rule, healthy eating is a project that</p>

	<p>Explore the importance of a balanced diet. NOTE, this must also include there being a place for less healthy food but in moderation and as part of your overall diet.</p> <p>How much of each food group you should eat a day or during the week – look at the rainbow idea of different coloured foods and eating ‘5 a day’ of fruit and vegetables.</p> <p>Explore portion sizes (the ‘eat well’ plate for instance) – is there a difference between the amount of food a child should/would have compared to an adult. You can use the plastic food items to plate up a variety of meals to show what the difference would look like/should be.</p> <p>More able pupils may well be able to consider calorie consumption and look at how it differs across a range of food stuffs, including pre-prepared food compared to fresh food etc.</p> <p>You should especially spend some time looking at snacks – which are healthy, which less so, taste testing them, how much of them you should you have at any one time, whether these can be consumed daily, or whether we should regard them as a treat to be eaten infrequently.</p> <p>Explore what makes a snack healthy or not by looking at the fat, salt and sugar content of each snack in much the same way as you have done for healthy and unhealthy drinks above. This is a very good whole class mini-project and the your local supermarket may well have lots of (free) resources to help you.</p> <p>For more able pupils to compare the nutritional information on ready meals and the difference there would be if the food was cooked from scratch.</p> <p>Look at meals throughout the day. What kind of food should we eat at each meal? Are there food stuffs which we only tend to eat at particular times of the day, perhaps cereals/porridge at breakfast? How could we make small changes to make our meals healthier, such as taking a piece of fruit for breakfast for instance.</p> <p>Cook lots of different kinds of healthy meals for different meal times as well as less healthy recipes such as cakes and biscuits, sweets, puddings for special occasions and treats. Whilst preparing and</p>	<p>needs to be done regularly and over time, rather like Sex and Relationships Education. We cannot expect even able learners to pick up the subtleties in one session, or one term or even one year. There needs to constant re-enforcement of the basic issues.</p> <p>IT IS REALLY IMPORTANT to note however, that at the end of the day, learners may choose to do things that are not always good for them, rather like the rest of us!</p> <p>WE MUST therefore try to find a balance between teaching the ‘right’ way whilst still respecting their</p>
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	<p>cooking these recipes talk about the ingredients and how they help our bodies etc, portion sizes for different kinds of food.</p> <p>Look at how many different kinds of food changes when it is cooked – it may be hard and become soft, melt and change appearance completely, be mixed with other ingredients and ‘vanish’ (once mixed it can’t be separated from the other ingredients), as for instance a cake mixture changes once cooked. Raw items such as sausages and bacon and how their appearance changes once grilled, how hard rice and pasta is until cooked and then it becomes soft and chewy.</p> <p>It would also be important to look at and discuss the amount of fat that would come from sausages, bacon, burgers etc. and how much sugar is put into cakes and biscuits etc.</p> <p>We might also introduce different words for different textures – for instance: hard, crisp, crunchy, chewy, firm, soft, melts, frozen, heavy, light, brittle, powdery, wet, dry, sticky, squashy, cold, warm, hot. We might taste and sort and classify lots of different kinds of food stuffs into these categories.</p>	<p>‘right’ to make bad choices!!</p> <p>This is one of the dilemmas facing teachers of people with severe learning difficulties, and like all dilemmas, there is not necessarily an easy or satisfying answer!</p>
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Strand; Language and Relationship with Other Learning

**THE EQUALS FIVE TIERED APPROACH
to My Thinking and Problem Solving**

TIER 1 Memory building

Introduction of the task; repetition (as many times as required by the individual learner) of the task; understanding what is required to complete the task. The learner might not be introduced to the problem until you are reasonably sure that they can complete the task without support or, if physical support is needed because of physical disability, can recognise that 'something is wrong'.

TIER 2 Sabotage!! Recognition of a problem

Recognising that something is different or that a required element of the task is not to hand; recognition that asking for help from a member of staff is a minimum requirement for solving the problem.

TIER 3 Independent solutions

Recognition of what the problem is and that the problem can be resolved without asking a member of staff for help; evaluating this one solution; questioning whether the same problem can be avoided in the future.

TIER 4 Generalisation

Recognition that a solution to a similar but unrelated problem can be adapted; recognition that there may be several possible solutions to the problem, including asking peers for help; evaluating whether the solution chosen was the best one.

TIER 5 Self-belief and confidence

Being secure in their choice of solution even when challenged by a member of staff or someone the learner considers to be in authority; recognising that there might be no solution that is immediately available and being secure in this choice when challenged. These might be considered to be higher order problem solving skills but they are essential in the long term to truly enable learners to be independent.

Let us take, as an example, the case of the 'no biscuits in the biscuit tin' problem. This has been chosen because we might be reasonably assured that recognising and solving the problem of 'no biscuits in the biscuit tin' is quite motivating for most people. Clearly in a 'healthy eating' environment, biscuits might not be appropriate, but any substitute 'problem' must be sufficiently motivating to the learner/all learners.

TIER 1. Memory building involves introduction of the task, namely to be involved in getting biscuits from the cupboard to put in the biscuit tin at the beginning of the day in preparation for snack time. The learner has to be taught a potential solution to the problem before the problem occurs.

TIER 2. Sabotage and recognition of a problem sees the biscuit tin handed out ready for the learners to open at snack time, but no biscuits are in the tin. A variation of this for more able learners or a mixed ability group might be for two biscuits to be in the tin, when there are 6 learners. This is especially the case when one or two learners recognise the problem quickly and the other learners need practice; that is, there are no biscuits in the tin by the time it gets to their turn. The minimum requirement here is for learners to recognise that something is missing - thus there is a problem, and to do something about it. This might be (as a minimum) to indicate that there are no biscuits, or possibly too few to go round, and to ask for help from a member of staff.

TIER 3. Independent solutions sees the problem recognised, but the member of staff unable to give help because they don't know the answer. You are looking for learners to go to the cupboard to get the biscuits without being told to do so. As this problem might now occur regularly you are also looking for some discussion around how to plan ahead to avoid the problem in the future; that is for one or more of your learners to put biscuits in the tin at the beginning of the day without being told to do so, and perhaps for other learners to check that this task has been completed, again, without being told to do so. More able learners may be in a position to discuss the idea of sharing/dividing as a solution to the problem rather than finding more biscuits or if there are no more biscuits.

TIER 4. Generalisation might now see an extension of the problem. For example, there are no biscuits in the tin and no biscuits in the cupboard. At this stage of generalisation you would expect pupils to make connections where something is completely missing or in very limited supply, that is, for at least one learner to look for biscuits in another cupboard.

There are probably two levels of generalisation that we could look for; that is:

- (i) generalising a particular problem, for example, in terms of biscuits and cupboards – if they're not in this one, they might be in another one and
- (ii) generalising to looking for anything that is not in its usual place. The latter generalisation skill is of course to be aimed for, but it may be that this is acquired over time through the practicing of LOTS of particular generalisations. In the examples below, we have therefore confined ourselves to exemplifying particular generalisations, but this should not stop you looking for the wider generalising and praising the heavens if and when this occurs!

TIER 5. Self-belief and confidence sees the learner challenged when a solution is found so, for example, *Are you sure these are the class' biscuits?* when a packet is found in another cupboard and *how do you know?* Or recognising, that having searched every cupboard, there are no biscuits and having the confidence to be sure when challenged. **It is important to note** that this particular step is about self-esteem, self-belief and self-confidence, not about being right. That is, for learners with SLD it might be essential to develop confidence in their own decision making even when they are wrong! This might therefore mean accepting the *'I am right'* statement and perhaps later, and as subtly as you can, indicating that it might not have been the right answer. In the 'no biscuits' scenario for example, staff might know that the learner has not conducted a thorough enough search of the other cupboards, but accept that the learner believes there are no biscuits to be found. Later, someone might stumble upon the biscuits and gently, point this out to the learner, with the expectation that self-confidence has not been dented, but that the learner might carry out a better search next time.

There are bound to be times when potential danger or potential damage to equipment might occur if learners were allowed to make wrong decisions, in the kitchen for example, or perhaps when charging phones and tablets. Clearly this is a judgment call because we are NOT suggesting that you allow something to happen that might be unsafe or will cost considerable amounts of money to repair or replace.

Getting to this higher stage will be extremely difficult for most learners with SLD, though that doesn't mean that we shouldn't aim high. Nonetheless, **IT IS NOT EXPECTED** that the learner will be challenged every time they make a good decision. Self-confidence and self-belief are fragile things and need to be built up slowly and securely; we break them at our peril!

For this reason we have not put Tier 5 into every scenario. It is not required that learners are constantly challenged and staff should think very carefully before doing so.

The desirability of failure. It is vital that staff accept that having a try at a solution, even when the 'try' is wrong and ends in failure, is **MUCH** better than (i) staff doing it (ii) staff giving obvious clues ('have you looked properly?' or 'have you looked in this cupboard?') (iii) not trying to solve the problem at all. **Pupils should always be praised for their efforts.**

Strand; Language and Relationships with Community and the World

The defining learning characteristics of all those with severe learning difficulties who are consistently and over time, working academically between P4 and the starting levels of the UK National Curriculum and other similar curriculum models such as the Australian National Curriculums or a US Standards Based Curriculum, encompass:

- Communication difficulties
- Difficulties with abstract concepts
- Difficulties in concentration and attention
- Difficulties with both short term and long term memory
- Difficulties with sequential memory
- Difficulties with working memory
- Inefficient and slow information processing speed
- Insecure general knowledge
- Poorly developed strategies for thinking and learning
- Difficulties with generalisation and problem solving.

Further, these are not isolated difficulties, but work together to act as barriers to learning, especially with regard to making the connections necessary for a topic based SoW. To help overcome these individual and collective barriers, we have therefore stated some ***absolute essentials*** required of a topic.

1. **The topic, and indeed the presentation and teaching of the topic, must engage the learners.** If this sounds obvious to you as a teacher or school leader, then good, as that's one less teacher or school leader we need to convince.
2. **The topics are not related to age, key stage or academic ability,** though be warned, some topics (such as Food for example) will be better suited to P5 plus and will be quite challenging for learners working consistently and over time within P4, that is, at the lower (more complex) levels of severe learning difficulties.
3. **Primary (as in first rather than age) learning experiences need to be concrete and not abstract.** Resources and materials that are on the page or on the screen, whether this be TV or computer, must be regarded as being secondary and therefore supporting. This doesn't mean that we can't use secondary sources, but only as back up and only after the primary, concrete sources have been fully and repeatedly explored. For example, if we're talking about the sea, learners must visit the sea, paddle in the sea, touch the sea, smell the sea, taste the sea, ***before*** they look at references to the sea in books or film.

4. **Learning must be contextualised within the topic**, so that background experiences are essential for real understanding. Seasons will be explained better by going to the same spot in the same park once every month taking photos of the learners in that same spot and comparing all 12 photos back in the classroom.
5. **A key part of all topics are their potential for narrative.** That is, the learners' narration of their understanding of the topic rather than teachers narration to pupils. We would therefore direct your attention to the *My Communication* SoW, and the section under *Narrative*, because the real, concrete experiences that learners will undertake as a result of the topic will naturally provide considerable raw material. In addition to verbally (or through AAC aids) narrating interesting events and personal 'adventures', all learners should be making Topic/Project Books which involve considerable cutting and pasting of photos as well as some supporting written language using key words and/or symbols.
6. **There are going to be some topics that are geographically better for some areas.** For example, access to farm animals for the *Food* topic will clearly be easier in rural than urban areas. Whilst it is possible to visit a city farm, they rarely have the range and space that is so clearly necessary for a working farm and of course will not have fields of agricultural produce like wheat or rape seed. Similarly, if embarking on a *Change* topic, access to an Iron Age settlement will be easier where there are local examples such as the Jorvic Viking Centre in York or Butser Ancient Farm in Hampshire. Teachers must therefore be selective in their choice of topic and accept that there is no point in embarking on a topic if there are insufficient concrete learning opportunities in your area; learners must be able to directly encounter and engage with the topic.
7. **The topic chosen will depend on the resources the school already has** or can borrow from neighbouring schools, so the list here is not exhaustive. For example, a school in central London may well see the benefit of a topic relating to China because of the proximity to the vibrant and exciting Chinatown in Soho. Please note, that we have deliberately left out the human life cycle as we assume schools do that well already within PSHE and/or Relationships and Sex Education.
8. **Topics should include the world immediately about the learners**, so that for example, learners may well have an understanding of rain, but not necessarily where rain comes from, leaves on the ground, but not that they have fallen from trees or indeed why. Topics need to have some grounding in a broader understanding of things that affect the learners from day to day.
9. **Topics should not be chosen in a tokenistic manner merely to cover a National Curriculum subject area.** There really is little point in embarking on a Victorian Day where everyone dresses up as street urchin singing Oliver just to cover History. Equally a French week where all dress up in berets, eat croissants and say bonjour just to cover MFL is fairly pointless UNLESS the project includes going to France for at least a day and preferably a second day as repetition, in which case the topic would be France rather than French.
10. **TIME is a key component of a successful topic.** This is in relation to both the length of the topic – one year rather than half a term – as well time for each session which might need to be flexible rather than assuming 30 or 45 minute blocks. Generally timetabling should allow for one morning or afternoon session per week. This also fits into a concept of time passing if we take a whole year on the topic. Some topics, especially seasons but also festivals, change, life cycles could also take a whole year, others like recycling may be more suited to a term or two, or a topic to offer every other week.
11. **The time spent on the topic must allow for revision and repetition of every session**, looking especially at video and photos from regular (concrete learning) trips done. The whole concept of holistic learning requires regular revision and how the current focus fits into the whole topic.
12. **Responsibility for recording needs to be given to all learners via such as resources as video diaries and project books.** Note also, the relevance of reading and literacy and of course narrative here for later reflection.

13. **Learners will expand their learning according to their intrinsic abilities.** This is especially true for learners who are consistently and over time working around P4. Here individual learners may stay within one small area of the topic for much longer than learners who are more academically able.
14. **Planning will need to bring out the holistic and inter-connected nature of elements of the topic.** For example, water will be evident in making ice lollies, cooking, play etc, and it is this interconnectedness that needs to be emphasised at every opportunity.