

Map of Statutory Content across the domains of the Vita curriculum 2021- 2022

	Personal and Social Development PSHE, RSE, Citizenship, Esafety, play	Communication English, SaLT, Total Communication	Thinking, Problem solving and Engagement ICT/ computing, STEM, DT, Maths	Understanding of the World Science, Geography, History, RE, MFL, ICT	Physical and Mental Wellbeing PE, swimming, dance, yoga, mindfulness, sensory circuits, OT	Independence Food Technology, Preparation for Adulthood, Self-help skills, Community Visits	Expressive Arts and Design Art and Design, Music, Creative Arts, Dance	Maths Maths	Literacy English
<p>Autumn Term Unit</p> <p>Topic:</p> <p>Kings, Queens and Castles</p> <p>KS1- 2: fairy tales and traditional cultural capital about Kings, queens and castles including role play</p> <p>KS3 and 4: Tudors Shakespeare</p> <p>British Kings and Queens and the changing power of monarchs</p>	<p>E-safety: Stranger danger What is a friend? Public and private (keeping personal info private) Trusted adult - people who help us</p> <p><i>Identify and respect the difference and similarities between people</i></p> <p><i>Understand that they belong to groups and communities such as family and school.</i></p> <p>Recognise those people who are most important to me what makes them special how we help/ care for them. Recognise different types of relationships- acquaintances, friends, relatives</p> <p><i>Know how and when to make a clear and efficient emergency call</i></p> <p><i>Concepts of basic first aid, vaccinations, allergies</i></p> <p>RSE: Changing Bodies</p>	<p>Meet, greet and respond people in an appropriate manner</p> <p>Listen and respond to others in circle times</p> <p>Descriptions, explanations and narratives for different purposes, including expressing feelings.</p> <p>Personalised SaLT plans</p> <p><i>Communicating feelings to others</i></p> <p>Participate in performances, role play and improvisations</p>	<p>ICT is a vehicle used across the domains. Refer to ICT long term plan for discreet ICT lessons,</p> <p>Engagement Model</p> <p>Characteristics of Effective Learning: Playing & Exploring Active Learning Creating & Thinking Critically Working Scientifically</p>	<p>Human Body- identify and label parts of the body Senses Sound (hearing) Human Lifecycles- study in relation to the topic, ie link to History- life of Queen Elizabeth II (sequence photos of her life and children and grandchildren)</p> <p>Listen and respond to songs, rhymes, stories with topic-related vocab in target languages.</p> <p>Significant historical events, people and places in own locality Lives of significant individuals Queen Elizabeth I and II Queen Victoria</p> <p>Visit local castle Corfe castle</p>	<p>Zones of regulation Go Noodle Yoga Sensory circuits and access to trim trails</p> <p>Personalised sensory diets and other OT plans</p> <p>Swimming Dance PE External activities Games Ball skills</p> <p>Use basic principles of a healthy and varied diet to prepare dishes-/ prepare and cook a variety of predominantly dishes using a range of cooking techniques. link to the topic ie a banquet Importance of regular exercise</p> <p><i>Positive and negative factors which impact mental well-being. Make informed choices- balanced lifestyle</i></p>	<p>Ongoing development of self-help skills eg organisation, toileting, dressing, tooth brushing, eating, personal hygiene- <i>How diseases are spread and can be controlled, responsibilities we have to our own health and others- link to topic- diseases in history</i></p> <p><i>Understanding how my behaviour impacts others- make choices accordingly</i></p> <p><i>Respect and assert personal boundaries</i></p> <p>Travel skills Cooking- Bread; eggs</p> <p>Focus on individual PLPs</p> <p>Preparation for adulthood Agenda</p> <p>Gatsby Benchmarks</p>	<p>Compare a range of portrait artists. Use a variety of media ie collage, papier mache, charcoal, paint, pencil to create portraits of kings and queens.</p> <p>Sculpture and construction- design and make 3d castles</p> <p>Use a variety of materials to make headpieces and capes</p> <p>Use voices expressively to sing songs, chants, rhymes</p> <p>Listen and respond to a range of music from different composers and musicians. Play tuned and un-tuned instruments focusing on pitch, duration, dynamics, tempo</p>	<p><i>Ongoing and personalised- <u>Number:</u> Number and place value, addition and subtraction, multiplication and division, fractions</i></p> <p>Topics: Measurement: Length</p> <p>Geometry: 2d and 3d shapes</p>	<p><i>Ongoing and personalised- <u>Reading:</u> word reading and comprehension</i> RWI <i><u>Writing:</u> transcription, spelling, handwriting, vocabulary, grammar, punctuation, composition</i></p> <p>Genre: Narrative- Traditional Tales Recount- Own experiences Recalling recent events and changes in living memory</p> <p>Non fiction- books about Kings, queens and castles</p> <p>KS3 + 4: play scripts- Simplified shakespeare</p>

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<p>Spring Term Unit: How Things Work</p> <p>Electricity Batteries Wind- up Push and Pull Circuits</p>	<p>E-safety: Navigate age appropriate websites</p> <p><i>Focus this term on internet safety. Keeping safe:- 'private'; good surprises/ dangerous secrets See PSHE footnotes.</i></p> <p><i>Legal and illegal substances and risks; smoking, alcohol use, drug taking and misuse of medicine</i></p> <p>RSE : Relationships, inc friendships, families and intimate and sexual relationships</p>	<p>Meet, greet and respond people in an appropriate manner</p> <p>Listen and respond to others in circle times</p> <p>Descriptions, explanations and narratives for different purposes, including expressing feelings.</p> <p>Personalised SaLT plans</p> <p><i>Communicating feelings to others</i></p> <p>Giving and following instructions</p>	<p>ICT is a vehicle used across the domains. Refer to ICT long term plan for discreet ICT lessons,</p> <p>Through a variety of practical activities, pupils follow the process of designing, making, evaluating. Build / construct using mechanisms in their products (ie electricity, levers, pulleys)</p> <p>Characteristics of Effective Learning: Playing & Exploring Active Learning Creating & Thinking Critically Working Scientifically</p> <p>Engagement Model</p>	<p><u>Forces and Magnets:</u> Compare how things move on different surfaces; explore how some forces need contact between two objects, explore magnets repelling and attracting and explore/ predict which materials they repel/ attract; everyday use of magnets Compare and group how different things move</p> <p><u>Light and sound:</u> Investigate light, know that they need light to see things; light sources, lights and electricity ie torch, candle, light switch Investigate how sounds are made ie vibration</p> <p>Listen and respond to songs, rhymes, topic related vocab in target languages.</p>	<p>Zones of Regulation Go Noodle Yoga</p> <p>Moving people: push and pull forces</p> <p>Sensory circuits and access to trim trails</p> <p>Personalised sensory diets and other OT plans</p> <p>Swimming Dance PE External activities Games Ball skills</p> <p>Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Importance of regular exercise <i>Positive and negative factors which impact mental well-being. Make informed choices- balanced lifestyle</i></p>	<p>Ongoing development of self-help skills throughout the day, including arrival, organisation, toileting, dressing, eating, personal hygiene</p> <p>Travel skills Shopping Cooking: vegetables; pasta and rice</p> <p>Safety with electrical appliances.</p> <p>Sun safety</p>	<p>Focus on digital imagery, printing techniques- see Equals unit "Digital Media-photography"</p> <p>Experiment with, create, select and combine sounds- using tuned and un-tuned instruments.</p> <p>Make own instruments. Linking sound to vibration- how are sounds made? Experience vibrations with different instruments and drums</p>	<p><i>Ongoing and personalised-<u>Number:</u> Number and place value, addition and subtraction, multiplication and division, fractions</i></p> <p>Topics: <u>Measurement:</u> Clocks and Time</p> <p><u>Statistics:</u> Pictograms Tally chart Block diagrams</p>	<p><i>Ongoing and personalised-<u>Reading:</u> word reading and comprehension</i></p> <p>RWI <u>Writing:</u> transcription, spelling, handwriting, vocabulary, grammar, punctuation, composition</p> <p>Genre: <u>Instructions-</u> Based around on how to use a range of products. Produce own instructions for their own design</p> <p><u>Report-</u> Create own simple non chronological report/ booklet</p>

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<p>Summer Term Unit: Food</p> <p>Changes in food over periods of time; e.g Medieval banquet</p> <p>Changes in farming and machinery Visit Dorchester museum</p>	<p>E-safety: passwords Who/ how to get help</p> <p>Safe/ not safe to eat and drink (inedible)</p> <p>explore the issue of recycling food and foodstuff by-products; foodbanks; raising awareness of needs of others</p> <p>RSE: Being safe/ Consent incl online and media</p>	<p>Meet, greet and respond people in an appropriate manner</p> <p>Listen and respond to others in circle times</p> <p>Descriptions, explanations and narratives for different purposes, including expressing feelings.</p> <p><i>Communicating feelings to others</i></p> <p>Personalised SaLT plans</p>	<p>ICT is a vehicle used across the domains. Refer to ICT long term plan for discreet ICT lessons,</p> <p>Through a variety of practical activities, pupils follow the process of designing, making, evaluating. Build structures, explore and use mechanisms in their products.</p> <p>Characteristics of Effective Learning: Playing & Exploring Active Learning Creating & Thinking Critically Working Scientifically</p> <p>Horticulture and enterprise: Grow and sell your own food. (more able pupils explore meaning of "fair trade")</p>	<p>Plants- parts of plants and growing <u>Living things and their habitats</u>- simple food chains, different sources of food</p> <p>Basic needs for survival: water, food and air</p> <p>Changing states of materials, ie liquid, frozen (solid); cooked, raw; reversible, non-reversible</p> <p>To sort and classify foodstuffs</p> <p>Where does food come from- continents and oceans (atlases, globes and maps)</p> <p>Farming</p> <p>explore the importance of food within cultural and religious festivals</p> <p>Listen and respond to songs, rhymes, pattern of sound, stories in target languages.</p>	<p>Exploring relaxation and calming strategies- Go Noodle Yoga</p> <p>Sensory circuits and access to trim trails</p> <p>Personalised sensory diets and other OT plans</p> <p>Swimming Dance PE External activities Games Ball skills</p> <p>Use basic principles of a healthy and varied diet to prepare dishes- eatwell plate</p> <p>Importance of regular exercise</p> <p><i>Positive and negative factors which impact mental well-being. Make informed choices- balanced lifestyle</i></p>	<p>Ongoing development of self-help skills throughout the day, including arrival, organisation, toileting, dressing, eating, personal hygiene</p> <p>Travel skills</p> <p>Shopping- lists- where to find things in a supermarket</p> <p>Cooking: Meat; fruit</p> <p>Understand where food comes from</p> <p>Sun safety in practice</p> <p><i>Understand that household products, including medicines, can be harmful if not used properly.</i></p>	<p>Compare a range of famous art works which depict still life or sculpture (food). Artists: Archimboldo and Oldenberg</p> <p>Focus on drawing, painting and sculpture</p> <p>3d models (clay, papier mache)</p> <p>Use voices expressively to sing songs, chants, rhymes</p> <p>Rehearse and perform for an audience</p>	<p><i>Ongoing and personalised- <u>Number:</u> Number and place value, addition and subtraction, multiplication and division, fractions</i></p> <p>Topics: <u>Measurement:</u> Mass Volume/ capacity Money</p> <p><u>Geometry:</u> Position and direction; link with simple compass directions</p>	<p><i>Ongoing and personalised- <u>Reading:</u> word reading and comprehension RWI</i></p> <p><u>Writing:</u> transcription, spelling, handwriting, vocabulary, grammar, punctuation, composition</p> <p>Genre: <u>Narrative-</u> Stories from other cultures (linked to food from same culture (e.g The Runaway Chipati)</p> <p><u>Instructions-</u> Based around recipes and growing edible plants</p> <p><u>Poetry-</u> Food poems Focus on descriptive language</p>