

Autumn Term – Topic People

Personal, Social, Development	<ul style="list-style-type: none"> • PSHE Weekly lessons with a focus on Relationships, Internet/online safety, Health, Mental wellbeing • RSE – Weekly lessons with a focus on changing bodies • Play will be incorporated into students' daily timetable – Functions of Play. There are very many functions of Play, among them being to help the learner to: experience interaction with others, learn about social interaction, practice and develop social communication, encourage in the making of friendships, learn new skills in a safe environment, explore own body and senses, develop kinaesthetic senses, explore the surrounding world, develop a safe understanding of emotions of both self and others, develop fine and gross motor skills, develop flexibility of thought, develop Theory of Mind, develop Central Coherence
Communication	<ul style="list-style-type: none"> • Daily/weekly routine activities: <i>Hello</i> group, snack/lunch-time, assemblies, community visits, play, reading, <i>Sign of the Week</i> • Daily personalised SaLT plans • PECS – Picture Exchange Communication system • PODD – Pragmatic Organisation Dynamic Display • Through the appropriate communication route and as your child moves through the Vita Curriculum, your child will be learning about themselves, their families, others in their class, the wider school and community.
Thinking & Problem Solving	<p>Preparing for Adulthood (students in key stages 3 and 4 and P16 only)</p> <p>Students follow one of two programmes from the ASDAN <i>My Independence</i> framework:</p> <ul style="list-style-type: none"> • Supporting aspirations • Exploring aspirations <p>Both programmes are mapped to the four <i>Preparing for Adulthood</i> pathways:</p> <ul style="list-style-type: none"> • Friends, relationships and communities • Good health • Independent living • Employment <p>During this term, students will work toward completing sections of these pathways linked to our topic: <i>People</i>.</p>
Independence	<ul style="list-style-type: none"> • 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</i> • Zones of Regulation - <i>Understanding how my behaviour impacts others- make choices accordingly</i> • <i>Respect and assert personal boundaries</i> • Travel skills – in school, around school, out and about in the wider community • Cooking – following recipes, preparing snacks, health and safety
Understanding of the world	<p>Science</p> <p>During the first half-term, in activities planned to meet their different learning needs and through appropriate practical and investigative activities, pupils/students will learn about:</p> <ul style="list-style-type: none"> • parts of the human body; • the human lifecycle; • senses; • the effects of exercise on the body;

} Termly newsletter will give further information

- the importance of food and drink and a healthy diet;
- what humans need in order to stay healthy
- and famous scientists.

During the second half-term, they will learn about:

- more famous scientists;
- the heart;
- the skeleton;
- the lungs
- and more about staying healthy.

ICT/Computing

During the first half-term and in activities planned to meet their different learning needs, pupils/students will focus on the following functional skills:

- Typing skills
- Logging in and out of the system
- Word processing
- Record sounds and playback.
- Watch their own images on a webcam connected to the IWB or iPad
- Cause and effect games on iPad/screen.
- iPads – find and select favourite apps.

During the second half-term, the focus shifts to different functional skills and aspects of computer science:

- Power point
- Typing skills sensor / switch / voice activated toys
- battery operated toys
- use the IWB to operate simple software
- use the IWB to select favourite software
- select APPs on the iPad
- Early skills software using touch screen, switches, Eye Gaze or IWB as appropriate.
- Making choices between software.

E-safety is emphasised through all ICT/Computing learning.

History

Children and young people should take part in visits to local sites of historic interest such as Christchurch Castle, Poole Quay and Corfe Castle. As appropriate to their learning needs, they may:

- engage with pictures of people from history;
- engage with their personal history, e.g. family history;
- listen to stories or take part in roleplay about people from history;
- notice differences in people from different points in history (e.g. their clothing) and start to create simple timelines;
- learn words or phrases to describe people from different periods of history (e.g. Tudor, Roman, modern) and some dates;

	<ul style="list-style-type: none"> ask questions about a person from history or research and present information about a person from history. <p>Geography</p> <p>Geography will be the focus of learning in another term.</p> <p>Religious Education</p> <p>RE is delivered through assemblies and a focused week of activities each half-term:</p> <ul style="list-style-type: none"> Week beg. 9 October: Harvest (Christianity) Week beg. 27 November: Guru Nanak (Sikhism) <p>Modern Foreign Languages</p> <p>Learning about modern foreign languages takes place during a focused week of activities around the cultures represented by a language. This may include sampling food and drinks (e.g. through a <i>Fun with Foods</i> approach); stories; music, dance and other art activities; games or sports activities; and learning some basic vocabulary. During this term, our focus will be on Poland during the week beginning 6 November.</p>
<p>Physical and Mental Wellbeing</p>	<p>PE</p> <p>All children and young people will have 2 PE lessons a week. This term in Games children will focussing on ball skills and games that require these skills, Football and Basketball. Their other PE lesson will either be Swimming or Dance. They will understand moving people and begin to think about push and pull force when developing their ball skills. They will also learn the importance of regular exercise</p> <p>Mindfulness Activities</p> <p>Pupils and students will work on Zone of Regulation. All pupils and students will be given opportunities to explore mindfulness and calming strategies and understand that these will be different for people. They will have opportunities to develop personalised strategies that support them, to be regulated and ready to learn. They will understand <i>positive and negative factors which impact mental well-being. Make informed choices- balanced lifestyle</i></p>
<p>Expressive art and design</p>	<p>Art</p> <p>Weekly Art lesson with a focus on comparing a range of portrait artists. Use a variety of media to create self-portraits/ portraits of others. Focus on digital imagery, printing techniques</p> <p>Music</p> <ul style="list-style-type: none"> Use voices expressively to sing songs, chants, rhymes 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

Maths	<p>During this term children and young people will continue to learn about Number. Our personalised approach means that at their level they will learn</p> <ul style="list-style-type: none"> • Counting • Place value • Number facts • The 4 operations-addition subtraction multiplication and division • Fractions <p>Children will also learn about Measurement particular length. And Geometry 2d and 3d Shapes.</p>
Literacy	<p>Learning to read is a high priority for all children and young people. Depending on their needs, this may be through informal early phonics activities, following the <i>Read Write Inc</i> phonics programme, developing reading accuracy and fluency beyond phonics (e.g. through another reading scheme) or building comprehension.</p> <p>The topic 'People' is a vehicle for children to learn key skills in English with the focus in the first half-term on <i>myself</i>, family, friends and other people important to <i>me</i> and the focus in the second half-term on important people such as those who help <i>me</i> and famous people. For some pupils/students there will also be a focus on reading and writing non-fiction texts. Depending on their needs, some of the learning and activities in which children and young people may be engaged includes:</p> <ul style="list-style-type: none"> • sensory stories; • mark-making and early writing, e.g. through tracing words or practising letter formation; • writing recounts about things they have done; • labelling and describing people; • creating fact-files or non-chronological reports about people; • learning new vocabulary; • visiting libraries; • roleplay and drama; • writing letters • or writing diaries.