

Overview of ARP Planning 2017-2018

Every child in the ARP has an individualised programme of learning to cater for their own specific learning stage and needs. All aspects of literacy, maths, science, ICT and all other subjects are tailored to meet children's specific needs. I pads and other ICT is taught continually throughout every subject This is an overview of topics and is subject to change when deemed necessary by ARP staff.

Please ask a member of the ARP Teaching staff if further information is required.

Date and topic	Books	Literacy	Maths	RE	Science	ICT and Other subjects	Art & other Subjects
Autumn1 Super heroes Memorable Experience: Possibly visit from super hero work shop-Link with Year 1	If I were a Super hero Super Daisy Super hero ABC Stupendous Drependous stories Charlie's Superhero Underpants Superkid	Prediction Simple sentences containing an adverb/ verb Write Narrative about Superhero; My superhero is.... They are a super hero because.... If I were a superhero my power would be....	Days of the week Months of the year Long/ short/ tall/ heavy/ light Positional language	What is special about me 'I've got body, a very busy body' Harvest short espresso film of harvesting fruit and veg school veg patch for veg harvest	Physical Processes (Electricity/ switches/circuits/Light and dark/ Transparent, opaque, translucent/Making shadows P4-Pushes a switch to get the torch to light -Pushes a switch to activate the toy P5: Carries out simple verbal instructions e.g switch on light, P7: Make choice about what will happen, e.g which one will light up? Which one is noisy, which is quiet? P7: describes something as/after it happens, e.g. What happened when you turned on the	P4: Uses Mouse to control a device, such as a dance mat game P5: Pupil uses simple graphic program to choose picture to represent desired object e.g favourite drink	Identify key physical features; mountain, lake, river, sea, forest, city, beach Drawing faces Dressing the super hero; Introduce primary colours Mondrian style Use primary colours to colour mix in equal parts

					switch? P7: Can communicate observations through drawings which can be recognised		Add tone by mixing in black or white To primary and secondary colours to make shade charts Introduce Kandinsky circles. Identify the colours Make colour circles to put together as finished piece using a range of media
Autumn 2 Monsters and Aliens	Room on the Broom Jack and the Aliens Troll linked to Three Billy Goats Gruff Beegu Aliens love Underpants The Aliens are coming	Retelling a story Joining in with missing words Rhyming words Descriptive work Character profiles	Number quantity correspondence Ordering numbers 2 D shapes, naming, sorting and making pictures Measuring length by	Festivals of light including; Diwali and Hanukkah 'This little light of mine' Christmas customs and traditions Nativity	Physical Processes continued (<i>push, pull, fast, slow, bounce, roll, Spinning objects fast and slow, right turn, left turn</i>) P5: Collect objects or materials, e.g. collects wheeled objects to push (push chairs, cars, scooters) P5: Carries out simple	P4: Pupil knows which image to click on to turn the page when using taking stories and other programs P5: pupil uses ICT to access specific information, such as moving	Rolling a dice to get monster body parts Make monster masks Dressing up Loud and quiet noises in music

Autumn 2 Christmas	Here comes the Aliens Nativity story Aliens love Panta Claus Letter to Santa Claus	Nativity story Ordering the story Naming toys (nouns)	comparison and using non - standard units Find objects longer/shorter than a meter Find objects heavier/lighter than this....	story 'Mary had a baby'	verbal instructions e.g drop/roll the ball, push the toy P7: Make choice about what will happen, e.g which one will roll, bounce, push/pull P7: describes something as/after it happens, e.g. What is the car doing? What did you do with the ball? What did the ball do when we dropped it? P7: Can communicate observations through drawings which can be recognised	on slides in a presentation P4: Uses ICT to match a sound to real or representation al objects	Making Christmas cards Making decorations Making calendars printing Christmas music and carols
Spring 1 Around the world-Link with Transport (trains, planes, boats)	Lost and found A is for Africa Chinese new year story Anna Hibiscus Song Big Rain Coming Tiddalick the wide mouth frog Own book- 'where my family come from' One child one seed	Alphabet ordering and letter names alliteration	Positional language; in front, behind etc Symmetry Ordinal numbers	Chinese New Year My place in the world- belonging 'We are the Church'	Materials and Properties (<i>changing state, Floating and sinking, melting, separating materials, solids and liquids</i>) P4: Pupil change some materials my physical means e.g. mixing, squashing, rolling, twisting P5: Pupil collects objects or materials, e.g. all the shiny materials	P4: Pupil uses ICT to control an object or event, e.g beebots or sound beams to create sound effects P5: Links shapes, symbols and characters to communicate meaning e.g. Uses a music-	Where do our families come from Traditions and foods from around the world Music from around the world- African drums Electrical musical instruments Look at a

					<p>P5: Carries out simple instructions, e.g. stir the tea or wobble the jelly</p> <p>P6: Pupil begins to make simple predictions, e.g. the ice-cream will melt</p> <p>P7: Pupil describes something after it has happened</p> <p>P7: Sort by simple criterion, e.g. show me the runny things?</p> <p>P7: Name simple actions, e.g. squash, pour, mix</p> <p>P7: matches objects to materials, e.g. matches a piece of plastic to a plastic bottle</p>	<p>making program to compose a piece of music</p>	<p>range of African fabrics with geometric designs</p> <p>discuss shape and position</p> <p>make pattern tiles and use colour mix and tone techniques to decorate</p> <p>Use press print tiles to create simple geometric design print, then rotate through 90 degrees and print again to create new design</p>
<p>Spring 2 Towers Tunnel & Turrets</p> <p>Stories set within castles, towers, tunnels</p> <p>Memorable</p>	<p>Children's TV series-Mike the Knight</p> <p>Sleeping Beauty</p> <p>Rapunzel</p> <p>Sword in the stone-Disney Story</p> <p>Small Knights</p>	<p>Letters Posters</p>	<p>Direction, forward, backward, turn, left, right,</p> <p>Position and movement: on, above, next to</p>	<p>Jonah and the Whale</p>	<p>Materials and Properties continued from Spring 1</p>	<p>P6: Uses ICT to select and group objects, letters or images, e.g pupil sorts groups of objects on screen by given</p>	<p>Visit to the farm</p> <p>Weather maps, using symbols</p> <p>Small world farm yards with sensory</p> <p>Match sound</p>

<p>Experience-</p>	<p>and George Small Knights and George and the Royal Chocolate cake Meg's castle</p>					<p>criteria, such as items used in the kitchen and items used in the garden P6: Pupil controls an ICT device independently, e.g. turns on a computer, CD player or photocopy a single sheet</p>	<p>to animal (sound lotto) Look at knights' banners. Discuss shape, pattern and colours used. Design and create own standard flag choosing 2 colours and an image; referring to primary, secondary colour wheels, and geometric shapes</p>
<p>Summer 1 Farm and growing</p> <p>Memorable Experience: Visit to Old McDonald Farm or marsh farm</p>	<p>Farmer Duck Three little pigs Jasper and the beanstalk Grandpa's garden Rosie's walk Moving Tractor Pig in the pond Down n the meadow</p>	<p>Missing words Sentence formation Sequencing the story</p>	<p>Fractions Sharing a quantity Doubles Ordinal numbers</p>	<p>God's creations including animals and their young</p> <p>The lost sheep . All things bright and beautiful</p>	<p>Life processes and Living Things</p> <p>Our senses, habitats and the animals that live in them, Healthy eating, Names of common foods</p> <p>Seasons of the year Weather-Describes the weather-Is it cold or is it</p>	<p>P6: Pupil can with help save work on the computer which can then be retrieved, e.g saves recording which can be played back at a later date</p>	<p>Old MacDonald and other farm songs Remote control cars Texture in art; using a texture box to feel and describe texture</p>

				<p>'My God is a great big God'</p>	<p>windy? Food chains Growing plants, parts of a plant Collecting leaves Naming simple objects- tree, leaves, stones, grass Naming body parts Exploring sounds Mirrors and reflections P7: Communicate observations through drawings P7: matches real objects with pictures of them P7: Describe animals observed on the farm e.g. It is hairy, it growls, it moves</p>	<p>P6: Pupil can with help retrieve their work from a computer P6: Pupil can with help print their work from the computer</p>	<p>..bumpy, soft rough Lokk at pictures where texture can be seen; eg wool on a sheep, horns on a cow. Create texture collages by grouping images with the same texture Create own tactile texture animal using sawdust, bubble wrap, foil etc so the texture of the fur, skin, fleece can be felt Create collagraph prints from each texture animal</p>
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<p>Summer 2 Water</p>	<p>Rainbow fish The ugly duckling The little mermaid Row your boat Mr Gumpy's outing Rosie and Jim Non fiction books about river life</p>	<p>Adjectives 'Who' questions (who has a shiny shell? Etc) Alphabetical ordering</p>	<p>Capacity, full, empty, half full, 3 D Shapes- nets, sizes, sorting</p>	<p>Noah's Ark Fish as a symbol of Christianity 'I will make you fishers of men'</p>	<p>Floating , sinking Uses of water, hygiene and keeping healthy names of river creatures Have fish in classroom- Children describe what the fish is doing? How do we take care of the fish?</p>	<p>P5: Pupil uses interactive whiteboard to access selected recorded music and make things happen P6: Pupil can with help print their work from the computer</p>	<p>Identify key physical features such as ocean, sea, river, lake, beach, port, harbour 3 D junk modelling boats Percussion instruments and 'water music' Look at the goldfish in the tank and discuss their scales touch shed snakeskin to feel scales. Create scale shapes from foil and overlap on drawn fish Print with the fish Create a taeget design then draw and cut out</p>
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							simple fish contour shape. Discuss warm and cool colours. Use cool colours for the target, and warm for the fish to create image.
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