



# Pathway 1: Long Term Planning – Key Stage 2

Key Stage 2 Year 1	Autumn		Spring		Summer	
Theme	Animals all around us.		Colours of the Rainbow		Australia here we come! (PMLD Thematic unit)	
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Focus Texts</b>	<b>Fiction</b> – A Squash and Squeeze by Julia Donaldson	<b>Fiction</b> – What do they do with all the poo at the zoo?	<b>Fiction</b> - How the crayons saved the rainbow by Monika Sweeney <b>Poem/rhythm and Rhyme</b> – “Sing a Rainbow”	<b>Fiction</b> – Mixed: A colourful story by Arree Chung	<b>Fiction</b> – The Koala who could	<b>Fiction</b> – Diary of a Wombat by Jackie French
<b>My Communication and Interactions</b>	<p><b>Communication through touch</b> A communication through touch activity themed around different things found on the farm. Using music, massage, touch and sensory resources explore the seeds to grow crops, the tractor and the animals that live on the farm.</p> <p><i>Suggested activity: Down at the Farm (Sensory Soup)</i></p>	<p><b>Sensology</b> Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Stimuli, resources and props to be linked to the zoo animals theme. Supporting adults to observe Responses, reactions and consistency of responses overtime for example.</p> <p><i>Suggested activity- Zoo Sensations (Sensory Soup) Activity inspired by Flo Longhorns “The sensology workout-waking up the senses”.</i></p>	<p><b>Sensory poem/Song</b> Telling one of the songs/poem above as a sensory poem/song. Using a sensory approach present a stimulus alongside a line of text. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.</p>	<p><b>Sensory story</b> Telling one of the texts above as a sensory story. Through a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat over the half term.</p>	<p><b>Sensology</b> Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Observing responses and reactions to the resources, responses and development of individual communication targets over time.</p> <p><i>Suggested activity: Welcome to the land down under (PMLD Thematic Unit Learning Activity 1)</i></p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Through a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat over the half term.</p> <p><i>Suggested activity- The Koala who could</i></p>
	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate to the topic of colour and rainbows but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate to the topic of Colour/Rainbows but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate to the topic of Australia or travel but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate to the topic of Australia but not essential. Focus areas: Responding, Interacting, Making choices.</p>







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<b>My Well-being and Me</b>	<u><b>Self-Awareness</b></u> Things we are good at SA1: Encountering  Please refer to greater depth planning	<u><b>Self-Care, Support and Safety</b></u> Taking care of ourselves SSS1: Encountering  Please refer to greater depth planning	<u><b>Managing Feelings</b></u> Identifying and expressing feelings  MF1: Encountering Please refer to greater depth planning	<u><b>Changing and growing</b></u> Baby to adult CG1: Encountering  Please refer to greater depth planning	<u><b>Healthy lifestyles</b></u> Healthy eating HL1: Encountering HL1: Foundation  Please refer to greater depth planning	<u><b>The World I live in</b></u> Recognising difference between people WIL1: Encountering Please refer to greater depth planning
<b>Being a part of the World around Me</b>	<u><b>Sensory Science</b></u> Farm animal themed sensory exploration opportunities using all the senses with a focus on touch. An animal a week, exploring a range of resources and props linked that particular animal, for example, shear the sheep in shaving foam, feed the pig activities.  <u><b>Community Experiences and opportunities</b></u> Pupils to experience a range of visits from members of the community linked to topic of animals This could include: Animal companies such as Zoolab, Animals Take Over A Therapy Dog Animal/Pet visits such as chickens, ducks.	<u><b>Sensory Exploration</b></u> Pupils to engage in a range of sensory exploration activities linked to the topic of zoo animals with a focus on habitats and the environment. Hot and cold, different textures, smells, heights, materials and colours for example.  <u><b>Educational Visit</b></u> Pupils will have the opportunity to visit Chester Zoo, Welsh mountain Zoo or Knowsley Safari Park Pupils to have the opportunity to engage and see the animals within topic. To experience a new environment through the senses. To practise and develop the skills and put into practice in the community. Being a part of the wider community.	<u><b>Outdoor Learning</b></u> Pupils to experience colours in nature using all their senses through outdoor exploration including nature walks, exploration trays, flower gardens. Pupils exploring flowers and plants of different colours. To plant flowers and seeds of different colours. Pupils to engage with 'We're going on a rainbow hunt' sensory journey, utilising the outdoors. You could also engage in a variety of fun parachute games, incorporating the colours of the rainbow, sing rainbow songs and other fun outdoors games. <i>Suggested activity- Planting a Rainbow (sensory soup)</i>  <u><b>Educational visit</b></u> An educational visit to a garden centre or allotment.	<u><b>Sensory Science</b></u> <u><b>All about the rainbow</b></u> Explore rainbows, the different colours, using sensory umbrellas, coloured fabrics, lights and art. How are rainbows made using torches and light, glass and water?  <i>Suggested activity- Rainbow sensory session (Sensory Soup)</i>	<u><b>Sensory Journey</b></u> Create a sensory journey, exploring different landmarks and items that are associated with Australia. Use of Immersive Learning Space. <i>Suggested activity- What shall we see "Down Under" (PMLD Thematic Unit Learning activity 4, Resources 2 and 3 Let's tour Australia)</i>	<u><b>Sensory Cookery- Australian foods</b></u> Explore a range of Australian foods and recipes, using all the senses to explore the ingredients and equipment needed. Include where possible hot and cold foods, sweet and savoury.  <i>Suggested activity- Anzac Biscuits – Yum! (Thematic PMLD unit- Learning activity 6, Resource 4 Tucker Time!)</i>



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<b>Creative Me</b>	<p><b><u>Creative Arts</u></b> Creative arts activities related to the different farm animals, possible focus on the textures or patterns of different animals to make a shared group art work of a farm scene which is built on every week. Process-led art work based on children’s own work and targets.</p>	<p><b><u>Sensory Drama/Role play</u></b> Role play and exposure to drama linked to animal’s sounds. Animal sound bingo, creating and wearing masks, head wear, costumes, moving like an animal.  <i>Suggested activity- We’re all going to the zoo Flo longhorn – Sensory drama</i></p>	<p><b><u>Sensory Art</u></b> Art themed activities with a focus on different colours. This could include colour mixing, seeing what happens when two colours are mixed together, or make a picture using only one colour. Inspired by the book ‘The Dot’ and artwork by Kandinsky. Further possible Art themed activities with a focus on rainbow could include creating own rainbow pictures, such as a collage using a variety of colours, textures and materials including soft/rough textures or rainbow window murals, using cellophane.</p>	<p><b><u>Edible Art</u></b> Creating art using food, natural colour items of food. Mixed food. Smelly art using herbs, spices. Using yoghurts to make finger paints. Painting with frozen coloured ice cubes. Pupils to make their own marks, to explore the colours and making choices, showing preferences. Engaging with their environment and the tools that they are using.</p>	<p><b><u>Sensory Art</u></b> Pupils to engage with and participate in a range of art activities linked to Australia using a range of materials, tools and equipment. Aboriginal dot art, exploring the colours of the Australian flag, warm colours etc.</p>	<p><b><u>Outdoor Learning</u></b> Pupils to engage with creative arts activities outside. Using the outdoors to explore the environment, the temperature, the sounds. Creating art with natural materials found outdoors.</p>
	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Dynamics  Please refer to greater depth planning</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Tempo  Please refer to greater depth planning</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Dynamics  Please refer to greater depth planning</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Tempo  Please refer to greater depth planning</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Structure  Please refer to greater depth planning</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Structure  Please refer to greater depth planning</p>



# Pathway 1: Long Term Planning – Key Stage 2

Key Stage 2 Year 2	Autumn		Spring		Summer	
Theme	Walking through the Jungle		Traditional and funny tales		Country (Based in the Olympics) France	
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus Texts	Fiction – Rumble in the Jungle	Fiction – The Jungle Book	Fiction – Jack and the beanstalk	Fiction – Goldilocks and the 3 bears	Fiction – Madeline	Fiction – Frere Jacques
My Communication and Interactions	<p><b>Sensology</b> Walking through the Jungle sensology session. Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Stimuli, resources and props to be linked to the zoo animals theme. Supporting adults to observe Responses, reactions and consistency of responses overtime for example.</p> <p><i>Suggested activity- Walking through the Jungle Sensology</i></p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.</p>	<p><b>Sensory bag and bin</b> Sensory bag/bin linked to the sensory story to promote language, fine and gross motor skills and engage the senses. Using a bag and tuff trays allow pupils to explore and engage with a range of items related to the story.</p> <p><i>Suggested activity- Sensory bag/bin (Jack and the beanstalk- Rhyming multisensory story)</i></p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.</p>	<p><b>Sensory story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.</p>	<p><b>Role Play café</b> Create a French café, preparing, exploring money food linked to being a part of the world around me, buying food, technology to communicate. Decorate classroom. French themed.</p>
	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.</p>
My Cognition and Learning	<p><b>Sensory Poem</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p>	<p><b>Technology</b> Individual focus as identified in pupils individual tracking document. Using technology to explore the theme further through cause and effect activities, musical jukebox, switch activated toys.</p>	<p><b>Sensory Story</b> <b>Linked to jack and the beanstalk</b> Telling Jack and the Beanstalk as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual,</p>	<p><b>Sensory bag and bin</b> Sensory bag/bin linked to the sensory story to promote language, fine and gross motor skills and engage the senses. Using a bag and tuff trays allow pupils to explore and engage with a range of items related to the story.</p>	<p><b>Sensory journey</b> A journey through France, highlighting landmarks, tasting food, colours and sounds that you might hear. The use of the Immersive learning space.</p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p>









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	<p>Weekly music session planned and led by specialist music teacher. Focus: Dynamics</p> <p>Please refer to greater depth planning</p>	<p>Weekly music session planned and led by specialist music teacher. Focus: Rhythm</p> <p>Please refer to greater depth planning</p>	<p>Weekly music session planned and led by specialist music teacher. Focus: Pitch</p> <p>Please refer to greater depth planning</p>	<p>Weekly music session planned and led by specialist music teacher. Focus: Pitch</p> <p>Please refer to greater depth planning</p>	<p>Weekly music session planned and led by specialist music teacher. Focus: Timbre</p> <p>Please refer to greater depth planning</p>	<p>Weekly music session planned and led by specialist music teacher. Focus: Timbre</p> <p>Please refer to greater depth planning</p>
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