



Pathway 1: Long Term Planning – Key Stage 3

Key Stage 3 Year 1	Autumn		Spring		Summer	
Theme	A Pirates Life for Me (Thematic PMLD unit)		Africa		Superheroes	
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus/Suggested Texts	Fiction – The Pirate Cruncher by Jonny Duddle Non-fiction – Poem/rhythm and movement – Ahoy There Me Hearties (Thematic Unit)	Fiction – Treasure Island	Fiction – Anansi and the pot of wisdom	Fiction- Bringing the rain to Kapiti Plain	Fiction – Superworm Sensory story – Superhero by Rhyming multi-sensory stories	Fiction- Supertato
My Communication and Interactions	<p>Sensory exploration Pupils to engage and participate in a range of sensory exploration activities linked to pirates, presented in tuff trays, in a treasure chest, hidden in a sensory bag. Pupils could engage in water play and exploration, exploring warm and cold water, pouring and splashing, dropping items/props into the water, floating and sinking.</p> <p>Suggested activity- Pirates plunder (PMLD Thematic unit Learning activity 1)</p>	<p>Sensory Poem Treasure chest with each stimulus Telling the Poem “Ahoy There Me Hearties” as a sensory poem. Using a sensory approach present a stimulus alongside a line of text to tell the poem. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p> <p>Repeat over the half term.</p> <p>Suggested activity- Ahoy There Me Hearties (Thematic unit: Learning activity 2, Resource 1)</p>	<p>Sensory Story 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>African themed Sensology 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>Sensory Story 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>Suggested activity- I am a Superhero sensory story. (Sensory soup)</p>	<p>Sensory Massage Follow the massage script, complete massage strokes and movements to the songs suggested. Encouraging engagement, communication of preference, Pupils response to touch and music. Can pupils indicate if they would like more or to finish.</p> <p>Suggested activity – Find me a Superhero</p>
	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Africa but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Africa but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Superheroes but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Superheroes but not essential. Focus areas: Responding, Interacting, Making choices.</p>
My Cognition and Learning	<p>Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of</p>	<p>Sensory treasure hunt Pupils to explore the classroom and school environment engaging with rhythms, matching clues,</p>	<p>Sensory Cookery Explore the ingredients and equipment used to create a range of different African-style food or inspired dishes,</p>	<p>Interactive Story Linked to the sensory Journey create pupils own story of travelling through Africa this could be done using</p>	<p>Technology Using a range of technology such as iPad, switches, latch boxes etc. to explore the topic of superheroes, this could</p>	<p>Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of</p>



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	<p>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>anticipating movement and exploring textures. Create clue box to lead pupils to a certain area within school to find the treasure. Using repetitive structure and song/intro each week.</p> <p><i>Suggested activity: Where be the treasure? (Thematic unit: Learning activity 8)</i></p>	<p>including savoury dishes. Using communication systems to talk about and make choices about what we are making, work as independently as possible to explore ingredients, show a preference for different ingredients and food item, use their senses to taste or smell the foods we have made. Can also incorporate technology and mathematical development.</p>	<p>PowerPoint or photo slideshow. Develop the story over the weeks, allowing pupils to create and explore sound effects props, using tech skills, understanding what comes next, how to make something happen.</p>	<p>include creating and hero signals, playing and showing an understanding of cause and effect games and toys, using technology to create visual and sound effects.</p> <p><i>Suggested activity - Superhero Sensory Room Ideas • Sensory Soup (Sensory Soup Blog)</i></p>	<p>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>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>	<p>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>	<p>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>	<p>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>	<p>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>	<p>Individual and small group Cognition sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.</p>
	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>	<p>Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.</p>
<p>My Body and Me</p>	<p>Sensory Patting story A musical patting story engaging learners in the story of the lazy pirate through touch and song. Follow the story script/cues along with the suggested music.</p> <p><i>Suggested activity: A lazy pirate (PMLD Learning activity 3, Resource 2)</i></p>	<p>Parachute Games Pupils to engage in a group activity of Parachute games. Moving the parachute to different songs and rhymes. Encouraging pupils to be as independent as possible in their actions and movements developing gross motor skills. Pupils following instructions and copying actions modelled by staff and peers.</p>	<p>African Artwork Pupils to explore a range of African artwork, exploring the materials, tools and equipment used. Ideas may include – printing or painting on materials, African style painting, repeating patterns. Developing gross and fine motor movements linked to individual capabilities.</p>	<p>Physical Development – Body Mobility Pupils will develop their physical skills through music and movement, as pupils will be encouraged to move to African music and songs. Some pupils may be able to repeat certain movements or actions. Encouraging intentional and purposeful movement, enjoyment of music and relating it to movement,</p>	<p>Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.</p>	<p>Body Awareness Encourage and support pupils to move their bodies in different this could be linked to superheroes and their own personal physical programme. Can pupils move their bodies at different speeds, can they move different parts independently? Can they follow instructions and directions to move different body parts?</p>



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		<p><i>Suggested activity: Shiver Me Timbers</i> (Thematic unit: Learning activity 5, Resource 3)</p>		<p>tolerating/experiencing their body being moved along to music.</p> <p><i>Suggested activity- Big Top Music – Africa</i> https://www.youtube.com/watch=QpPQwNXvzQ</p>		
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<p>My Well-being and Me</p>	<p>Self-Awareness Personal Strength SA1: Encountering</p> <p>Please refer to greater depth planning.</p>	<p>Self-care, support and safety Feeling unwell SSS1- Encountering</p> <p>Please refer to greater depth planning.</p>	<p>Managing Feelings Self-esteem and unkind comments MF1- Encountering</p> <p>Please refer to greater depth planning.</p>	<p>Changing and growing Puberty CG1- Encountering</p> <p>Please refer to greater depth planning.</p>	<p>Healthy lifestyles Elements of a healthy lifestyle HL1- Encountering</p> <p>Please refer to greater depth planning.</p>	<p>The World I live in Diversity, rights and responsibilities WIL1- Encountering</p> <p>Please refer to greater depth planning.</p>
<p>Being a part of the World around Me</p>	<p>Sensory Science The opportunity to explore objects, materials and their properties linked to pirates. Explore a tropical lagoon using Sensory tubs and bottles, a range of exploration opportunities and experiences.</p> <p><i>Suggested activity: Tropical Lagoon</i> (PMLD Thematic unit: Learning activity 7)</p>	<p>Boats Pupils to explore and create their own pirate ship/boat. Experience and explore different materials, textures, weights of resources. Communicate choices. Pupils to investigate what happens when put into the water.</p> <p>Educational Visit Pupils will have the opportunity to go on a boat trip.</p>	<p>Sensory Exploration Pupils to have the opportunity to explore a range of props, resources and items associated or linked to Africa, the colours of the African flag, the weather, people etc. <i>Suggested activity- link to resource library</i></p>	<p>Sensory Journey Create a sensory journey, exploring different landmarks and animals that are associated with Africa. Use of Immersive Learning Space.</p>	<p>Sensory Science Scientific investigation. Pupils to explore how to fly like Superman such as fly a kite, engage in parachute activities or swing in a swing. Spin like wonder woman for example hula hoop, create windmills,</p> <p><i>Suggested activity: Superhero Superpowers by Rhyming multisensory stories.</i></p> <p>Community visit Pupils to engage with their local community visiting Winsford town centre, going on local walks, exploring and</p>	<p>Sensory cookery Present a wide range of different tastes and textures for pupils to explore using all their senses. Building from touch to taste.</p> <p><i>Suggested activity: Superhero Superfoods by Rhyming multisensory stories.</i></p>



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		Pupils to have the opportunity to engage and see boats and the water. 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.			experiencing with all their senses.	
Creative Me	<p><u>Sensory Art</u> Art themed activities with a focus on Pirates. This could include creating own treasures, manipulating dough and clay, making “Flint” the parrot using a range of processes, materials, tools and textures.</p> <p>Suggested activity -Pieces of Eight (PMLD Thematic unit: Learning activity 6)</p>	<p><u>Music and movement</u> Engage with and explore pirate themed music and the instruments used. Create own piece of Pirate music. Make a choice, indicate a preference, communicate more and fished to produce own song.</p>	<p><u>Music</u> African music. The opportunity to listen to and engage with African music. Exploring a range of instruments typically used in African music.</p>	<p><u>Community visit</u> A community visit from an African music group to visit school.</p>	<p><u>Art- Primary colours, Pop art and special effects</u> Art themed activities with a focus on primary colours. This could be creating art with just one colour using a variety of materials and tools. Creating special effects using a range of art techniques such as printing.</p>	<p><u>Role play and costumes</u> Explore and engage with costumes and masks that could be linked to superheroes. Pupils to make their own masks. Face painting</p> <p><u>Creative Arts</u> <u>Super Self portraits</u> Pupils to create their own self-portraits, exploring their features and those of others. Exploring their faces in the mirror, becoming familiar with the facial features names and the language used. Create a self-portrait using a range of different materials and methods.</p> <p><i>Suggested activity: Superhero Self Portraits by Rhyming multisensory stories.</i></p>
	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Timbre</p> <p>Please refer to greater depth planning.</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Dynamics</p> <p>Please refer to greater depth planning.</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Dynamics</p> <p>Please refer to greater depth planning.</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Timbre</p> <p>Please refer to greater depth planning.</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Tempo</p> <p>Please refer to greater depth planning.</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Tempo</p> <p>Please refer to greater depth planning.</p>



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Key Stage 3 Year 2	Autumn		Spring		Summer	
Theme	The Rainforest		Victorian Historians (PMLD Thematic unit)		The Olympics/Sports	
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus/Suggested Texts	Fiction - The Great Kapok Tree		Fiction – Alice in Wonderland		Fiction - Greek Myths	
My Communication and Interactions	<p>Sensory Story 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 over the half term.</p>	<p>Sensory cooking – using food from the Rainforest Making a range of different dishes, including savoury dishes, using recipes including food that would be found in the rainforest. Using communication systems to talk about and make choices, work as independently as possible to explore ingredients, show a preference for different ingredients and food item, use senses to taste or smell the foods we have made.</p>	<p>Sensory Story 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 over the half term.</p> <p>Suggested activity- Curiouser and curiouser (Thematic unit: Learning activity 1, Resource 1 Alices’s Adventures in Wonderland)</p>	<p>Sensory Experiences Support pupils to engage with a range of Victorian sweet treats using all their senses. Create a sweet shop. Create own sweet treat using flavour and smells chosen by pupils shown to be preferred over previous sessions.</p> <p>Suggested activity- Victorian Sweet Shop (Thematic unit: Learning activity 6)</p>	<p>Myths and Legends Choose an appropriate or interesting Greek Myth, or retelling the story of the first Olympics. You could create your own sensory drama performance and use the ILS, create props and resources with pupils, create costumes and retell the story together. Work on a shared project together with peers, show anticipation or interest in a repeated activity/stimulus, press a switch at the appropriate time, tracking/visual skills, independent/ supported exploration.</p>	<p>Sensology Greek themed Sensology – pupils engage with an activity to wake up each of the senses, linked to the theme of Ancient Greece. Resources might include Greek food to taste, artefacts to touch, Greek music. Communicating preferences, trying new and different things, some pupils might be able to use symbols/words to name objects/stimulus</p>
	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p>Individual and small group communication sessions Activities to be based on pupil’s individual needs and IEP targets linked to if appropriate the topic of Pirates but not essential. Focus areas: Responding, Interacting, Making choices.</p>
My Cognition and Learning	<p>Sensory drama/ journey – Journey to the Amazon Pupils could make their own passports and pack a bag as if they are travelling to the rainforest – what clothes would you need? Dramatise</p>	<p>Sensory story/poem Communication and interaction focus – relating with people and objects. Explore the stimulus linked to the sensory story, incorporating the senses.</p>	<p>Sensory science and technology Opportunities to explore and engage with science, technology and engineering from the Victorian period. Each week focus on a</p>	<p>Sensory Story Telling one of the texts above (or an appropriate animal based story) as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell</p>	<p>Drama and Role Play Re-enacting the drama and excitement of the Olympics – set up a Hebden Olympic games, pupils take turns being spectators, athletes, some pupils could be</p>	<p>Sensory Exploration Linked to some of the different Greek Gods and/or Mythical creatures You could have a different sensory experience or exploration tray each session</p>



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	travelling on an aeroplane. Could use the Immersive Learning Space, or classroom, light room, to create a sense of the rainforest. Sensology/ sensory poems when in the space. Work on a shared project together with peers, show anticipation or interest in a repeated activity/stimulus, press a switch at the appropriate time, tracking/visual skills, independent/ supported exploration	Adapt the story to go with the Rainforest theme, such as humid/ warm temperatures and different flowers. Anticipate familiar story/ stimulus and show increasing awareness of what is happening next. Consistent positive and negative responses/reactions	different area of development, such as the telephone, instruments, light and dark. <i>Suggested activity- The Great Exhibition (Thematic unit: Learning activity 3)</i>	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.	commentators using core boards/communication systems to use verbs to explain what their friends are doing. Commenting on what they have seen. Responding to praise. Being part of a community/group working towards a common goal. Showing empathy and happiness for the achievements of others.	to represent the different Greek myths, creatures and Gods.
	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<u>Individual and small group Cognition sessions</u> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.
	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<u>Cognition and technology</u> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.
My Body and Me	<u>Rainforest Yoga</u> Pupils to engage with and participate in sensory yoga, encouraging body awareness through the use of massage and touch and independent physical movements. <i>Suggested activity- Rainforest Yoga (Rhyming Multisensory stories)</i>	<u>Discrete Physical Development</u> Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	<u>I do like to be beside the seaside</u> Pupils to engage in a range of Victorian themed leisure activities such as hoopla, balls in a bucket. Recreate a Victorian funfair and/or Punch and Judy show. <i>Suggested activity –I do like to be beside the Seaside Thematic unit Learning activity 4</i>	<u>Discrete Physical Development</u> Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	<u>Games and sports</u> Examples may include archery, boccia, kurling, dodgeball. Use a range of sports and games linked to Olympics to provide pupils with a varied experience. Gross and fine motor movements linked to individual capabilities. Participating in group games/activities.	<u>Games and Sports</u> To the Olympics, physical activities linked to the Olympics, races, throwing, rolling and individual and group sports.



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<p>My Well-being and Me</p>	<p>Self-Awareness Skills for Learning SA2: Encountering Please refer to greater depth planning.</p>	<p>Self-care, support and safety Feeling Frightened/worried SSS2: Encountering Please refer to greater depth planning.</p>	<p>Managing Feelings String Feelings MF2: Encountering Please refer to greater depth planning.</p>	<p>Changing and growing Friendship CG2: Encountering Please refer to greater depth planning.</p>	<p>Healthy Lifestyles Mental wellbeing HL2: Encountering Please refer to greater depth planning.</p>	<p>The World I live in Taking care of the environment WIL13: Encountering Please refer to greater depth planning.</p>
<p>Being a part of the World around Me</p>	<p>In the Rainforest Explore the layers of the rainforest, emergent – the tops of the trees, Canopy – the branches and leaves, Understory- small trees and shrubs and Forest floor, using all the senses. Animals that may be found, the colours, the textures, smells, light and dark, dry and wet, high or low. <i>Suggested activities -Creatures through the Amazon through the senses, endangered species, Spiders larder (Rhyming Multisensory Stories the Rainforest)</i></p>		<p>Victorian Games and Toys Over a number of weeks’ pupils to be supported to engage with and explore different games and/or toys that were popular in the Victorian era. <i>Suggested activity – Victorian games and toys Thematic unit Learning activity 7</i></p>	<p>Victorian school Set up the classroom as it would have been in the Victorian era. Over the weeks explore different resources from the Victoria era for each of the 5 senses. <i>Suggested activity – Victorian School Learning activity 8</i></p>	<p>Sensory Art Sculptures Making own pottery using clay. Physical skills focus - Gross and fine motor movements linked to individual capabilities. Make links to communication targets where possible.</p>	<p>Sensory journey A sensory tour of the country hosting the Olympics.A powerpoint travelling around the country and ending at the Olympics. Explore the music, sights, sounds and tastes of the country.</p>
<p>Creative Me</p>	<p>Sensory Art Pupils to engage with and explore art linked to the Rainforest. Focus on Henri Rousseau, using different techniques, tools and materials to create a rainforest scene. <i>Suggested activity – Rainforest art – Henri Rousseau (by Rhyming multisensory stories)</i></p>	<p>Rainforest music and sounds Pupils to engage with the sounds of the rainforest. Listen to sounds that could be found in the Rainforest, can pupils recreate them? Create rainmakers. Experiment and explore what happens when shake them fast and slow, lots of filling only a small amount. <i>Suggested activity – Rainforest music and sounds (Rhyming multisensory stories)</i></p>	<p>Sensory drama Explore experiences and acts that would have been popular in the Victorian era at the music hall, this would include a puppet show, juggling, magic tricks, singing etc. Each week focus on a different act supporting pupils to actively participate and to explore the equipment and props that would be used. <i>Suggested activity – Ladies and Gentleman Thematic unit Learning activity 2</i></p>	<p>Sensory art The Starry Night Pupils to recreate and explore the artwork The Starry night. Immersing in the starry atmosphere, exploring and painting the artwork, movement within the art and colours with a range of body parts, hands, feet, fingers etc. <i>Suggested activity – The Starry Night Learning activity 5</i></p>	<p>Creative Arts Exploring the colours of the Olympic rings through sensory art work. Create a different ‘multi-sensory’ Olympic ring for each colour to display in your classroom.</p>	<p>Mark Making Pupils to engage in a range of mark making opportunities using different items linked to sports, roling balls, printing shoes and tyres, dropping blocks, moving fast and moving slow, going forward and backwards and round and round.</p>



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	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Structure</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Structure</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Rhythm</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Rhythm</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Pitch</p>	<p><u>Weekly discrete music session – Standalone topic:</u> Weekly music session planned and led by specialist music teacher. Focus: Pitch</p>
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