



**Springwood School Medium Term Planning**

Topic: Significant People in My Life

Term: Autumn A

	Sensory Level P1-P3	Access Level P4-P8	National Curriculum Level 1-2
Non-negotiable Learning			
	Suggested Activities	Suggested Activities	Suggested Activities
1  Who Am I?	<p><i>Experience aspects of themselves, begin to show understanding of a sense of self.</i></p> <p>Explore a range of mirrors, iPad photo apps, webcam to allow pupils to explore and experience themselves.</p> <p>Share photos with pupils, can they recognise themselves? Record reactions to photos. Share pupil's ROA file with themselves.</p> <p>Intensive Interaction activities - use a wide range of activities. Encourage pupils to share their voice.</p> <p>Look at celebrating and sharing pupil's favourite things in a sensory way. Celebrate each pupil eg favourite foods, songs, toys, things they do with their families.</p>	<p><i>Explore aspects of themselves, showing an understanding of themselves, including that they know whether they are a boy/girl.</i></p> <p>Explore what I look like through exploring my face in the mirror. Create own self portrait in a range of media.</p> <p>Make a face collage, exploring the different parts of the face.</p> <p>Make a photo book showing my favourite things. Explore photographs and find themselves in them.</p> <p>Share photos of pupil's families. Who is in their family? Create own family portrait or simple family tree.</p> <p>Explore favourite things for each pupil. What is their favourite game, colour, food, clothes, lesson, type of music, pets.</p> <p>Look at the class group/school group. Explore who our friends are, who is my friend in class? Look at things we like to do with our friends.</p>	<p><i>Explore, investigate and show understanding of themselves as people.</i></p> <p>Create own self-portraits, looking at the features of their faces, eg eye colour, hair colour. Compare that of others in the class. Link to other self-portraits by famous artists such as Van Gogh and Lowry.</p> <p>Carry our surveys, eg hair colour, eye colour, height.</p> <p>Look at life cycles, including life cycles of humans and how we grow from babies, to children to adults.</p> <p>Look at parts of the human body, exploring simple features of the body. Link to Crest Award Science – 'Fascinating fingers'</p> <p>FL link – naming parts of the body in French.</p> <p>Create own non-fiction file books based on themselves.</p> <p>Look at themselves as Babies, explore their own history. Compare photos of the pupils</p>

		<p>Explore ourselves in more detail – compare ourselves with others in class. Measure our heights/ compare taller/shorter than....</p> <p>Listen to our voices – make recordings of our voices (or sounds that we make). Listen to each other’s voices. Can we tell who each other is?</p>	<p>now and then.</p> <p>Compare ourselves with others in class looking at our height, eye colour, gender etc. use as basis for mathematical surveys, graphs, measure work.</p> <p>Look at each pupil as an individual, get them to explore ‘What am I good at?’. Share each other’s talents.</p>
<p><b>2</b> Where I live</p>	<p><i>Experience houses and homes through sensory means. Experience different shelters, aspects of homes.</i></p> <p>Where do I live? – Ask for photos of the inside and outside of pupil’s houses. Record any recognition/reaction to the photos.</p> <p>Look at who lives in the house with me – family, pets etc.</p> <p>Explore own houses on Google Street View, showing recognition of their own area.</p> <p>Explore different houses and homes through sensory means. For example, share a sensory story of the 3 little pigs, exploring different materials used to make homes.</p> <p>Explore houses though using doll’s houses and small world toys for role play, exploration.</p> <p>Explore different rooms in the house and what each one is for. Role play kitchen – cooking, washing up, eating. Living room – relaxing, watching tv Bedroom – have a pyjama day.</p>	<p><i>Explore houses and homes, including their own home. Discuss what their house is like and show understanding of who else lives there with them.</i></p> <p>Where do I live? – Ask for photos of inside and outside of pupil’s houses. Use these as a basis for simple discussion work/writing/art work.</p> <p>Explore who lives in the house with me. Make a simple representation showing who lives in my house.</p> <p>Find and explore own houses on Google Street View – looking at the area around their houses – what can they see?</p> <p>Explore different types of houses and homes – use stories, non-fiction books etc to look at where and how other people live and compare it to how we live.</p> <p>Look at the differences of where people live in the class, e.g. some might live in a house, some might live in flats. Look at the similarities and differences.</p> <p>Explore the different rooms in a house. Can pupils match activities/equipment to the correct</p>	<p><i>Investigate and discuss different houses and homes, including their own homes. Discuss the differences between each of their homes and look at who lives in each of them.</i></p> <p>Where do I live – ask for photos of inside and outside of pupil’s houses. Use these as a basis for discussion, written work and art work.</p> <p>Talk about who lives in the house with the child – who are the significant people in their homes (including pets).</p> <p>Pupils to use computer and iPads to find their houses on Google Street View – look at the area around their houses – what is there in the area where they live. Get pupils to ‘look round’ the local area, pointing out significant features to the others in class.</p> <p>Explore different types of houses and homes including different structures. Link to DT work on making own shelters.</p> <p>Outdoor learning – den building activities.</p>

	<p>Visit – explore houses in the local area.</p>	<p>rooms?</p> <p>Use small world toys and doll houses for role play work and discussion about what happens in different parts of the house.</p> <p>Visit – explore houses in the local area.</p> <p>Or Visit a local historical house and look at how people used to live compared to how we live now.</p>	<p>Look at the different types of houses that people in the class live in, eg some may live in a house, some may live in a flat. Some might live in the city centre, whereas others may be more in open spaces. – Compare the similarities and differences.</p> <p>Use small world toys for role play, sharing activities.</p> <p>Visit – explore houses in the local area, or visit a historical house and look at how people used to live.</p>
<p><b>3</b> My Family</p>	<p><i>Experience different members of pupil's families through sensory experiences.</i></p> <p>Share photos of family members (if possible have them emailed in so that they can be put on the big screen). Note reactions to the photos.</p> <p>Have family members share messages for the children at school through the use of recording devices such as big mac or asking parents to record short video clip that can be played on the iPad or computer.</p> <p>Share sensory stories to represent families, compare to our families and who lives with us.</p> <p>Look at pets as part of our family – role play looking after pets. Visitor idea – invite family members in for a</p>	<p><i>Recognise and talk about different members of the pupil's family. Explore and experience different aspects of family life.</i></p> <p>Look at 'Who lives in my house?' – use photograph from family members (if possible have them emailed so they can be put on big screen). Use photographs as a basis for talking about their family, making family tree etc. Or Create a personal book using the photos.</p> <p>Use sound buttons/ recording devices to hear and share messages with family members at home.</p> <p>Explore different special times shared with families, for example holidays, days out, special places to visit, special events such as parties.</p> <p>Explore the extended family, use photos etc of them. Look at basic family relations, eg how people are related to each other.</p>	<p><i>Discuss, investigate and understand the differences between families and how they are made up. Talk about their own families, showing understanding of who everyone is.</i></p> <p>Use photographs of close family members who live with the pupils. Use these as a basis for discussion, literacy work and creative activities.</p> <p>Create own family portraits as an art activity.</p> <p>Pupils could create own personal book using photos of both their close and extended family.</p> <p>Discuss extended families – who are they, why don't they live with us? Use photographs if able. Look at special times shared with families – e.g. where do we go on holiday? (geography)</p>

	<p>party/afternoon tea/picnic.</p>	<p>Do pupils have brothers/sisters? - compare different pupils in the class and their different family makeup.</p> <p>Do pupils have family members living in different countries? Who and where are they – share photos, stories etc of other family members.</p> <p>Make a family tree for each pupil through matching/labelling.</p> <p>Visitor idea – invite family members in for a party/afternoon tea/picnic.</p>	<p>Ink)</p> <p>Look at holidays then and now. What do pupils do now with their families that their parents didn't do? (History link)</p> <p>Look at the different cultures and faiths that are represented through the class. Explore and share different values and ideas.</p> <p>Visitor idea – invite family members in for a party/afternoon tea/picnic.</p>
<p><b>4</b></p> <p>My School and my Friends</p>	<p><i>Experience the school environment and the significant people who are involved with the children in school, including their peers.</i></p> <p>Visit different people in the school building, eg other classes, office, nurses office to meet and take photos of the people who are there – look at their roles and what they do.</p> <p>Join up with other classes to meet their peers – organise a shared play session (use other areas of school such as soft play, sensory room etc)</p> <p>Set up play based activities within class where pupils are interacting and sharing with both peers and adults.</p>	<p><i>Explore and recognise different areas of the school environment and the significant people who are involved with the children in school, including peers.</i></p> <p>Pupils could use the following information to create a fact file or part of a larger book about significant people.</p> <p>Look at who is in my class/department. Use photographs to find and name different people.</p> <p>Explore how I get to school and who are the significant people on my bus, including the driver and escort.</p> <p>Visit parts of the school to find out who are the significant people there and who else helps us in school, eg Nurses, School office, caretaker. Ask them some simple questions (use appropriate methods of communication)</p>	<p><i>Investigate the school environment and the people that are within it. Who are they, what are their roles, why are they significant to me?</i></p> <p>Gather information through a range of sources including photos, videos and writing to show and discuss who is in school, what their role is and why they are significant to the pupils.</p> <p>Create a link with another school – message/video link with friends at another school.</p>

		Join up with another class so that pupils can get time to spend with their friends outside of class.	
5 People who help us	<p><i>Experience different activities related to people who help us who are significant to us. (ensure relate to people that the children will recognise)</i></p> <p>Look at people who are significant to the pupils and help them e.g. Dr, Nurse, Bus Driver, Escort</p> <p>Also look at people who may be significant in other ways, e.g. Fireman, Postman, Police</p> <p>Role play/dressing up activities based on the above people.</p> <p>Exploration of items belonging to each of the above eg sound toys for different vehicles.</p> <p>Have visitors into school – Fire Brigade, Police or visit a local Fire or Police station.</p>	<p><i>Explore different activities related to people who help us and who are significant to us.</i></p> <p>Who are the significant people who help us in our lives? Explore people like Teachers, Dr, Nurse, Bus Driver, and Escort.</p> <p>Role play activities based on the above people – what are their jobs, how do they help?</p> <p>Where possible, have visitors into school from each of these roles – pupils to talk to them, ask questions, photograph/video working with them/exploring and using relevant objects.</p> <p>Have photos/words/pictures of people who help us for matching/labelling work.</p> <p>Explore what pupils can do for each other to help, eg helping with snack, collecting milk etc.</p>	<p><i>Investigate and discuss different people who help us and who are important to us in our everyday lives.</i></p> <p>Investigate who are the people who help us, what are their roles, what do they do for us? This work can form the basis for literacy work, creative work etc.</p> <p>Look at how the skills used by these people can be adapted so pupils can help themselves, eg the school cook – practice making own healthy meals.</p> <p>Look further afield at other people who make decisions that are significant to our lives, e.g. the Queen, Government etc. Explore people’s rights through this.</p>
6 Famous People	<p><i>Experience people who are famous but significant to the pupils, eg TV characters, cartoon characters, pop stars etc. (The focus for this will depend on individual interests of the pupils.)</i></p> <p>Link to people who help us work through TV characters, eg Fireman Sam, Postman Pat, Doc McStuffins.</p>	<p><i>Explore people who are famous but significant to the pupils eg TV characters, cartoon characters, pop stars etc (The focus for this will depend on individual interests of the pupils.)</i></p> <p>Explore and match/recognise pictures of famous people, who are they and what are they famous for? Why do the pupils like them?</p> <p>Explore super heroes or cartoon characters from</p>	<p><i>Investigate people who are famous but significant to the pupils eg TV characters, cartoon characters, pop stars etc. (The focus for this will depend on individual interests of the pupils.)</i></p> <p>See previous box for ideas around pop stars/cartoon characters/super heroes</p> <p>Investigate other people who are famous but</p>

**TV. Use for basis of literacy and creative work.**

**Choose a famous person to write a letter to, why they want to write to that particular person.**

**have had an impact on our lives for example:**

- **The person who invented computers**
- **History of Lego (who invented it, where did it come from)**
- **Steve Jobs – iPads/Apple**
- **Industrial Manchester**
- **Who invented some of our modern transports**

**Use research and information to form basis of a range of creative and english based work.**