



CLASS: 16 KS3 HALF TERMLY OVERVIEW TERM: Autumn 2020 HT2 Teacher: Clare/ Emily Topic: Fashion/Celebrity

**Overall Theme for weeks:
Christmas Enterprise Soap making.**

Week 1- Number	Week 2- Shape	Week 3- Weight	Week 4-Capacity	Week 5-Length	Week 6 U&A/Statistics
Maths: Food and Shopping/Cooking & Christmas Enterprise <i>You can help me by: Encouraging me to use my maths skills out in the community/shopping/cooking etc.</i>					
<p><i>Number Focus:</i> Counting how many of something for a recipe e.g. smoothie. Following a sequence of steps (1st, 2nd,3rd) saying what we have the most of.</p> <p>Key vocab, number, more, less, 1st,2nd, 3rd add and equals.</p> <p>Activity: Creating smoothie bar for tuck shop: Pupils to create recipes for our tuck shop on Friday during our cooking session on Friday morning. (Gardening number focus counting)</p>	<p><i>Measure: Shape</i> Looking at the shape of packaging at the shops. Matching real objects to 2D shapes or 3D shapes. Cutting shapes into dough when baking. Salt dough decorations.</p> <p>Key vocab, 2d and 3d shape names, shape properties, curved and straight.</p> <p>Activity: Sorting food and packaging by shape or property into bags (straight, curved) making salt dough decorations.</p>	<p><i>Measure: weight:</i> Measuring ingredients using balance scales. Saying which bag of shopping is heavy/light. Measuring a recipe using units (grams) or weights.</p> <p>Key vocab, heavy, light, big, small, measure, time, seconds, minutes.</p> <p>Activity: weighting ingredients for chocolate reindeer cones for xmas enterprise.</p>	<p><i>Measure: capacity:</i> Following a cup recipe. Comparing amounts (mocktail). Emptying and filling containers. Saying which bottle has most or least-ordering by size.</p> <p>Key vocab, full, empty, half full, more, less.</p> <p>Activity: Making mulled drinks.</p>	<p><i>Measure: length</i> rolling our dough to a given length and then ordering by size. Using bricks to measure size of containers. Measuring plants for enterprise in cm.</p> <p>Key vocab: long, longer, shorter, short, How, cm, m.</p> <p>Activity: Wrapping paper, string creating Christmas ribbon</p>	<p><i>U&A Focus:</i> conducting surveys for favourite Christmas toys / Enterprise. Making patterns for Xmas decorations in art. Solving number problems in cooking.</p> <p>Key Vocab: Christmas, toy, pattern, spots, strips, repeated, survey, question, total.</p> <p>Activity: creating and conduction surveys to find out the most popular and least popular Christmas toy for 2020. (watch top Christmas toys guide)</p>
RSHE- Respectful relationships and caring friendships PSHE- Self-care, support & Safety (link to E-safety) <i>You can help me by: Helping me to stay safe online at home and talking to me about my friendships.</i>					
<p>How important friendships are</p> <p>Discuss How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Discuss how we keep ourselves safe and healthy-using PD checklists check</p>	<p>Friendship characteristics</p> <p>Focus on the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Public and Private places-Think about where it is OK to be naked. Discuss which</p>	<p>What is a healthy friendship?</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Personal belongings- practise asking to borrow something that isn't yours. Work on</p>	<p>Managing friendships</p> <p>Discuss that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Personal space- remember to respect personal distance (re-visit Covid-19) 2m social</p>	<p>Trust</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Emergency services- when do we need to call 999? Discuss</p>	<p>What is respect?</p> <p>Discuss the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>

Week 7– Christmas Activities (re-visit Number)



dressing and showering skills. Identify specific targets for self-care.	behaviours are appropriate or inappropriate. Think of ways to distract ourselves.	remembering your own possessions	distancing. Practise hand washing and other hygiene practises.	first aid- think about what type of medicine is needed to help in a range of situations.	Practise logging on and switching on a computer and using their own online account. Extend to using an email for more able pupils. Send a message to a friend.
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Community Access/Life Skills - Shopping & Road Safety
You can help me by: Taking me shopping and encouraging me to follow a shopping list and pay for items as independently as possible.

Where possible pupils will be encouraged to walk to local supermarkets, enroute they will be encouraged to think about how to stay safe around traffic, use a range of different pedestrian crossings and also find a variety of road and environmental signage as part of their environmental literacy. Maths and English skills will be embedded in writing shopping lists both online and offline, working out costs and amounts needed for recipes. Pupils will be supported to wear a mask but if not appropriate then they will be given a sunflower lanyard and exemption card.

PE- Gym @ college / Walking group
You can help me by: Encouraging me to shower and dress as independently as possible (use PD checklist) and think about my privacy.

They will practise dressing and showering skills in individual sessions where appropriate. They will also have the opportunity to visit Mayfield College at the Occombe site. They will have access to all of their gym equipment, the focus will be on fitness but also exploring the new environment and beginning of transition to college. Pupils will walk in the community to develop road safety skills and awareness of personal safety.

WRL- Combe Pafford / Dorbri Stables / Horticulture
You can help me by: Encouraging me to transfer some of the skills I am learning at school to home e.g. helping to water plants.

Combe Pafford- Hairdressing Pupils will have opportunities to experience a range of vocational courses at CP school for a whole morning up until Summer Term. This half term they will be working in the salon and learning about how to keep hair healthy and clean. They will practise washing and styling each other's hair.
Dorbri Stables- Pupils will all have the opportunity to visit a working livery yard where they will learn how to care for the horses. Again, the purpose of these sessions is not to ride the horses but to experience working outside in a farm environment and to reflect on what they like/dislike about it. However there will be some horse therapy time as well!
Horticulture- We have an ever expanding range of gardening facilities on main site now including the poly tunnel, herb courtyard and our vegetable patch which is currently under construction. Maths and English skills will be embedded across the week in a range of gardening activities to help pupils to apply their core skills whilst enjoying the fresh air and also being able to eat some of the produce!

English Topic Fashion / Listen to Me / Communication/
You can help me by: Learning signs/symbols of the week as demonstrated on the online learning portal.

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Fashion- What do I wear? When do I wear it? Names of clothing items. When do I wear different clothing? Packing for a day out, What do I need to know to make sure I	Explore different fashion styles Movie costumes- superheroes and villains, pupils to complete internet research to find their favourite movie star/ pop star costume or outfit.	Clothing sizes and Clothing care labels. Wash clothes in washing machine. Use the Incredible clips. Where do they buy their clothes?	Pupils will Explore different textures to decide which textures, fastenings do they prefer and why. Explore which fastenings they can do, ie shoe laces.	Create a mood board using magazine images. Design item of clothing Label drawing.	Plan how to create a Christmas Tshirt.



pack the most suitable clothing?		Pupils to explore online clothing shopping			
<p>Listen to Me Books (non-fiction)- Following from the information we have gathered for pupils’ reviews we will be making individual Listen to Me books which contain information about their favourite things and what they like and don’t like. This will also help to update their one page profiles as well. Pupils will be encouraged to annotate favourite photos and write using words or symbols.</p> <p>Communication- Every morning circle will have a communication focus where pupils are encouraged to use Makaton, symbols and signs in order to improve their ability to initiate interactions with peers and staff using more key words, answer questions correctly and increase their confidence and vocabulary. These skills will then be encouraged throughout the rest of the week. Pupils will also use their SMILE skills during our tuck shop session on a Friday and will use the class telephone to deliver messages.</p> <p>Reflection Time- Pupils will have a weekly session where they look at photos from their week and talk about what they liked and didn’t like. They will then also annotate the photos according to their appropriate level of writing e.g. symbols, key words or handwriting/typing. There is also reflection time at the end of each day where pupils share their thoughts na feelings about their day, this is used to support their listen to me documents.</p> <p>Reading (9-9.30) Pupils will be encouraged to read for pleasure and use a reading scheme where appropriate. They will also read for information in leaflets during this session and sort the class register themselves and complete jobs that have a reading focus.</p>					
<p style="text-align: center;">Creativity <i>You can help me by: letting me choose which clothes I like to wear and talking to me about different styles of clothing.</i></p>					
<p>Dye clothing, create clothing, Christmas t shirts, soap making with a link to our Christmas enterprise.</p>					
<p style="text-align: center;">Knowledge & Understanding of the World: Science – Atoms, Elements and Compounds. <i>You can help me by:</i></p>					
Solids, Liquids and gases- sorting and exploring a range of substances to label them correctly.	Freezing – focusing on liquids to a solid. Link to cooking and using a freezer to make something turn into a solid. Making iced cream.	Melting- Focussing on things that go from a solid to a liquid. Making chocolate crispy cakes.	Evaporation- Making salt crystals- leaving them over night and seeing what has happened.	Condensation- steaming up windows and drawing in them using kettles and mirrors.	Dissolving- experiment to see which substances dissolve and which do not. Make a sugar crystal lollipop.
<p style="text-align: center;">SmILE (functional communication sessions) – Asking a question at the shops <i>You can help me by: taking me to shops or cafes and encouraging me to order food or buy items independently.</i></p>					
<p>As stated above pupils will be encouraged to be as independent as possible in local shops and supermarkets. They will practise these skills in roleplay scenarios at school and then follow this up by practising these skills in the community using real coins and food items. Adaptions will be made where necessary to help pupils to make themselves known to members of the public e.g. AAC devices/symbols/signing where necessary. Pupils will practise this skill in the neighbouring class as they are running a tuck shop on a Friday.</p>					
<p style="text-align: center;">ICT- My Town (Google Maps) <i>You can help me by: Sending information about your local area into school and reading information signs when out in the community. Talking to me about staying safe online.</i></p>					
<p>This term we will be focusing on E Safety and using ICT skills checklists.</p>					

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