

Go with the flow –

Pathway 1

Module: Go with the Flow	Date: Summer 16-17	Pathway 1 P1 – P3
<p>ENTRY POINT: Pupils should be working on their key skills throughout the curriculum. This planning enable them to explore a range of materials and movement in the context of a whole academy curriculum framework, enabling inclusion with age related groups. The additional objectives and related assessments enables staff to see progress in different contexts and may enable reinforcement of IEP targets and enhance opportunities to meet targets as identified in their EHCP.</p>		
<p>ART <u>National Curriculum</u></p>		
<p><u>Art</u> <u>Progression objectives-Y1</u></p>	<p><u>Suggested Activities</u></p>	

SMSC: Students should be encouraged to consider how art can convey feelings, themes and thoughts through the use of colour.

MUSIC:
National Curriculum

<u>Music</u> <u>Progression statements</u>	<u>Suggested Activities</u>
<p>SMSC-students should be encouraged to reflect on the impact music can have on our mood/emotions. Record how students respond to the different musical instruments.</p>	
Humanities: Breadth of study	
<u>History</u> <u>Progression Statements:</u>	<u>Suggested Activities</u>

<p>SMSC-Explore emotions in relation to activities through responses and senses.</p>	
<p><u>GEOGRAPHY</u> <u>Breadth of study:</u></p>	
<p><u>Geography</u> <u>Progression Statements:</u></p>	<p><u>Suggested Activities:</u></p>
<p>SMSC-</p>	
<p>RE <u>Breadth of Study</u></p>	
<p><u>Progression Statements</u></p>	<p><u>Suggested Activities:</u></p>
<p>SMSC-</p>	

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Go with the Flow— Pathway 2

Module: Go with the Flow	Date: Summer 16-17	Pathway 2 P4-P7
ENTRY POINT:		Pre-unit Assessment; What do pupils already know, do and understand? In each area gather their knowledge using thinking maps. This will provide starting points for learning.
ART <u>National Curriculum</u>		
<u>Art</u> <u>Progression objectives-pathway 2</u>	<u>Suggested Activity</u>	

Resources

QUESTIONS

SMSC:

MUSIC:

National Curriculum

Music

Progression objectives –pathway 2

Suggested activities:

<p><u>RESOURCES</u></p> <p>QUESTIONS</p> <p>SMSC-students should be encouraged to reflect on the impact music can have on our mood/emotions.</p>	
<p>Drama This module aims to; develop imagination and creative responses provide opportunities for careful, focused listening using a range of voices and a variety of styles enable children to see issues and dilemmas from a number of points of view build pupils' confidence in drama, gradually introducing more complex tasks engage pupils in drama activities involving discussion, sharing of ideas, co-operation, planning and presentation of responses to other members of the class</p>	
<p><u>Drama</u> Progression Objectives; Pupils are able to identify with a role. Pupils take on a character demonstrating an understanding of the nature of the character Pupils can compare and contrast a character/characters in different situations.</p> <p>Dance Imitate fundamental movement skills, becoming increasingly competent and confidence. To perform dances using simple movement patterns</p>	

<p><u>RESOURCES</u></p> <p>QUESTIONS</p>	
<p>Design, technology DT</p>	
<p><u>D&T</u> <u>Progression Statements</u></p> <p>QUESTIONS</p>	<p>Suggested Activities:</p>
<p>Computing Breadth of Study</p>	
<p><u>Computing</u> <u>Progression Statements:</u></p>	<p><u>Suggested Activities:</u></p>

Resources

SMSC

HUMANITIES
Breadth of study:

Humanities

History
Progression Statements:

RESOURCES

QUESTIONS

SMSC-

Suggested Activities:

Suggested Activities:

Geography
Progression Statements:

RESOURCES

Questions? (Geog)

RESOURCES RE

RE

Progression Statements

Questions RE

SMSC-

Literacy across the curriculum:

Numeracy across the Curriculum:

Go with the Flow – Pathway 3

Module: Go with the Flow	Date: Summer 16-17	Pathway 3 Y1-2
ENTRY POINT:		Pre-unit Assessment; What do pupils already know, do and understand? In each area gather their knowledge using thinking maps. This will provide starting points for learning.
ART <u>National Curriculum</u>		
<u>Art</u> <u>Progression objectives-Y1</u> <u>Progression objectives-Y2</u>	<u>Suggested Activity</u>	
<u>Resources</u> QUESTIONS <p style="color: green;">SMSC: Students should be encouraged to consider how art can convey feelings, themes and thoughts through the use of colour.</p>		

MUSIC:
National Curriculum

Music
Progression objectives Y1
Progression Objectives Y2

RESOURCES

QUESTIONS

SMSC-students should be encouraged to reflect on the impact music can have on our mood/emotions.

Drama

This module aims to;

Dance

Drama

Progression Objectives;

<p><u>RESOURCES (drama)</u></p> <p><u>Dance</u></p> <p>QUESTIONS</p>	
<p>Design & technology Links to NC</p>	
<p><u>D&T</u> <u>Progression Statements Y1</u></p> <p>QUESTIONS</p>	<p><i>Suggested activity:</i></p>
<p>Computing Breadth of Study</p> <ul style="list-style-type: none"> • 	
<p><u>Computing</u> <u>Progression Statements:</u></p>	<p><u>Suggested activities</u></p>
<p><u>Resources</u></p>	<p><u>SMSC</u></p>

Humanities:

Breadth of study

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History

Progression Statements Y1:

Progression objectives-Y2

Suggested activities:

RESOURCES

QUESTIONS

SMSC-

GEOGRAPHY

Breadth of study:

<u>Geography</u> <u>Progression Statements Y1:</u> <u>Progression Statements Y2:</u>	<u>Suggested Activities:</u>
RESOURCES <u>Questions?</u> SMSC-	
RE <u>Progression Statements Y1:</u> <u>Progression objectives-Y2</u>	
QUESTIONS	
RESOURCES	

Financial capability;	Ethical /moral Awareness	Cultural education	CEAIG
<u>EXIT POINT</u>			

Literacy across the curriculum:

Numeracy across the Curriculum: