

## Topic Web (NEW):

Term: Spring 2024					
<u><b>Communication</b></u> <b>Farm to Fork</b> <b>FOCUS:</b> Personalized reading and writing Pg 61 Equals My Communication <b>LOWER</b> – Non-Fiction <b>MIDDLE SCHOOL</b> – Fiction <b>UPPER</b> - Fiction <b>POST 16</b> - Fiction	<u><b>Thinking and Problem Solving</b></u> <b>FOCUS:</b> Solve problem independently pg 26 <b>LOWER</b> — SSM – Exploration (1.3a) <b>MIDDLE SCHOOL</b> — SSM Exploration (2.3a) <b>UPPER</b> — SSM Exploration (3.3a) <b>POST 16</b> — SSM Exploration (4.3a)/ EX A	<u><b>ICT Skills</b></u> <b>LOWER</b> Control: Moving Pictures (1.2b) <b>MIDDLE SCHOOL</b> Making pictures (2.3a) making talking books (2.3b) <b>UPPER</b> Designing and Exploring environments (3.2b) <b>UPPER SCHOOL/POST 16</b> Exploring simulations (4.2b)	<u><b>Music and Performing Arts</b></u> <b>Lower School</b> Rhythm 1 & 2 (Robots) <b>Middle School</b> Rhythm 3 & 4 (Space Journeys) <b>UPPER</b> Interactive Sound Games (p24) (Time Tavel) <b>KS4</b> Rhythm 5 & 6 & 7 (Bands) <b>P16</b> Rituals (P25) (Greek Theatre)	<u><b>Art</b></u> <b>Lower School:</b> Sound Art (Flo Longhorn Chapter 4) <b>MIDDLE SCHOOL</b> Collage 1 - pattern, texture, form <b>UPPER</b> Collage 4 - Texture	
<u><b>Independence – Food Tech</b></u> <b>Lower Phase</b> - To handle, experience and taste (healthy) food that might be unfamiliar to the learner. <b>Middle Phase</b> - To recognise that food is still food even when it is presented in different states. <b>Upper Phase</b> - To know how to store and handle different foodstuffs.	<u><b>DT</b></u> <b>Lower Phase</b> – Winding Up <b>Middle Phase</b> – Storybooks <b>Upper Phase</b> - Point of Sale (10.1)	Spring 1 	<u><b>Sports and Games (To BE/ To DO)</b></u> These progression of learning is over each term and to use TO know as a theme:  <b>Lower:</b> To prepare for the activity as a regular routine. <b>Middle:</b> To prepare for the activity as a regular routine. <b>Upper:</b> To prepare for the activity as a regular routine.	<u><b>My</b></u> <u><b>Citizenship/Mind/Body/SRE</b></u> <b>Lower</b> Knowing My Body <b>Middle</b> Forming Relationships <b>Upper</b> Recognise and accept similarities and differences between people. (MHWB) <u><b>My Play/My Sensory Play/Mental Health</b></u> Play/wellbeing is a built up skill. My Play is a curricula and tracking document and must be used in this way.	
<u><b>Outdoor Education</b></u> <b>Lower</b> – Social Games for Social Interaction II (GLP 12 pg54) <b>Middle</b> – Nature Talks (GLP pg30) <b>Upper</b> – Shadow Inhabitants of the Forest (GLP pg22) <b>Post 16</b> — Staff & Learner Preparation (ESF pg 1 & EFC pg14)	<u><b>The World About Me</b></u> <b>Lower</b> – Passing of a year including Eid-al-Fitr <b>Middle</b> – Observe events specific to Spring <b>Upper</b> — Evidence to confirm seasonal changes <b>Post 16</b> — Changes to temperatures	<u><b>Independence – My Tavel/Shopping</b></u> <b>Lower</b> — Role play shops & Moving in and around school <b>Middle</b> — Recognising coins & Moving between outside and inside <b>Upper</b> — Using Real Money & Road Safety <b>Post 16</b> — Using a bank & Using Public Transport	<u><b>PE (To KNOW)</b></u> <b>Lower</b> Prance and Dance (1.1) <b>MIDDLE SCHOOL</b> A Sense of Dance (2.4) <b>UPPER</b> Dance With Me (3.3) <b>Post 16</b> Dance – Dance the Dream 4.2	<u><b>Rebound/ Aquatics /Play &amp; Leisure</b></u> ... is a built up skill. PD is a curricula and tracking document and must be used in this way. Aquatics: (Pg10)	<u><b>PSHE (TO KNOW Path)</b></u> <b>Lower</b> — Looking After Our Environment (Equals 1.2b)/ Ourselves (Equals 1.3a) <b>MIDDLE SCHOOL</b> — Growing and Changing (Equals 2.3d) <b>UPPER</b> — Changing Relationships (Equals 3.4a) <b>Post 16</b> — Relationships/SRE (Equals 4.5d)

