

Key Stage 2 Yr 5 /6 ( Strand 1 PMLD) Information : About Me			
<p><b><u>Learning Outcome -</u></b>  <i>What skills will the learner achieve?</i>  <b>Include 'Key Vocabulary' where appropriate</b>   <b>The learner will.....</b></p>	<p><b><u>Suggested Activity</u></b>  <i>(adapt or change to make appropriate for your group if necessary)</i>   <b>Make sure you are skills based in your activities</b>   <b>(include cross curricular link where appropriate – especially English, Maths and ICT)</b></p>	<p><b><u>Assessment Opportunities</u></b>   <b>Look, Listen, Note!</b>   <b>The learner can.....</b></p>	<p><b><u>Evaluation</u></b></p>
<p>Encounter, show awareness and respond to a range of sensory activities and experiences.</p>	<p>Pupils should have a range of opportunities in the classroom to explore and experience different tactile, auditory and visual stimuli, for example:</p> <p>Being helped to explore multi-sensory objects, e.g. Koosh balls, bean bags, fur, silk, lights, smells, sounds, personal objects: clothes, gloves, food items, hats and bags.</p> <p>Explore hands and feet using hand creams. Offer two different hand creams for the pupil to smell first, note any reaction. Accept any reaction as a choice and reinforce choice verbally. Massage hands/feet with the cream and explain what you are doing.</p> <p>Being helped to explore sand and water with hands. Incorporate into cooking activities, using a range of textures such as flour in water, butter.</p> <p>A different part of the classroom could be explored using the pupil's senses every week in addition to the sensory area, for example the book corner. Set-up CD players in each corner (see Martin) so pupils can move between areas of classroom and listen to different sounds. Could be themed, such as transport, farm or rainforest sounds.</p>	<p>Through sensory sessions, do the pupils react to the stimuli?</p> <p>Are the responses consistent?</p> <p>Do responses change when stimuli or context changes?</p>	

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<p>Encounter, show awareness and respond to a range of ICT effects and other stimuli.</p>	<p>Any non-standard response can be interpreted and reinforced as the beginnings of choosing.</p> <hr/> <p>Pupils should have opportunities to explore sensory ICT experiences including:</p> <p>Listening to music, using a foot spa, looking at lighting effects. Use iPads or eye gaze technology to play different games and complete activities.</p> <p>Feeling the effects of fans, listening and looking at computer effects.</p> <p>Look at pictures of pupils when babies and match to current pictures. Note awareness and responses. Take videos use camera or iPads and play back for peers to watch on IWB. Bring in pictures of family, pets etc and match to pupils. Again, note awareness or personal objects/people and note responses.</p> <p>Create an “About Me” collage or display for wall, using photos and art work from school.</p> <hr/>	<p>Do the children show an awareness of the stimuli?</p> <p>Do pupils show awareness of personal pictures, such as family members?</p>	

Key Stage 2 Yr 5 /6 ( Strand 2 SLD) Data : Labeling and Classifying			
<p><b><u>Learning Outcome -</u></b>  <i>What skills will the learner achieve?</i>  <b>Include 'Key Vocabulary' where appropriate</b>   <b>The learner will.....</b></p>	<p><b><u>Suggested Activity</u></b>  <i>(adapt or change to make appropriate for your group if necessary)</i>   <b>Make sure you are skills based in your activities</b>   <b>(include cross curricular link where appropriate – especially English, Maths and ICT)</b></p>	<p><b><u>Assessment Opportunities</u></b>   <b>Look, Listen, Note!</b>   <b>The learner can.....</b></p>	<p><b><u>Evaluation</u></b></p>
<p>Sort and match items according to an increasing range of criteria across the curriculum.</p> <p>Use computer programmes to work on a range of mathematical skills.</p>	<p>Match labels around the classroom. Sort and match through cross-curricular activities, e.g. – different materials in DT, old/new toys, wind/percussion instruments etc.</p> <p>Introduce items that can be sorted by more than one criterion, e.g. toy cars sorted by colour and size. Show how to sort in different ways; can they sort into boxes with labels? A pupil can sort items and the others guess what the criterion is.</p> <p>Classify animals into groups, using keys and Venn Diagrams – cross-curricular with Science.</p> <p>Pupils to come-up with questions to enable classification, such as “how big,” or “what colour?” Can type-up using Word or SymWriter.</p> <p>Sort items using readymade Clicker grids in Clicker 4 and 5.</p> <p>Use Clicker, Education City, Purple Mash, Spider Maths and the SmartBoard to practice Numeracy skills. Pupils to focus and use whiteboard pen or finger to move between items on board.</p>	<p>Can they recognise labels/symbols?</p> <p>Can they sort to a criteria, and distinguish between different objects?</p> <p>Select similar objects.</p> <p>Can they operate simple ICT programmes?</p> <p>Observe own actions on screen with interest.</p>	



Key Stage 2 Yr 5 /6 ( Strand 3 MLD) Data : Labeling and Classifying			
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<p>Learn to categorize objects and match objects to labels.</p> <p>Use SmartNotes to group objects to criteria.</p> <p>Use 2Count to record criteria.</p> <p>Label diagrams.</p> <p>To use a specific programme to arrange data.</p> <p>Use text/words to label a drawing.</p>	<p>As SLD SOW, in addition:                      Use SmartNotes programme with pupils. They should use Gallery search tool to find pictures to put into screen – practice sliding them onto screen. Pupils to think of own topic and criteria. Write words with the special pens and change to text or type in labels.</p> <p>Match pictures to labels. Learn other tools such as locking items in place, resizing and sending to back/front.</p> <p>In groups, label pupils by sex, hair/eye colour, favourite colour etc. Come-up with suitable questions to be used to gather some of the information.</p> <p>Pupils to talk about each other by referring to labels. Use 2Count in 2Simple to make simple pictograms of eye colour, favourite fruit etc. Progress to using graphs in 2Graph.</p> <p>Cross-curricular links – label parts of plants, maps, farm scene etc.</p> <p>Using 2Question in 2Simple, make a simple chart, such as family tree, names of the children in class, or a question web – such as identifying minibeasts through asking questions such as 'Does it have 6 legs?' 'Can it fly?' Children to make their own, where possible. Save, retrieve and print work.</p>	<p>Are they becoming increasingly confident in using SmartNotes?</p> <p>Can they think of topics and criteria?</p> <p>Can they sort and match to a given criteria?</p> <p>Can they display and interpret data using 2Count / 2Graph.</p> <p>Can they label a diagram correctly?</p> <p>Can they arrange data for a specific purpose?</p>	

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	<p>Draw a picture of a pupil. Use text boxes or word bank to add labels, e.g. tall, boy, aged 9 etc.</p> <p>Create informative Power Point presentations on topics such as types of animals or vehicles, combining text, images and inserting sound bites.</p>	<p>Can they label a diagram correctly?</p>	