

Music:**Skills:**

Tasks: Identifying instruments and sounds. Compare and contrast two songs.

Outcome:

To be able to name and label a variety of percussion instruments. To be able to compare and contrast two songs by blind artists.

Literacy links:

Yr1 – Narrative – descriptive poetry

Yr2 – Narrative – descriptive poetry

Art:

Skills: Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.

Tasks: Collage-children to describe textures. Combine with Science work on Materials to talk about textures and how things feel.

Outcomes: Collage work- A feely picture of an animal/ landscape for someone who is blind.

Understanding Others In The Community Helping The Blind-3 Weeks

PSE

Skills: Recall, discuss and explain the various groups and communities they belong to. Recognise what is fair/unfair, and what is right and wrong. Identify the differences and similarities between people. Respect the differences between people. Recall, discuss and explain the differences and similarities between people.

Tasks: Discuss what it would be like to be blind, the difficulties and restrictions that they would have. What can we do to help the blind? What resources and tools do blind people have to help them?

PE links-Exploring movement with blindfold

Skills: Move with some control and awareness of space. Lead others when appropriate

Tasks: to move in and out spaces whilst blind folded using other senses. Move around apparatus using aural senses. Blind fold games.

Outcomes: to demonstrate they can move with care using senses other than sight.

Hook: Visit from a blind person with a guide dog. KS1 activity-blind fold assault course.

Show Case: Wear Dots Day Fri 12 Feb – touchy feely picture for a blind person.

Geography: Learning Walk

Skills: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plans perspectives to recognise landmarks. Devise a simple map

Tasks: Walk around local area, what would it be like to walk down the street and cross the road if you were blind?

Outcomes: Make a map of the local area to show key features.

Science:

See separate programme of study up until half term.

Year 1: Pushes and Pulls.

Year 2: Forces and Movement
Link to PE blinds session.

Homework: Make a message in Braille.. Investigate the life and times of Louie Braille.

DVD: Louis Braille

DVD: Louis Braille

Texts: Information texts about the blind.
The Colour Black

History:

Skills: To place people on a time line, Describe significant people from the past, Observe or handle evidence to ask questions and find answers to questions about the past.

Tasks: Mind map-what do we know? Study the story of Louis Braille and sequence. Explore his reasons for inventing Braille. Write simple in Braille using the Braille alphabet.

Outcomes: Sequence the story and writing/matching captions. Write in Braille.

RE: Revelation - Lent

Skills: See God Matters