

EQUALS is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education

Schemes of Work for the National Curriculum for pupils with learning difficulties. Interactive CD ROM

Dear Subject Coordinators

We hope that you will find the materials helpful when working with pupils who are achieving within the eight levels of the P Scales, the first two levels of the national curriculum and across all four key stages. In writing these examples of good working practice, special consideration was given to the current mainstream and Special Education guidance from the QCA at the time.

What is a Scheme of Work?

A Scheme of Work illustrates the different ways in which teachers can plan subject learning opportunities to respond to the specific needs and priorities of the children, their communities and the schools themselves. They also build on children's experiences and earlier learning from the Foundation Stage onwards.

Who writes Schemes of Work?

Schemes of Work are written by teachers with expertise in Special Education who are currently teaching pupils who are working within the full range of the P Scales and the early levels of the National Curriculum.

Who would use a Scheme of Work?

Schemes of Work are used by teachers involved in the delivery of the National Curriculum and support the statutory responsibilities of Head Teachers and Governors to ensure delivery of a broad and balanced curriculum.

What does a Scheme of Work include?

A Scheme of Work is the overall planned provision of a subject in a Key Stage. It is made up of the units of work, which may be taught in any order across the Key Stage. Some of the units will be more appropriately taught at a certain time in the school year such as a unit on Christmas and a unit on spring festivals. Units are medium-term plans, usually designed for half a term. They set out specific learning objectives as well as possible teaching activities and learning outcomes.

What ages are Schemes of Work available for?

Schemes of Work are available for EYFS, Key Stages 1-4 and 16-19 pupils.

How useful are published Schemes of Work?

The use of published Schemes of Work gives valuable guidance to schools in their implementation of the curriculum and saves teacher planning time

Are the Schemes of Work linked to the P Scales?

Yes, the Schemes of Work are linked directly to the P Scales through differentiated learning outcomes.



Preview

Religious Education Key Stages 1 & 2

Religious Education

Key Stage 1

- 1.1.1 Myself – who am I? Why am I unique?
 - 1.1.2 Christmas – how is it celebrated?
 - 1.1.3 How are Special Books treated?
 - 1.1.4 Celebrations – how and why are they important?
 - 1.1.5 How do Jewish people welcome and say goodbye to Shabbat?
 - 1.1.6 What can we learn from visiting a church?
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- 1.2.1 Why do some people say thank you at Harvest?
 - 1.2.2 What does light mean? Diwali/Advent/Hanukkah
 - 1.2.3 How do we recognise a religious building?
 - 1.2.4 What makes Easter a special time for Christians?
 - 1.2.5 What words are important to me? How and why do some people pray?
 - 1.2.6 Belonging – how are babies welcomed into the World?

Religious Education

Key Stage 2

- 2.3.1 How is Ganesh worshipped by Hindus?
- 2.3.2 Why is Jesus a special person?
- 2.3.3 What happens at a wedding?
- 2.3.4 What can the Buddha teach us?
- 2.3.5 Why did Jesus tell stories?
- 2.3.6 What do people around me believe?

- 2.4.1 What does it mean to be a part of a Jewish/Muslim family?
- 2.4.2 How does our community care for others?
- 2.4.3 What festivals do we celebrate at Spring?
- 2.4.4 What makes Guru Nanak a special teacher?
- 2.4.5 What do the creation stories teach us?
- 2.4.6 Who was St Francis and what did he teach us about caring for animals?

- 2.5.1 What is it like inside a religious building?
- 2.5.2 Why are prayers and praying important to some people?
- 2.5.3 Why do people go on journeys to sacred places?
- 2.5.4 How is Easter celebrated around the World?
- 2.5.5 Why is Muhammad important to Muslims?
- 2.5.6 Why is the Bible a special book for Christians?

- 2.6.1 How and why should we care for our world?
- 2.6.2 How is Christmas expressed through the arts?
- 2.6.3 What is the Torah and why is it important to Jewish people?
- 2.6.4 Why is sharing food important on special occasions?
- 2.6.5 How can religion make a difference in people's lives?
- 2.6.6 Why do we wear different clothes for different occasions?

Religious Education**Unit Title: How are Special Books treated?****Key Stage 1****Unit: 1.1.3****ABOUT THE UNIT**

Through this unit pupils will learn:

- how to select, read and care for a book
- about special things
- why special books are important in school, home and faith
- how people of faith treat their special books and how they are used in worship
- about a story or teaching from a religion's special book

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This unit is closely linked to the following units:</p> <p>1.1.1“ Myself – who am I? Why am I unique?</p> <p>1.2.5 What words are important to me? Why do some people pray?</p> <p>2.3.5 What special stories did Jesus tell?</p> <p>Curricular links with:</p> <p>English - Experiencing and reading different types of books, making choices, talking about favourite books.</p>	<p>Books Stories Special Language Qur`an Bible Torah Guru Granth Sahib Prayers Worship Arabic Jesus Muhammad Teachings</p>	<p>Bag books Sensory Story Packs Bible Candles Qur`an Photos of Guru Granth Sahib Photo of the Torah Qur`an cover and stand Qur`an readings on CD Prayers/Hymns on CD Photos/pictures of different religious buildings</p> <p>www.tts-shopping.com</p>
		<p>RELIGIONS COVERED IN THIS UNIT</p> <p>Islam Sikhism Judaism Christianity</p>

EXPECTATIONS

At the end of this unit:

All pupils will:

have opportunities to build on their own experiences and knowledge of activities from the Foundation Stage. They experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it. They are enabled to express their feelings.

Most pupils will:

begin to explore what it means to belong to a variety of groups and communities.

A few pupils will:

begin to identify similarities and differences in others, for example what they believe and what they do, and answer questions about such differences.

Unit Title: How are Special Books treated? Key Stage 1 Unit 1.1.3

Attitudes in Religious Education this permeates all other units and seeks to develop at each stage of Religious Education

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>how to select, read and care for a book</p>	<p>Learning from Religion</p> <p>Story time - sharing and exploring books together, picture books, soft books, sound books, pop-up books, sensory bag books, sensory stories, tactile books.</p> <p>Follow a sensory story or sensory bag book story for a number of weeks to build on anticipation skills.</p> <p>Introduce to a number of different kinds of books: picture books, story books, magazines, CD books to listen to fiction and non-fiction.</p> <p>Pupils can select a book by speech, sign or symbol e.g. using PEC'S.</p> <p>Pupils to explore these different kinds of books. Pupils can talk about the books that they like/dislike and why?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • focus their attention on events, objects or parts of objects • respond to options and choices with actions or gestures • express and communicate their feelings in different ways • communicate ideas, feelings or responses to experiences • identify aspects of their own experience and feelings 	<p>Bag books</p> <p>“Story Sensations”</p> <p>Sensory stories</p>
<p>about special things</p>	<p>Learning from Religion</p> <p>Refer back to the work on memory chest/boxes from the “Myself” unit. Look at pupils’ important, meaningful artefacts. Pupils are given the opportunity to experience the feel, sound, smell and taste of the artefacts in their own memory chest. Show memory chest to the class - talk about artefacts why they are important and special.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • recognise familiar people, events and objects 	<p>Refer back to Unit 1.1.1 “Myself” and “Religious Education for Very Special Children” by Flo Longhorn (ORCA services 1993)</p>

<p>why special books are important in school, home and faith</p>	<p>Make a special book to keep and read in class - one that is relevant to the pupils in the class group e.g. book of tactile materials, book of favourite pictures or activities, book of photos of the class members, books that relay information about each person in the classroom. Make a book "All about me", "Our class", "Special times "or "Our favourite things".</p> <p>Staff and pupils to bring in photos, pictures and books that hold meaning or to bring in a favourite photo/picture or book.</p> <p>Learning about Religion</p> <p>Make a computer switch file/book with photos, pictures, music and sounds from home.</p> <p>Create a different atmosphere in the classroom when a special book is brought in - dim the lighting, create a different seating arrangement, make a special table to focus attention, tapes of readings/prayers from the book e.g. candles on a table next to a Bible, tape of Qur`an being read out while Qur`an in its cover is placed on a stand.</p> <p>Talk about books that we need e.g. information books, school information and school rules, instruction books, writing books, work books, text books, song books, photo albums, books/files on computer. Experience, look at and use these books.</p> <p>Explore the question "Why do we need books?" - that books are a way of communicating.</p> <p>What do special and holy books communicate?</p>	<ul style="list-style-type: none"> • use single elements of communication e.g. words, gestures, signs or symbols to express their feelings • communicate their ideas about life events and experiences in simple phrases • identify what they find of value in the material supplied <p>Pupils will:</p> <ul style="list-style-type: none"> • react to new activities and experiences • demonstrate an appreciation of stillness and quietness • find out about aspects of religion through stories, music or drama • recognise features of religious life and practice 	<p>Care must be taken when handling the Qur`an in the classroom. It should be kept covered and kept on the highest shelf. Hands should be washed before touching it. Never place the Qur`an on the floor or under other books.</p> <p>Miniature scroll and chrome yad (TTS -Religion in Evidence)</p> <p>"Sacred Texts - The Qur`aan, The Guru Granth Sahib" (Anita Ganeri)</p> <p>"Sacred Texts - The Torah"(Vivienne Cato)</p> <p>"Sacred Texts - The Bible" (Alan Brown)</p>
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<p>how people of faith treat their special book and how they are used in religious worship</p>	<p>Learning about Religion</p> <p>Explore artefacts from the religion of the special book that you are studying. Look at photos and pictures of the place of worship. Listen to prayers/worship/reading of the special book. Watching prayers and other rituals on video and DVD e.g. "Adam's World" for worship in the mosque.</p> <p>Making a model of a Torah from cardboard rolls and a yad (pointer). Take part in role-play illustrating how the Torah is treated. Listen to readings/prayers from the Torah.</p> <p>Handling a special book - doing this respectfully and considering the rituals involved. Look at the text - explore differences e.g. script, left to right, right to left. Listen to the book being read in its original language and its translation - consider the question "Why is it important to read the Qur'an in Arabic?"</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • co-operate with shared exploration and supported participation • actively explore objects and events • respond to a variety of new religious experiences e.g. involving music, drama and tactile objects • find out about aspects of religion through stories, music or drama • recognise features of religious life and practice, and some religious symbols and words 	<p>"Qur'an for Little Muslims" CD by NoorArt www.noorart.com</p> <p>"Quran Stories for Kids" (Goodwordkidz)</p> <p>"Imran learns about Qur'an" by Ta-Ha Publishers</p> <p>Stories from "The Muslim World" by Huda Khattab</p> <p>"Times to Remember Watching for the Moon" By Lynne Broadbent and John Logan (RMEP)</p> <p>"Stories of the Prophets from the Qur'an" Iman Publishing Ltd</p>
<p>about a story or teaching from a religion's special book</p>	<p>Learning about Religion</p> <p>Find a story that has a number of sensory elements- Make a sensory story based on this – include sounds, visual and tactile stimuli e.g. Story of Jesus calming the storm, "Watching for the Moon" has a good story about Muhammad. Listen to/take part in the story for a number of weeks to build on anticipation skills/sensory awareness.</p> <p>Pupils to read/listen to stories from a special book. Consider the meaning behind the stories - "What does the story tell or teach you?"</p> <p>Look at teachings that relate to everyday beliefs e.g. "Qur'an for Little Muslims" CD, "Jesus' parables", "10 commandments".</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • show emerging awareness of activities and experiences • remember learned responses over short periods of time e.g. repeating a simple action with an artefact • respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food, or tactile objects • listen to and follow religious stories • identify some religious beliefs, teachings and practices 	<p>Jesus calming the storm</p> <p>Matthew chapter 8 Mark chapter 4</p>

Religious Education

Unit Title: How does our community care for others?
Key Stage 2
Unit: 2.4.2

ABOUT THE UNIT

Through this unit pupils will learn:

- to recognise they are part of a community
- how they can show care and help others in their community
- what organisations are in their local area that help others
- about what the religious communities are doing locally to help people

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This unit relates to:</p> <p>Unit 2.3.6 What do the people around me believe?</p> <p>Curriculum links:</p> <p>PSHCE Literacy</p>	<p>Community Care Help Respect Rules Taking turns Feelings Emotions Sharing Poor Sick Prisoner Needy Homeless Elderly Friend</p>	<p>Selection of games that involve turn-taking.</p> <p>Sandra Palmer & Elizabeth Breuille 'A Tapestry of Tales' Collins Educational ISBN 0 00 312000 7.</p> <p>Bible, Bible storybook</p> <p>People from local community and local religious communities.</p> <p>Local libraries and resources such as information boards and newsletters.</p>
		<p>Religions covered in this unit</p> <p>(This will depend on the nature of the religions found in the local area.)</p> <p>Christianity Sikhism Islam Buddhism</p>

EXPECTATIONS

At the end of this unit:

All pupils will:

be encouraged to learn more about some of the characteristics of, and people associated with, religions. They have opportunities to develop further ways of expressing themselves.

Most pupils will:

realise that they are not the same as others, they do not always think, experience or believe the same things as others. They develop a fundamental sense of right and wrong.

A few pupils will:

ask questions about, compare and contrast aspects of religion and are able to personally reflect during times of stillness and quietness.

How does our community care for others?**Key Stage 2****Unit: 2.4.2**

Attitudes in religious education This permeates all other units and seeks to develop at each stage of Religious Education

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>to recognise they are part of a community</p>	<p>Learning about Religion</p> <p>Pupils should begin to recognise that they belong to a group and acknowledge others in their 'community'. You can use the greetings and games that encourage pupils to learn the names of others in their class or group. Do pupils recognise the names or faces? Images of pupils can be displayed on the interactive whiteboard as 'hello' is said or sung. Do pupils respond to their names? Do they respond to the names of others by looking at them? Can they identify others in their group? Do they greet people appropriately?</p> <p>Sharing news about the evening or about the weekend is a way of finding out more about others in the group. Pupils may be able to share verbally, or through communication passports, signing or contact books. You could play some 'getting to know you' games where each pupil shares something they like to do.</p> <p>Pupils should have turn-taking opportunities – playing games, waiting for their turn, watching as others take a turn. Some pupils will begin to understand team games and could take part in a team game where they are working together and recognising that they are part of a group not just looking out for themselves. The importance of following the rules of games and class rules could be discussed to show how it is an important part of living in a community. Some pupils may be able to explain why we need rules. If you haven't already got some class rules pupils could think of some that could help to make living in community easier by considering others e.g. using 'please' and 'thank you'.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • begin to respond consistently to familiar people, events and objects • greet known people and may initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. They can remember learned responses over increasing periods of time and may anticipate known events, for example, celebrating the achievements of their peers in assembly • begin to respond to feelings of others, for example, matching their emotions and laughing when another pupil is laughing • respond to others in group situations and co-operate when working in small groups • begin to understand that other people have needs and to respect these • are often sensitive to the needs and feelings of others and show respect for themselves and others • respond sensitively to the experiences and feelings of others, including those with a faith 	<p>These activities are going on daily and are part of the whole curriculum.</p>

<p>how they can show care and help others in their community</p>	<p>Pupils can take part in school assemblies – showing acknowledgement of the achievements of others e.g. clapping, smiling, cheering. Looking at others when they talk, listening to others when they make a noise or are taking a turn in group times.</p> <p>Some pupils may be able to begin to develop an awareness of the feelings of others in the group. Use symbols, images of some basic feelings e.g. happy, sad, angry, ill. Ask how do you feel? How do you think your friend feels? How can you tell? Look at facial expressions, the way people speak or act. There may be a chance to role play some situations which show we should consider the feelings of others e.g. being selfish compared to sharing – what could I share with my friends? Have some images or symbols so that pupils can make a response.</p> <p>Learning about Religion</p> <p>Read or re-tell the story from the Bible of the feeding of the 5000 using a multi-sensory approach. Have a bag of props, including some bread, tin of tuna, baskets, tea towels for pupils to wear as part of the crowd. Show how Jesus cared for the people, he was concerned they were hungry. There are also stories about Guru Nanak and his concern for others, these can be found in various sources, including 'A Tapestry of Tales'.</p> <p>Learning from Religion</p> <p>Ask the question 'what can we do to be helpful?' Some pupils may be able to make suggestions which can be put onto the Interactive Whiteboard. Some pupils may need some images or symbols to prompt – you could show a variety of different images, some showing people helping others not being helpful. Can pupils identify what is helpful?</p> <p>Ask a further question 'what can we do to help in class?' Pupils could discuss what they can do to help in class and around the school – making drinks, taking messages, looking after class pet, clearing away, washing up after snack time, taking little jobs and responsibilities. Other pupils may need to have some images or symbols of these things so that they can see how they can help people around them. As a class you could have a rota for a couple of weeks so that everyone has a chance to be helpful.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • begin to respond consistently to familiar people, events and objects • may respond to options and choices with actions or gestures, for example, choosing to participate in activities • begin to respond to the feelings of others, for example, matching their emotions and laughing when another pupil is laughing • show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort • begin to understand that other people have needs and to respect these • often be sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern • respond sensitively to the experiences and feelings of others, including those with a faith 	
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<p>what organisations are in their local area that help others</p>	<p>The next question could be ‘what can we use to be helpful?’ Have images or symbols of different parts of the body – mouth, hands, ears, legs, arms. How can we use these to help or care for people? Pupils may make some suggestions or you could put up another list – mouth: speaking kind words; ears: listening to our friends; arms: giving a hug; legs: taking a message; hands: helping, caring, touching, healing. Pupils could make hands prints or cut out hand prints and make a ‘Helping Hands’ display, where you put on a ‘hand’ for every caring or helpful act they do in class, or at home.</p> <p>Learning about Religion</p> <p>Some pupils could try and make a list of all the people who help them in their local community.</p> <p>Have a selection of images on the Interactive whiteboard or photocards that show people who help in the community – doctors, nurses, police, firefighter, lollipop lady/man, teachers, dentists, carers, parents. Pupils could have symbols to match to the correct image or they could be asked to identify the correct person by giving a choice. Make a collage of people who care for us and help us in our community.</p> <p>Go on a visit into the local community. Take photos of the different organisations and facilities that are there to help e.g. charity shops, Help Centres, CAB, library, Tourist Information, places of worship. Visit the local library to see what notices or leaflets are available to advertise different organisations and meetings for support groups, people that can offer help.</p> <p>Use the photos taken around the local community and also photos of pupils being helpful and caring to one another in class and around the school. Make a multi-media presentation using the images, words and symbols related to being helpful, music such as ‘Help’ The Beatles or ‘With a little help from my friends’ The Beatles.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • show emerging awareness of activities and experiences • begin to communicate intentionally • use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings • express and communicate their feelings in different ways • are increasingly be able to communicate ideas, feelings or responses to experiences or to retell religious stories 	<p>Be sensitive about the different material that is available and choose what will be suitable to the pupils you have in your group.</p> <p>You may be able to invite someone from a local organisation to come in and chat about what they do. Be sure to brief them fully on what level would be appropriate for the pupils in your group.</p>
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<p>about what the religious communities are doing locally to help people</p>	<p>Learning about Religion</p> <p>Put the images of the places of worship onto the interactive whiteboard. Can pupils identify what they are? What do they think happens there? How do they think these places can help people?</p> <p>Read a passage from the Bible Matthew 25:31 - 46 about caring for the hungry, the sick, prisoners. Some pupils may need to have some objects of reference for each thing – e.g. empty packet of crisps for hungry, chains for prisoner, thermometer for being ill. It may be possible to invite someone from a local church to come in and talk about what they do e.g. parent and toddler groups, café's, drop-in centres, visiting elderly. Pupils could make a poster to advertise one of these events.</p> <p>The local Muslim community will have similar and it may be appropriate to introduce the teaching of 'zakat' which is giving money to be used to help the poor and needy in the community. Again you may be able to invite someone along to share what they do as a community.</p> <p>If there is a Sikh gurdwara in the area there will be a kitchen called the langer which will provide free meals for people who are in need, regardless of who they are. They also give a tenth of all they earn to charity to be used to help the homeless, poor and needy.</p> <p>Some pupils may be able to identify the similarities across the different faiths about their attitude towards helping those in need.</p> <p>There may be an opportunity to put on an event or think of a way to raise some money, or provide an opportunity for pupils to help a local organisation in some way. For example, do some paintings to brighten up a care home, have a cake sale, record some songs to cheer up people who may be unwell in hospital or make some cards.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • encounter activities and experiences • may respond to options and choices with actions or gestures, for example, choosing to participate in activities • use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings • respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings • find out about aspects of religion through stories, music or drama, answer questions and communicate responses • communicate simple facts about religion and important people in religion • identify some religious practices, and know that some are characteristic of more than one religion 	<p>If you have people in from religious organisations please make sure that they are briefed on what they are to talk about.</p> <p>Be sure to brief them fully on what level would be appropriate for the pupils in your group.</p>
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