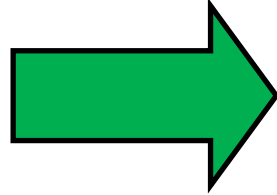


**Exploration Question**

**What does your circle of life look like?**



Learning questions - flow of learning to be built around engagement with academic learning and meeting personal targets.

How can my actions affect others?

Why are different emotions important?

What can I do to change my emotions?

Why is talking important?

Who is in your circle of life?

What does it look like to be a good friend?

**Project Title**

**Lion King**

**Audience and Exhibition**

To show work to home school teachers.

Invite a class or selected students from Wansbeck to see work.

Invite parents in to view work.

Learn a dance and demonstrate a dance – Lion King Song.

Create and share food – from African countries.

**Immersion** – *first day back – film morning with popcorn and room set up to look really nice – watch the cartoon Lion King.*

**Environment** - Emotionally driven environment giving explicit meaning to each of the stages in the film with pictures and social stories etc....

**African Displays - Jungle Themes.**

**Trips and Experiences -**  
Visits in the local area  
e.g.  
Trip to East Park Zoo - Sewerby Animal park.

Focus on trips that can be linked to developing the characters of the children.

Develop the AQA activities.

**Outcomes**

*How will learning be demonstrated?*

- Children will become more independent learners.
- Children will engage positively in learning.
- Children will demonstrate meeting their individual targets through taking part in learning.
- Some children will make positive steps in their exit plans.
- Children will be able to demonstrate increased understanding of their emotional needs.
- Promote recycling.
- Grow own plants.





# Wansbeck Key Drivers

## Developing Our Academic Selves

Reading - Focusing on inference and retrieval skills.

Class Texts - Literacy Links

Ronald the Rhino

Manu the Kiwi of Kindness

The Monkey with a bright blue bottom.

Paired Reading Time in reading time at the start of the day with an adult.

Writing links

Recount - Diary entry a day in the life of Ronald the Rhino.

Narrative linked to Manu the Kiwi of Kindness/The Monkey with the bright blue bottom.

Instructions linked to Art Project - creating animal masks.

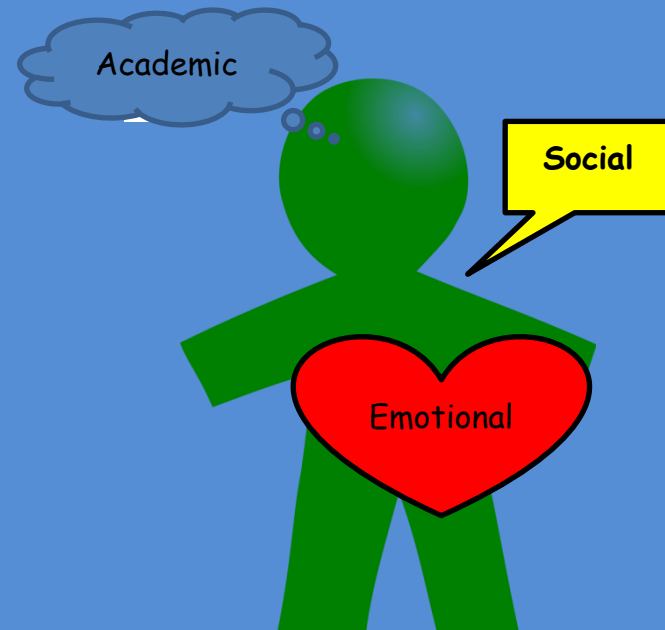
Non chronological report The Lion.

Numeracy - Focusing on adding, subtracting, multiplying and dividing mentally and using formal written calculation methods.

Numeracy: Opportunities for maths across the curriculum.

Measures - measuring animals from the Lion King

Number and word problems linked to animals of the Savanah.



We will endeavour to create independent learners through an interesting and engaging academic provision. We will access this using various tools: -

Use the engagement model to help assess the non-subject specific learning of the children in the setting the model has 5 areas of engagement, these are:

• exploration • realisation • anticipation • persistence • initiation,

Use the Pre KS2/KS1 Guidance to access pupils working below KS2/KS1 expectations.

Use the learning for all document alongside EHCP's to create specific targets to measure academic improvements of the children.

# Social

## Developing Our Social Selves

We will learn to discuss our lives with our peers and listen and respond to their questions and thoughts.

We will build positive relationships with the staff and peers through discussing how our actions affect each other and how we can positively affect our lives.

We will be given tasks to complete as individuals and small groups and will develop our ability to work independently and in small groups. In small groups we will create presentations to represent our Circles of Life and our families. We will blog these via seesaw and share with our parents at home.

We will learn to communicate our ideas in different ways (electronically, visually and verbally).

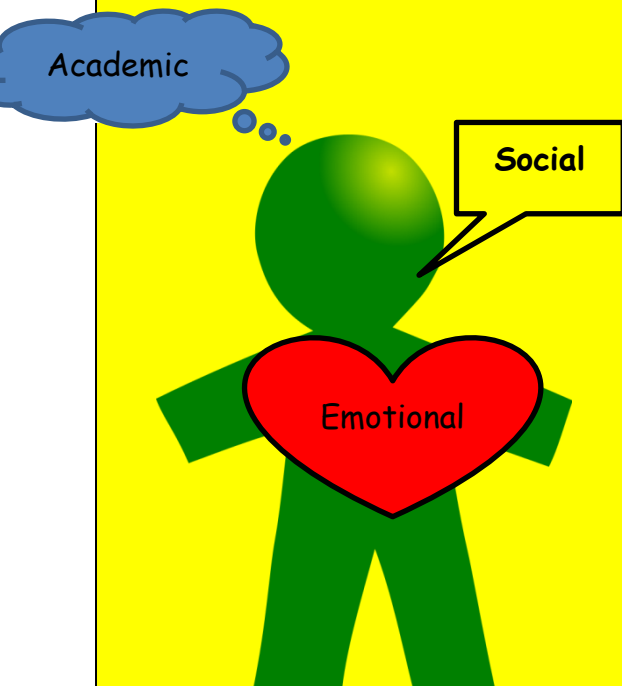
We will engage our families in our learning to create links with our personal community. Families will be invited to eat meals with the pupils in School.

We will look at important aspects of our lives and understand how our choices can shape our lives. These will be linked to some of the themes that come from the Lion King and our Key Texts Manu the Kiwi of Kindness.

We will seek to engage with our Home Schools and the wider Wansbeck School Community to share and show case our learning. This will be done through inviting Homeschool Link Workers to visit the Wizards and see our learning.

We will research and learn how to keep ourselves socially safe (online and in person). We will share this with our families on our class blog.

The social aspects of the curriculum will primarily be evidenced via the Learning for all Curriculum and the personal targets for the children linked to EHCPs or pupils home schools.



### Earth -Working with others.

I can share resources with others and take turns.

I can listen to others.

I can work well with a familiar partner.

I can say what I like about someone's work.

I can share my ideas with prompting

### Moon - Working with others.

1. I can work as part of a group.

2. I can listen to others and respond appropriately.

3. I can join in with group activities.

4. I can work with someone who I do not usually work with.

5. I can discuss another person's work.

6. I can give my own opinion

### Stars- .Working with others.

1. I can contribute to class discussions.

2. I can tell people if I agree or disagree and explain why.

3. I can encourage others to join in.

4. I can work with a wide range of my peers.

5. I can give strengths and improvements about people's work.

6. I can give my own opinion and justify it, giving reason.

## Emotional

We will use the Lion King and our Key Texts to look at and develop our understanding of different emotions that we will feel through our life and how they might be linked to specific events. We will try to build a bank of tools and strategies that we can use to deal with the different emotions that we identify.

We will explore emotions linked to friendship and what it looks like to be a good friend. Specifically, how trust works and how we can create trust with other people in our lives.

We will look to explore worry and link it to specific events that have been and will be a part of our Circle of Life.

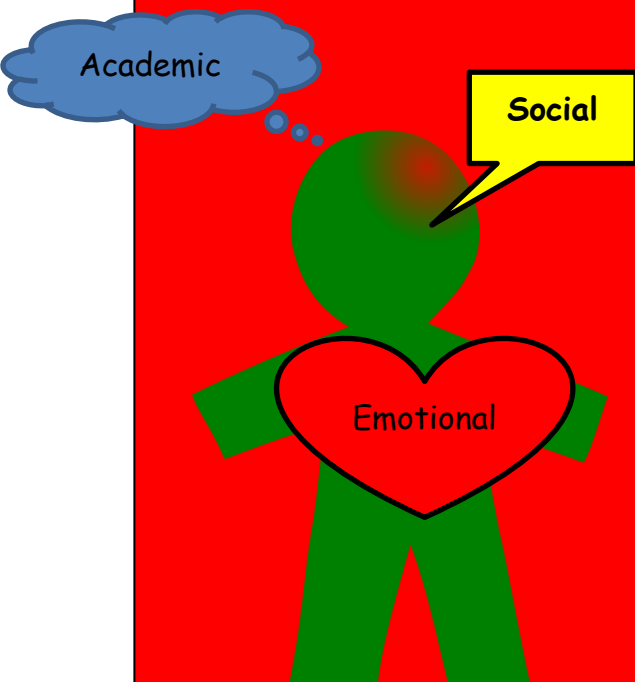
We will explore forgiveness and how this can link to Restorative Practice and positive behaviours displayed with the Lion King and the Key Texts.

When looking at the Lion King and the Key Texts we will think about right and wrong choices and see how they affect the characters. Through discussions and activities we will think about choices that we have made and how they have affected us.

We will seek to improve and increase our personal confidence by working in small groups and developing positive relationships with staff and peers.

We will explore how changes in our lives will affect us emotionally and look at how these moments can be negative and positive. We will begin to understand how the change in coming to the Wizards has affected us and try to express this to our peers, homeschools and families.

The social aspects of the curriculum will primarily be evidenced via the Learning for all Curriculum and the personal targets for the children linked to EHCPs or pupils home schools.



### Emotions - Sun

1. I can recognise simple feelings.
2. I can recognise how others feel.
3. I know when I need to put things right.

### Emotions - Moon

1. I can ask for support when I feel angry
2. I can put things right with prompting
3. I can support someone when they are angry or upset.
4. I can recognise a range of emotions.
5. I can put things right with prompting.

### Emotions - Stars

1. I can use my own strategies to control my feelings.
2. I can support others when they feel angry or upset.
3. I can recognise when I have affected others and can put it right independently.
4. I recognise when I have affected others and can put it right independently.

# Areas of Learning

Social Communication Development	Emotional Literacy Development
<p style="text-align: center;"><u>Overview</u></p> <p>The development of social and communication skills will be closely linked to the Lion King Topic and the Key Texts. We will seek to develop the skills the pupils have and identify any gaps.</p> <p>We have identified the following broad themes from the Lion King that we will investigate;</p> <ol style="list-style-type: none"> <li>1. Friendship.</li> <li>2. Trust/Mistrust</li> <li>3. Worry</li> <li>4. Forgiveness (self/others)</li> <li>5. Change</li> <li>6. Challenge</li> </ol> <ol style="list-style-type: none"> <li>1. We will look at what it means to be a good friend and what this looks like - identifying ways to talk to friends and how/why communication is important.</li> <li>2. We will look at how communication can be used to build trust but also break trust.</li> <li>3. We will explore how to communicate worry verbally to get help. We will also look at how people communicate worry non verbally.</li> <li>4. We will look at how to seek and give forgiveness.</li> <li>5. We will look at major changes that can happen in our lives and how we can communicate to get help.</li> <li>6. We will look at how communication is important to overcome challenges.</li> </ol>	<p style="text-align: center;"><u>Overview</u></p> <p>Using the Lion King film and the themes that run through we will seek to develop the emotional literacy of the pupils.</p> <p>We have identified the following broad themes that we will investigate;</p> <ol style="list-style-type: none"> <li>7. Friendship.</li> <li>8. Trust/Mistrust</li> <li>9. Worry</li> <li>10. Forgiveness (self/others)</li> <li>11. Change</li> <li>12. Challenge</li> </ol> <p>These themes will be explored during the afternoon lessons that will focus on interactive lessons where the pupils can explore the emotions present in each theme and link those to the film and key texts. We will then seek to develop the pupil's ability to identify them in themselves and discuss (individually, in pairs and small groups) how these emotions present themselves. We will explore strategies to use to manage emotions and each child will create a personal toolkit that they can take back in to their home schools or future steps.</p>
<p style="text-align: center;"><u>Assessment Links</u></p> <p>Assessment will be linked to Learning for all Curriculum and Personal targets.</p> <p>We will see work on Social Communication evidenced in the Portfolios of the pupils and in the Ongoing Assessments of the Pupils.</p>	<p style="text-align: center;"><u>Assessment Links</u></p> <p>Assessment will be linked to Learning for all Curriculum and Personal targets.</p> <p>We will see the emotional literacy evidenced in the Portfolios of the pupils and in the Ongoing Assessments of the Pupils.</p>

British Modern Values.	Literacy
<p style="text-align: center;"><u>Overview</u></p> <p>Mutual Respect will be the Value that we look at during this Topic.  We will look at this on afternoons in SEMH lessons.  We will link this to our Topic through looking at clips of the film and identifying who is and is not respectful. We look at what ways we can show respect to ourselves and others.  We will role play scenarios and act out ways to be respectful.</p>	<p style="text-align: center;"><u>Overview</u></p> <p>Recount - Diary entry a day in the life of Ronald the Rhino.  Narrative linked to Manu the Kiwi of Kindess/The Monkey with the bright blue bottom.  Instructions linked to Art Project - creating animal masks.  Non chronological report The Lion.  See separate literacy planning.</p>
<p style="text-align: center;"><u>Assessment Links</u></p> <p>Assessment will be linked to Learning for all Curriculum and Personal targets.</p>	<p style="text-align: center;"><u>Assessment Links</u></p> <p><b>If suitable access using the Year group KPIs.  Use the learning for all curriculum to assess basic skills.  If needed use the Pre KS2/KS1 Guidance to access pupils working below  KS2/KS1 expectations.</b></p>

## Maths

### Overview

Numeracy - Focusing on adding, subtracting, multiplying and dividing mentally and using formal written calculation methods.

Numeracy: Opportunities for maths across the curriculum.

Measures - measuring animals from the Lion King

Number and word problems linked to animals of the Savannah.

## Art

### Overview

We will focus on creating creative work once a week. We will seek to foster a positive attitude to art and help pupils become more proficient in craft and design techniques.

There will be opportunity for the children to evaluate and analyse their creative work using the language of art, craft and design.

This topic will give pupils the chance to create art linked to the Lion King film and the African setting giving lots of opportunities to be creative and take part in hands on learning.



We will create painted African houses



We create different animals from the Lion King using different materials for our wall displays.



We will look at shadow art and using these to recreate African sunsets.



Lion King Masks

and tribesmen masks.



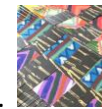
We will make Djembe Drums using different materials. Djembe means 'to Gather in Peace', and these drums are usually used to spread some peace and happiness among the people. Mainly from West Africa, this drum is



shaped like a goblet.

We will explore Kente Cloth Craft which is a kind of cloth made by weaving strips of cloth together, like a basket. Kente is popular in Ghana and features colorful prints. But it isn't just a random mix of colours – each

colour has a specific meaning this will be done using different types of paper.



Assessment Links

If suitable access using the Year group KPIs.

Use the learning for all curriculum to assess basic skills.

If needed use the Pre KS2/KS1 Guidance to assess pupils working below KS2/KS1 expectations.

Assessment Links

Art will primarily be assessed using the personal targets of the children and the learning for all curriculum. The purpose of the art lessons is to engage children in learning and tasks that are not of their choice but that offer significant opportunities for them to see success and to enjoy the lessons.

However we will link to the ARE KPIs of the pupils to ensure their needs are met. Art will be displayed in their portfolios or on the Art displays around the provision.

**Design and Technology**

Overview

The DT will be focused on the daily cooking lessons that the pupils all take part in. This will be linked to the Topic driver the Lion King.

Assessment will be linked to Learning for all Curriculum, personal targets and the AQA curriculum that will focus on life skills for the pupils.

**History**

Overview

As Historians we will use the consider the History of the Lion King and seek to develop historical enquiry skills by looking at sources and asking simple questions. We will look at the benefits of using one source of information compared to using multiple sources.

Assessment will be linked to Learning for all Curriculum and Personal targets.

**Geography**

Overview

As Geographers pupils will be asking the question "Where is the Lion King set?" and "What does it look like?" We will answer these questions looking at the identifying the human and physical features of the land.

Assessment will be linked to Learning for all Curriculum and Personal targets



## Science

### Overview

#### As scientists we will conduct investigations and work scientifically

Science will be used as a driver to develop engagement in lessons and give the pupils opportunities for hands on learning. To this end the science will focus on using experiments to develop a love of the subject and to consolidate previous learning. The lessons will focus on creating simple comparative tests that create the opportunity for discussion key scientific concepts such as; fair tests, predictions, outcomes, conclusions, ideas about function, relationships and interactions. Science also offers the opportunity for pupils to work in pairs and small groups.

The experiments need to have one part that can be removed to give a different outcome.

1. Learn about surface tension by dropping food colouring into milk and watch as the colours move when you add some soap. Does the reaction change depending on the type of milk used.
2. Mix Diet Coke and Mentos - make predictions about the different reactions of different carbonated drinks.
3. Make a sundial by placing a stick in a vertical position and a circle of rocks around it marking each hour - link to telling the time in different formats.
4. Mix a batch of bread dough and separate it into several different bowls; place them in different places (outside, inside, in the dark, in the light) to see which environment yeast thrives in. Offers the opportunity to reach conclusions and analyse what they find in the results.
5. Grow mould on bread by putting slices in different environments (in a bag in the dark, in a bag in the sunlight, out in the open, in the refrigerator); see which one gets mouldy first.  
Discover how to keep your pennies shiny by experimenting with different cleaning solutions (Hot sauce, like Tabasco, Coke. Coke and off-brand colas, Citrus Juice, Vinegar and Salt)
6. . This offers the chance to discuss fair tests and it link with personal hygiene specifically dental hygiene.
7. Use lemon juice to make invisible ink that can only be seen when held up to a heat source.  
Experiment with different juices from fruits and mix with water to give the opportunity for pupils to compare results.

## ICT

### Overview

#### Digital Literacy:

Interactive Presentation: Use strip designer and pic collage to present information on the Lion King and evaluate the finished pieces to decide which was best to present information.

Producing a Document: Word versus Pages - pupils to produce a document linked to literacy. Pupils then evaluate which application is the best for the purpose.

NC Link:

C13 select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting information

**E Communication and collaboration** - Introduce the pupils to their individual blogs and get them to comment on their peers posts building and audience. Discuss how blogs can be used to show parents and careers what learning pupils are covering in School  
E- safety - Blogging safely.

Use the internet to research topic areas developing the ability to choose the correct information to use.

NC Link:

C10 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web: and the opportunities they offer for communication and collaboration.

C11 use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.

C12 use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviours.

**Computer Science** - Introduction to scratch using CODE CLUB resources to offer different

[https://codeclub.org/en/  
bwalker@wanbeck.hull.sch.uk](https://codeclub.org/en/bwalker@wanbeck.hull.sch.uk)

Wizard2020

NC Link:

C7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them in to smaller parts.

C8 use sequence, selection and repetition in programs: work with variables and various forms of input and output.

C9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

