

KS1 Medium Term Plan for Deaf Studies

	A	B	C
Autumn	• To identify who is Deaf and hearing at home. • To identify who is Deaf and hearing at school. • To identify why we have sign names. • To identify the best seating arrangements in a room. • To observe deaf people using books and reading with understanding.	• To identify who is Deaf and hearing at home. • To identify who is Deaf and hearing in school. • To indicate what we can and cannot hear. • To indicate what hearing people can hear. • To identify the language used at school. • To identify the language used at home. • To identify appropriate lighting for good visual communication.	• To identify what it is like being Deaf. • To compare Deaf children in mainstream schools with specialist Deaf schools. • To recognise the different communication modes used in families. • To develop some hearing awareness at school and at home. • To identify aspects of growing up as a Deaf child. • To show how to interrupt and ask for repetition. • To use basic rules for basic communication and attention-gaining.
Spring	• To identify touching, feeling and seeing vibrations. • To identify flashing light alarm. • To identify vibration alarm. • To experience creative stories told by deaf adults and peers. • To experience poems told by Deaf adults.	• To identify aids around the school. • To identify sign graphics. • To experience subtitled programmes on television. • To experience touching, feeling and seeing vibrations.	• To identify some of the technological aids around the school. • To identify subtitles on television. • To identify some programmes for Deaf people on television. • To experiment with textphones.
Summer	• To have access to adult deaf people's lives in past times. • To identify the differences in deaf people's lives in past times. • To recognise that there are young and old Deaf people. • To have access to adult Deaf people who can talk about their own life experience.	• To recognise appropriate and inappropriate touching areas on our bodies. • To recognise the meaning of flashing light used as a visual alternative to a knock on the door. • To experience creative stories told by Deaf adults. • To experience stories and poems told by Deaf adults.	• To experience some humorous stories told by Deaf adults • To develop own BSL storytelling skills. • To identify to the history of the school. • To identify aids in the past. • To identify that Deaf people have always existed.