

# Spring 1 - Being Kind and Caring/Developing Our Social and Emotional Skills

## T4W- Snail and the Whale & Giraffes Can't Dance

<p><u>My Music</u> <u>My Drama</u></p>	<p><u>My Art</u></p>	<p><u>My Digital Media</u></p>	<p><u>Science</u></p>	<p><u>Geography</u></p>
<p><b>EYFS Link:</b> Expressive Arts <b>National Curriculum:</b> Music</p>	<p><b>EYFS Link:</b> Expressive Arts <b>National Curriculum:</b> Art and Design &amp; Technology</p>	<p><b>EYFS Link:</b> Understanding the World <b>National Curriculum:</b> Computing</p>	<p><b>EYFS Link:</b> Understanding the World <b>National Curriculum:</b> Science</p>	<p><b>EYFS Link:</b> Understanding the World <b>National Curriculum:</b> Geography</p>
<p><b>EQUALS:</b> <b>My Drama</b> <b>To encourage peer to peer communication. To build dialogue and action in role.</b> <b>Fruit Bowl:</b> Individuals are assigned the names of different kinds of fruit (or clothing, animals, furniture, types of sport, flowers, football teams etc) at least 3 per category. One person is in the middle and calls out a category (eg 'fruit that are red', 'sports that need a ball'). Those children must get up and swap places with each other. Make it more difficult by calling two at once. As necessary, pictures or pretend fruit can be used to support the spoken word, and these held up to show who should swap. Nonverbal children can use Makaton. <b>Encounter:</b> Encourage the learner to develop a sense of play when their turn, by modelling excitement; the learner could point to who they want to swap places and see if they can sit down before they have finished swapping seats <b>Explore:</b> Say / sign / use symbols <b>Develop understanding:</b> Play tactically, to catch someone out. <b>To encourage the use of movement to explore different dialogues and/or actions.</b></p>	<p><b>EQUALS:</b> <b>My Art</b> <b>Collage</b> <b>Developing understanding and creating facial collages Day 1 -</b> Collage a photograph or perhaps even a series of photographs of themselves onto their can design. Collage using lettering or images from magazines. Try drawing a can. Explore creating a mixed media collage using all or some of the above. Draw with pens or paint etc over the top to enhance particular areas. <b>Day 2 -</b> Look at cylinders and explore wrapping card around a cylinder shape. Work out how to create the top and bottom and create a card cylinder. Decorate as above, with image of themselves, their interests, their friends, their idols etc. <b>Day 3 -</b> <b>Extend the concept of collage onto other mediums such as clay -</b> Demonstrate rolling clay to create a tile and encourage learners to explore using various materials to press into and make shapes and patterns in the clay tile. Make a clay cylinder by rolling the clay flat, cutting out the appropriate shape to wrap around a cylinder form such as a coke can. Decorate as desired. <b>Encountering coloured collage, layering, and both positive and negative spaces.</b> <b>Day 4 -</b> As a first and necessary stage engage learners with cutting out shapes on different coloured card or paper. These shapes can be personalised to suit the interests of the individual learner, or they may relate to a project the class/school is engaged with. If learners cannot use scissors you might get them to tear up different coloured papers into random sizes. Put these shapes to one side. <b>NOTE: KEEP ALL WASTE PIECES</b> as these can also be used later. <b>ALSO NOTE: Learners do not have to fill the whole of the background paper or card.</b> Filled areas are called positive spaces, unfilled areas are called negative spaces. Even at this level, learners can be encouraged to think about empty space as being part of the whole piece. <b>Day 5 -</b></p>	<p><b>EQUALS:</b> Experiencing the possibility and potential of digital media. <b>Day 1 -</b> Look in mirror wearing differing hats, wigs, dressed up, standing, sitting, or doing an action. Take photographs of each other. <b>Day 2 -</b> Talk to learners about things they like, where they may go (or would like to go) on holiday. Using computers or iPad, learners to find an image of anything they like. Print out one colour and one black and white image of a background scene each learner likes or find images from holiday magazines/newspapers etc. Using pens or pencils colour the black and white image. Children to create a collage on the chosen background allowing the learner to place themselves wherever they like. <b>Exploring surrealist invention and free form.</b> <b>Day 3 -</b></p>	<p><b>EQUALS: Adventure School– Focus Session</b> <b>To experience the outdoor school all year round. To dress for the season. To get ready for the outdoor school as independently as I can, with everything I need to engage in seasonal activities.</b></p> <ul style="list-style-type: none"> <li>• Look for signs of winter – ice, snow, frost</li> <li>• Take photos – use to compile a seasonal class book of the seasons over the year. Include photos of learners e.g. to show appropriate clothing and to help in the creation of memories.</li> <li>• Look for winter colours e.g. make a palette of different greens and reds from evergreens and berries.</li> <li>• Weather observations</li> <li>• Tracking activities – finding animal footprints in mud, frost, snow, laying trails of footprints for others to follow.</li> <li>• Make bird feeders</li> </ul> <p><b>(Educational Visit)</b> Encourage children to develop a sense of self and place through Local Area walk. Use I-Pads to capture seasonal change/pictures of local area.</p>	<p>(linked to Attention Autism strategies) <b>NC: Seas</b> To name and locate the world's five oceans. Locate and talk about the different seas on a map, focussing on the sea around the UK. <b>EYFS: Map skills</b> Introduce map skills Show on a map where Giraffes come from, what their home is like. Discuss the environment-how different is it from where we live (talk about different whether and landscapes). <b>EYFS: Map skills</b> Introduce map skills Journey with the children, use clip boards and have them record what they see. Back in class turn this information into a local map. <b>EQUALS: Weather – Winter</b> <b>EYFS:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about how we should dress for Winter, children draw a</p>

**Twigs:** Half the group are given a twig each, and have to assume the shape of the twig. The rest of the group move amongst them to accompaniment. When the music stops they have to engage with the 'twig' nearest to them. This could be embedded into a more open-ended drama, where learners may encounter, explore and/or develop understanding. **Encounter:** Individuals may need support from an adult to 'move as one' to create a shape with their twig. **Explore:** Partners have to assume the same body shape as their twig. **Develop understanding:** Partners combine to make an elaborate tree that moves; this could be extended to imagine different weather conditions or seasons.

**EQUALS:**

**My music**

**To experience changing emotional states through changes in tempo.**

**Encounter:** tempo and emotions

**Resources:** A selection of music, symbols of tempo and emotion

**Activity:** Listen to a piece of music (slow or fast). How does it make the learners feel? Learners can share how they feel by their facial expressions, vocalisations, movements or use of symbols.

**To explore different states of tempo.**

**Explore:** slow, fast, stop!

**Resources:** drums

**Activity:** Tap on the drums slowly.

Encourage learners to join in. Keep going and then say, "We.....stop!" Encourage learners to stop when you do. Repeat with a fast beat and then increase/decrease the tempo.

**To explore the nature of composition using changes in tempo.**

**Develop understanding:** composing

**Resources:** selection of instruments; symbols, words/ pictures of the current topic.

Explore, tear and scrunch up different papers; sugar paper, tissue paper, shiny papers, cellophanes etc. Sit on the floor in a circle and play a turn taking game throwing over and at each other, calling out names before you throw.

Scrunch up a newspaper ball and wrap a different coloured paper around each ball with a little tape. Carry on playing the 'name game' or roll up and down learners arms and legs etc. Unwrap the differing balls and explore the various coloured papers flat on a table top onto thicker paper or card.

Drip PVA glue from a height onto the card or paper and (if the learner will tolerate) onto or over their hands. Encourage the learner to move the glue around with their hands or apply further with spreader or brush.

Encourage learners to stick the various papers to the thick paper or card surface using their hands to tap or bang down to adhere effectively.

**Day 6 -**

Go back to the coloured paper shapes which have already been cut out or randomly torn.

Apply PVA glue or glue stick to the shapes using a brush or spreader or fingers, making sure the learner understands to turn glued piece over to stick onto surface.

Encourage learners to stick their differing shapes including the waste (negative) pieces to the surface, getting as many overlapping colours as possible.

**Day 7 -**

**ALL of these activities can be created with painted paper learners have painted in previous sessions.**

Lay two different colours of A4 papers on top of each other and fold in half. Draw simple shapes with a coloured pencil or with scissors cut random shapes, unfold the paper and create a collage with ALL of pieces.

**NOTE: This process can be explored in numerous ways with simple or intricate shapes.**

**Look at the art of Wycinanki, the traditional Polish art of paper cuts. Note particularly the use of circular shapes and think about offering learners a circular card as backing. NOTE: the skill is in the folding of the paper and this will need LOTS of practice.**

With practice, gradually encourage learners to make their designs and patterns more intricate. Vary the sizes of the same shape to create a collage with overlapping pieces or by placing shapes inside each other.

Lay long strips of card onto the table and ask learners to cut their own shapes of different coloured paper or card and arrange and collage onto, to create a Ribbon collage.

**NOTE:** This can be made more interesting by creating the background strip of differing blocks of colour.

**NOTE ALSO:** Positive and negative spaces can be made by allowing some of the cut shapes to be bigger than the backing card.

**Drawing**

**Developing understanding of tone and line.**

**Day 1 -**

Fold a piece of A3 paper into 8 sections. Unfold this and in each section explore areas of tone, (light and dark) with differing medium. cross hatch and hatch marks, making marks with differing pressure (hard and soft) with differing medium; chalks, charcoal, pencils, pastels.

**Day 2 -**

Explore making dark marks and dense areas with chalks and charcoal and use a rubber or blue tack to draw into this by rubbing out (removing) the chalk/charcoal marks..

Print out an image from the internet of a famous person the learner likes.

Find a background images on the internet learners like and using an image of themselves and the chosen famous person create a 'Surreal/funny' collage.

**Day 4 -**

Explore this further by using background images by artists such as- Vincent Van Gogh's *Starry Night*, Edgar Degas' *Dancers*, Henri Rousseau's *Jungle* etc.

Explore creating 2 or 3 collage pieces using differing imagery placing them in unusual positions, settings, backgrounds, cutting bits up etc.

**Exploring surrealist invention and free form.**

**Day 5 -**

Take photographs of each other and friends in different positions; standing, laying down, sitting, crouching etc. Find images of scenes such as a forest, seaside, space, museum etc.

Decorate the inside of a box with differing images of learners' choice.

Using photos of themselves, their friends, favourite pop star, actor, animal etc. Create plasticene figures, objects, add old toys, plastic flowers, differing wallpapers etc.

**NC : Computing**

• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**EYFS: Habitats**

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

**NC:** identify and name a variety of common animals that are carnivores, herbivores and omnivores

-Talk about sea creature's habitats, discuss how it is different from where we live.

**Read -** National Geographic Whale

Children to label a whale parts.

**EYFS:** Understand some important processes and changes in the natural world around them, including changing states of matter.

**Ice melting investigation**

How can we melt the ice and save the animals investigation, (how long does it take for the ice to melt in different ways) Practitioners should model how they are interested through what they say, e.g 'Wow look how the ice is melting, isn't that amazing.' So that practitioners can check understanding of what has been said and good understanding of concepts being learnt is clear.

Set up science provocations, Investigating scientific concepts: different states of change and properties. Something frozen within the ice-ask chn how can we rescue what's inside. All ideas acceptable, let the explore, chn feedback. Ask questions that will prompt deeper thinking.

**EYFS: Lifecycles**

Explore the natural world around them, making observations and

picture of themselves with their hats and scarves on.

Different weather

**NC:** Look at the change in whether across the seasons.

Children to create a Winter scene using creative resources.

**EYFS: Family, cultures & places**

Children bring in family photos, discuss the different cultures. See if the children know where their family originate from. Map these places out around the world...link with parents.

**(map)**

**History**

**EYFS Link:** Understanding the World  
**National Curriculum:** History

Attention Autism strategies)

**EQUALS: History of trees**

Observe the changes in trees over a year, show pictures and discuss the changers. Then match them to the right seasons. Talk about why these changes occur.

**NC : Significant person in history**

David Attenborough – present (significant figure in history)

**EYFS:** Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include

<p><b>Activity:</b> Take the current topic. Encourage learners to choose an instrument and create a piece of music that reflects it.</p> <p><b>To experience the heartbeat as a rhythm.</b>  <b>Encounter:</b> heartbeats  <b>Resources:</b> Drums  <b>Activity:</b> Feeling our heartbeats and pulse; and/or by playing a heartbeat rhythm on drums. This could be developed into playing the heartbeat rhythm.  <b>To explore the nature of pulse.</b>  <b>Explore:</b> playing with pulse  <b>Resources:</b> drums  <b>Activity:</b> Facilitator plays short phrases which are then repeated by the group in a call and response style. The facilitator then plays a steady pulse and the learners can then take turns improvising over the pulse.  <b>To explore the nature of composition.</b>  <b>Developing Understanding:</b> Build on from 'explore' encourage children to compose their own music and perform to their peers.</p> <p><b>NC: Music</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musical.</li> </ul> <p><b>EYFS: Music</b></p> <p>*Remember and sing entire songs.  *Sing the pitch of a tone sung by another person ('pitch match').  *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  *Create their own songs or improvise a song around one they know  *Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Day 3 -</b>  Draw around half an object and try to finish the other half 'free hand'.</p> <p><b>Day 4 -</b>  Find a picture of a tree, flower, face etc, cut bits of it out, stick down and continue the image using a mixture of the above medium (charcoal, pencil, pastel, crayon etc.)</p> <p><b>Day 5 -</b>  Explore differing drawing tools on an ipad or computer such as the 'Paint a Picture' programs.</p> <p><b>Encountering drawing faces</b></p> <p><b>Day 6 -</b>  You can use a black and white or colour image depending on your project. Have two A4 images/photographs of each learner (or of a face from a magazine, a favourite singer, footballer etc.) Cut up one of the images and ask learners to match the pieces by placing them over the top of the complete image (the image can be cut in half, 2 or 3 strips, 8 pieces etc depending on learner's ability.) Play game matching the features or placing the features appropriately. Learners can have the same image or differing images. They can use images of themselves, their friends, family etc.</p> <p><b>Day 7-</b>  Create funny faces by mixing up images and features. Glue pieces down and using large felt pens draw around the differing features, hair etc. Add colour in some areas using felt pens, crayons or pastels.</p> <p><b>Painting</b></p> <p><b>Developing and understanding of primary and secondary colour.</b></p> <p><b>Day 1 -</b>On a large paper draw large scale shapes to create a pattern or design influenced by Ndebele Art. Look at colours used by the Ndebele tribe and explore mixing paint using differing secondary colours (from 2 primary colours). Paint design and when dry go over the outline of the shapes with a dark colour.</p> <p><b>Day 2 -</b>As a group, build a wall with boxes. Attach with PVA glue. Group to paint wall white or a pale colour. Attach the large scale paintings to a wall OR learners can recreate their designs directly onto the wall. Encountering colour exploration</p> <p><b>Day 3 -</b>Dressing up in different colours-play games using hats or various clothes of the 3 primary colours and the 3 secondary colours of orange, green and purple. Have everyone wear 2 colours each, that is, a green hat and a red shirt for example. Play the game in class or in a larger hall depending on the size of the learners. Have six mats arranged around the room all which have been covered in a different coloured cloth. Draw coloured scarves out of a bag, making sure that you build up the suspense. Encourage learners to run to the appropriate mat as fast as they can in order to get points. The team with the most points wins!. Take photographs.</p> <p><b>Day 4 -</b>Again, learners dressed in two colours. Learners and staff wafting the parachute as high as they can, while one member of staff pulls a colour out of the bag. Learners</p> <p>Encountering the colour pattern and space used in aboriginal art.</p> <p><b>Day 5 -</b>Look at the Pointilism of Georges Suerat. Explore patterns that can be made by dotting with different colours and tones. Encourage learners to paint with dots on their own hands Exploring the colour pattern and space used in aboriginal art.</p> <p><b>Day 6 -</b>Draw around a large circular object(s). Draw around smaller circles and smaller still. Cut out circular shapes and collage onto card. Make marks with differing circular objects with PVA glue over the top of the circular collaged piece. Pour sand over the top of the glue areas and shake off to reveal sand collage.</p> <p><b>Day 7 -</b>Make a collage of 3 circles using the same coloured paper. Choose one colour of paint only and make it lighter and</p>	<ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</li> </ul>	<p>drawing pictures of animals and plants</p> <p>Read Life cycle of a penguin, encourage children to ask questions, ask the children questions to deepen their knowledge and understanding. Draw the lifecycle of a penguin.</p> <p><b>EYFS: Forces</b>  Begin to understand the meaning of forces. E.g. using cars to talk about how Fast or slow it moves because of the force behind it. You can develop this by using ramps and different textures of flooring.</p> <p><b>EYFS: Floating and Sinking</b>  How when you push a plastic float in the water the force of the water pushes it back up. Use different objects to test out what can float and sink. Encourage children to predict whether an object is going to float or sink.</p> <p><b>NC: Habitats</b></p> <p>Explore the habitat of a Giraffe. Use a shoe box to create a habitat for a giraffe inside.</p> <p><b>NC: Animals</b>  Discuss how different animals are carnivores, omnivores and herbivores, showing pictures and explaining the concept. Activity - Match the animals to what they eat.</p> <p><b>(Educational Visit)</b>  Learn about small creatures – related to botanical gardens.</p>	<p>a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>EYFS: History of a significant event</p> <p>All about valentine's day. Make valentine's day friendship cards for friends/family members. Encourage children to draw and write in the cards. Children to discuss and share different things that they really like. Children to make a collage of all the things they love.</p> <p style="text-align: center;"><b>The World About Me</b></p> <p><b>EYFS Link:</b> Understanding the World  <b>National Curriculum:</b> Religious Education</p> <p><b>EQUALS: Festivals</b>  <b>Chinese Latern festival</b></p> <p><b>EYFS: History of a significant event</b>  All about valentine's day PPT. Make valentine's day friendship cards for friends/family members. Encourage children to draw and write in the cards.</p>
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	<p><b>Exploring positive and negative printing</b></p> <p><b>Day 1</b> -Negative Mono Printing-Using roller, ink up table top or flat tray.Using finger, end of a brush, scrunched up paper, small piece of cardboard etc. make marks by removing the ink. Place paper over the top, rub gently, peel off paper to reveal print. Explore the above by putting different paper shapes, leaves, grass, thin string, etc. directly onto the ink to create a pattern. Place paper over the top and using a roller to press. Lift up and reveal the negative print.</p> <p><b>Printing</b></p> <p><b>Developing understand of various printing techniques.</b></p> <p><b>Day 1</b> -Create several collage pieces onto different coloured paper. These can be as simple or as complex as you like; explore using tissue paper, bright colours, black and white etc. Create more detailed collage pieces or create a scene, such as geometric shapes and patterns, shapes of leaves etc and print over the top with any of the above.</p> <p><b>Day 2</b> -When dry use the collaged sheets as your paper to print onto.... place the collage pieces face down and drawing directly onto the back of the paper to create a positive print.</p> <p><b>Day 3</b> -Explore creating differing marks with various tools such as cross hatching, spots, stripes of differing thickness etc. Explore tone by pressing with fists, hands, back of a spoon etc.Encountering collography.</p> <p><b>Day 4</b> -Acollographrefers to a collage of materials glued on to a printingplate, such as a square of card-board. When the glue is dry, it is shellaced (varnished) (PVA) so that it can be painted. It is best to use acrylics, but ordinary water based paint can be used especially at the encountering level. Paper is then pressed on to the surface to produce aprint.</p> <p><b>Day 5</b> -Explore differing textures such as rice, lentils, small shells, buttons, sand, frozen peas, small stones, bubble wrap etc. on a table top or in a shallow tray. These can be mixed or each texture/material can be explored separately.Mix in paint with the above and allow learners to explore. Lay paper over the top and take a print.</p> <p><b>Day 6</b> - Using the rice, lentils, bubble wrap, small stones, small sticks, corrugated card etc learners can stick these onto small pieces of strong cardboard (cut up boxes) with lots of PVA glue and leave to dry.</p> <p><b>Day 7</b> When dry cover with a thin layer of paint and use as a printing block.</p> <p><b>Sculpture</b></p> <p><b>Developing understanding of 3D sculpture.</b></p> <p><b>Week 1 -</b> Take rubbings of leaves, bark, shells etc. Learners to make drawings of natural forms such plants, flowers, fruit, vegetables, ,shells etc.</p> <p><b>Week 2 -</b> On large cardboard pieces (approx. A3 or A2 size) draw out a simple design of a natural form using a thick marker. As a group roll as many bits of newspaper as possible and with masking tape attach to the surface of their cardboard to create a relief over the marks of their design. The more rolls of newspaper the better! Cut up strips of Modroc, lay in water, wipe off excess water and apply to surface of relief sculpture. Leave to dry. <b>NOTE:</b> Other objects and materials can be attached prior to applying the Modroc to create a more of a relief sculpture.</p> <p><b>Week 2 -</b> Paint, collage or spray sculpture as desired.</p> <p><b>Encountering clay and shaped clay.</b></p>			<p><b>NC:</b> Choice: Being Fair and Just</p> <p>Knows what rights and responsibilities are (EYFS PSHE). Understands what choices are (EYFS PSHE). Children will have a greater understanding of what makes a decision or choice fair/unfair.</p> <p><b>Lesson Question:</b> Does it matter if people are not fair? <b>Declarative Knowledge-</b>Being fair is about making things equal (substantive)</p> <p><b>New language:</b> air, just, unfair, equal, share, wise, God, story, mother, baby, games, rules, changeRelate</p> <p><b>NC:</b> Choice: Being Accountable and Living with Integrity</p> <p>Knows when something is fair or unfair. Understands different feeling</p> <p>Children will learn about what their conscience is and the impact of committing a sin.</p> <p><b>Lesson Question:</b> What impact does the unfairness of cheating have upon friendships? <b>Declarative Knowledge-</b>Cheating impacts on the person you have cheated and others.</p> <p><b>New language:</b> Cheat, unfair, rules, broken, deliberate, others, group, conscience, feelings, choices, repent, sorry, God,</p>
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	<p><b>Day 3 -</b>  Experience and explore salt dough and/or space dough - squashing, poking, rolling, squeezing.  Add more flour and glitter to encourage change the consistency.  Roll out space the dough and use cutters to cut our shapes.  <b>NOTE: ALL of the below activities below can be explored with plasticine or dough although the effects achieved are more noticeable with clay.</b></p> <p><b>Day 4 -</b>  Each learner to have a number of small parcels of clay wrapped in differing tactile materials.  Explore how it feels.....how can it be manipulated.....squashed, squeezed, rolled, poked etc.  Spray water onto the clay to change the consistency and continue to squash, poke, roll it.  Make marks with the clay on paper, draw with it and roll it across the paper.</p> <p><b>Day 5 -</b>  <b>Relief Tiles.</b>  Make a ball of clay and explore poking differing objects into it such as a finger, pencil, sticks, fork etc. to create differing surface pattern and texture.</p> <p><b>Day 6 -</b>  Roll the clay flat using hands and or rolling pin. Press various leaves, plants, lego pieces, shells etc to make marks into clay. Use clay tile cutter or biscuit cutter to cut out shape.  <b>NOTE:</b> This can be explored both in the class room and outside. Press clay into car tyres, playground equipment, soles of shoes, bark of a tree etc. Use a rolling pin over the surface of the clay to achieve a better relief texture/pattern.</p> <p><b>Day 7 -</b>  When these are dry these can be painted, allowed to dry again and covered with PVA glue to varnish. Glitter or coloured sand can be added to create different textures and patterns.</p>			
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