

# Summer 1 - Lifecycles & Understanding Emotions

## T4W- Sam Plants a Flower, Gigantic Turnip

<p><u>My Music</u> <u>My Drama</u></p>	<p><u>My Art</u></p>	<p><u>The World About Me</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> Religious Education</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: My Drama</b> <i>To encourage peer to peer communication. To build dialogue and action in role.</i> <b>Grandmother's Footsteps /Keeper of the Keys:</b> It can introduce an imaginary dimension by 'grandmother' being a member of staff in role, for example, literally as grandmother sitting on her chair, wearing a shawl, with her back to the group. Alternatively, the member of staff could assume another character, perhaps a sleeping guard with a bunch of keys on a table by their side. Either individuals in turn or the whole group together, tries to creep up without waking the grandmother and touch her (or take the keys!). Whenever the grandmother (or whoever) turns round, everyone must freeze... or alternatively, give chase! <b>Encounter:</b> Encourage a sense of play and sense of dramatic tension/anticipation, particularly by the supporting member of staff. <b>Explore:</b> Individuals could move on a start- stop signal and have to hold stillness whilst the character-in-role decides whether to give chase or not. <b>Develop understanding:</b> Individuals from the group could assume the role of grandmother or a different character in role. The activity could be embedded within an open-ended drama.  <i>To encourage the use of movement to explore different dialogues and/or actions.</i> The group sits in a circle. The teacher invites an individual to mime an action. The person next to them asks 'what are</p>	<p><b>EQUALS: My Art</b> <b>Collage</b> <i>Developing understanding of different textures.</i> <b>Day 1</b> -Fold pieces of coloured paper in order to cut a series of identical simple shapes (such as a triangle) then repeat with a different colour to make more complex shapes. Draw around mathematical shapes such as five- and seven-pointed star to make more intricate shape. Arrange the whole in a repeating pattern or abstract design. <b>Day 2</b> - Create a tonal collage using pre-painted paper in a single primary colour and cut into simple or complex shapes. Encourage the learner to experiment with how light and how dark they can get a single colour. <b>Day 3</b> -Learning to be free within the artistic process. <b>Day 4</b> - Once you feel that all learners have become as independent in the art and skills of collage as they can be, and this could take at least two terms and quite possibly longer of repetitive weekly involvement in the process, open up a series of repetitive free choice sessions. NOTE: TRY TO NOT INSTRUCT OR LEAD OR ADVISE. They MUST be allowed the opportunity to do it entirely on their own, or at least as much on their own as they possibly can. This will involve: Laying out all the differing shapes, colours and sizes of base board on one table. Laying out several boxes of resources which might be used for collaging. It would be preferable if these boxes contained spare unused resources from all the previous sessions so that there were: a whole pile of faces; parts of faces (ears, eyes etc); pictures of fruit and vegetables; different coloured papers; different textured papers; different materials in all sorts of shapes of all size and colours; PVA glue; glue sticks; scissors.  <b>Painting</b></p>	<p><b>EQUALS: My Outdoor School</b> To understand and look after the environment.  Take part in sensory walks. Stand/sit still and experience the outdoors -what can you see, hear, smell and feel? Stop to listen/ look/ feel/ smell. Use a timer (e.g., 30 seconds) to quietly experience. Record (as appropriate e.g., scribe) responses to create simple group forest poems... I hear... I see... I feel... I smell... • Make smell pots, potions &amp; perfumes. Collect materials and mix with water in small pots to smell. • Mini beast hunts. Use magnifying glasses and torches to encourage close visual exploration. Staff will need to model care.  <b>Adventure School-Focus Session</b></p>	<p><b>EYFS</b> *Through the topic of growing chn will find out about the importance of food and the sun to help their plants to grow.  * Investigation/observation-grow flowers in the sun and with regular watering and grow some in the shade with little or no watering. Chn observe and record what happens-link to PS&amp;E independently to show that they can work together, share ideas, listen, and respond to one another and self-evaluate their learning.  *Explore Spring.  <b>NC</b> <b>Working scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> </ul> </p>	<p><b>EYFS</b> *Show chn aerial view of Smethwick. Highlight previous map discussion from last half term-get chn to recall.  <b>NC</b> <b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Use basic geographical vocabulary to refer to:</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>

you doing?' The person miming keeps their action going, whilst the person and/or other group members guess. This could be varied by putting a chair in the centre of the circle: individuals could be instructed to mime doing something, using the chair to be a prop (eg the driving seat of a car).  
**Encounter:** Individuals may be given an item to use functionally or symbolically to be something else.  
**Explore:** Their original action could be kept going, but the individual claims they are doing something else. The next person then has to mime doing that action, and so on, sustaining the actions around the group.  
**Develop understanding:** The first individual enters the acting space and begins to improvise miming an activity, using the chair to be something else; others may join them to create an improvised scene (e.g. the waiting room at the doctor's).

*To encourage the use of sounds to explore different dialogues and/or actions.*

**What's That Noise?** All sit around in a circle and learner or a member of staff makes a noise which the next person can copy or make a different noise. It is useful here if staff members always make a different sound which should then encourage learners to experiment. This can carry on indefinitely or if the new sounds being added stop after everyone has had a turn, the whole thing repeated can be made up into a repetitive rhythm/tune for the group to 'play'.  
**Encounter:** Work to the individual's strengths, according to the nature of their spontaneous sounds.  
**Explore:** The individual experiments with different sounds  
**Develop understanding:** Once the rhythm is established you may then add in a caller who can sing something over the rhythm. This may need to be modelled by a member of staff.

**EQUALS: My Music**

*To recognise stops and starts in the tempo.*

**Encounter:** Musical Statues

**Resources:** Splice together a selection of musical pieces from a wide variety of genres such as Conga, disco, ballet, country, African drums, Haka (the New Zealand rugby chant) etc. Learner's dance to the tempo of the music and then freeze when it stops.

*Encountering colour exploration*

**Day 1** -Explore mark making with paint using bubble wrap, corrugated card, frozen peas.  
**Day 2**-Explore creating textured paint using rice, lentils, sand, glitter, oats, wood shavings, mud etc. Explore mark making with these textured paints on differing surfaces.  
**Day 3** -Experiment with different ways of applying paint, such as rollers (wet or dry), brushes, sponges, blocks, cars, different objects and textures such as tactile balls etc etc).  
**Day 4** -Explore painting with tea, coffee, spices, henna etc. Mark makes over the top using any of the above to create marks, patterns or textures. Little by little add white to make a tone lighter or black (very small amounts) to make the tone darker. Encountering colour exploration.

*Exploring colour and tone*

**Day 5** -Cover a small box with white paper or create a relief collage as a surface to work onto. This could have papier Mache or Modroc over it to create a stronger surface. Apply a different tone of the same colour to each face of the box or differing areas of the relief collage.  
**Day 6** -Explore making differing marks with the paint using differing tools, such as strokes, dots, splats. Paint in different positions, that is under tables, on the floor, on an easel, on the floor, on walls etc. Look at the work of Leonardo da Vinci. Explore hot and cold colours to represent the sun, the rain, the cold. Explore making secondary colours.

**Printing**

*Developing understanding of collagraphy.*

**Day 1** -Create a larger more complex collagraphy such as a face, a building, a plant, an animal etc using a variety of differing materials such as bubble wrap, netting, corrugated card, fake fur, sequins, lace, doilies, sacking, corduroy etc. Draw the design onto cardboard before collaging the pieces on. Cover with a thin layer of PVA glue and leave to dry.  
**Day 2** - Using a roller apply ink or acrylic paint or water-based paint over the entire collagraphy, lay a piece of paper over the top and gently rub with hands. Lift up and reveal image. Take several prints with differing colours, making sure that you allow time for the learner to be free within the artistic process.

**Day 3 - 6 -**

Once you feel that all learners have become as independent in the art and skills of print making as they can be, and this could take at least two terms and quite possibly longer of repetitive weekly involvement in the process, open a series of free choice sessions.

*To identify life lived outdoors*

• Cover a small area with sand (on a tarp sheet). Demonstrate what happens when somebody steps on the sand.  
 • Play a game of 'Who's in the sand!' (a variation of 'Guess Who') by asking one learner to close their eyes. One other learner steps into the sand to make a print and the blindfolded learner must guess whose footprint it is by matching the print to the shoe.  
 • Place a bowl of food for birds in the middle of the sand and make sure that the sand is smooth before leaving. Check the next day for prints.

**EYFS**

\*Children are becoming lively story tellers, leading on from using the TfW imitation process. They are becoming more confident about talking about the past and are beginning to bring that language into their independent story telling.

**NC**

**Dispositions**

- Remembering roots
- Being hopeful and visionary
- Being curious and valuing knowledge

Children to explore how different materials change state e.g. ice cream melting.

**Plants**

- Pupils should be taught to:
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

**Animals, including humans**

- Pupils should be taught to:
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

**Everyday materials**

- Pupils should be taught to:
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials

**Seasonal changes**

- Pupils should be taught to:
- observe changes across the 4 seasons

**Read - The Extraordinary Gardiner**

**Read - Why do we Need Trees?**

Look at pictures of the local park and pictures of a rainforest.

Discuss the differences between a rainforest and where we live.

**Read - Dear Earth**

Look at different countries and match what their environment might look like. Map this out using a world map.

Beach  
 Desert  
 African planes  
 Asian waterfalls  
 High mountains

**EYFS:** Explore the natural world around them.

**Amphibians**

Learn about amphibians through the Twinkl PPT

<https://www.twinkl.co.uk/resource/ks1-amphibians-information-powerpoint-t-tp-2678691>

Discuss the habitat and where Amphibians come from.

**Read - Over and under**

Discuss pond life and what animals lift in and around the pond.

**History**

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

**EYFS**

<p><b>Activity:</b> learners express themselves with their own actions, interpreting a range of different music tempos.</p> <p><i>To encourage innovation and invention.</i></p> <p><b>Explore:</b> learning specific moves, sounds and actions</p> <p><b>Resources:</b> Selection of music chosen particularly to enable the learners to explore specific dances, actions and musical instruments</p> <p><b>Activity:</b> Learners given time and space to be more independent. Initiatives taken from learner's creations and responses and developed with the group. This could be done in the round with learners and support staff taking turns to work with whatever instrument they like, support staff in this instance being part of the group, that is becoming learners themselves.</p> <p><i>To encourage a group composition.</i></p> <p><i>Develop understanding: Building on experiences.</i></p> <p><b>Resources:</b> Based on topics or themes or learners' interests</p> <p><b>Activity:</b> Build on sounds and actions, further using learners' own interpretations. Explore and develop changes in tempo. Work towards a group performance for the whole school or community.</p> <p><i>To experience rhythmic patterns.</i></p> <p><b>Encounter:</b> the notion of being surrounded by rhythm</p> <p>Resources: Drums</p> <p><b>Activity 1:</b> Using drums either on the floor or as "tables", establish a steady pulse surrounding the learners. Teacher to then play a simple rhythmic pattern which everyone else matches when they hear it. This can be kept going for as long as necessary with several pattern changes, monitoring responses.</p> <p><b>Activity 2:</b> Form a drum circle establish two simple complimentary patterns, half of the circle playing rhythm 1. and the other rhythm 2.</p> <p><i>To recognise that instruments are everywhere and in everything.</i></p> <p><b>Explore:</b> what can I play?</p> <p>Resources: Untuned percussion e.g. Shakers, tambourines etc.</p>	<p>NOTE: TRY TO NOT INSTRUCT OR LEAD OR ADVISE. Staff may model, in the sense that they make a print of their own, but give learners the opportunity to engage with the process independently. Laying out all the differing shapes, colours and sizes of base board on one table. Laying out several boxes of resources which might be used for printing. It would be preferable if these boxes contained spare unused resources from all the previous sessions so that there were: cut fruit and vegetables; Lego pieces, small sticks, small stones, sand, leaves, rice, lentils, pieces of car tyre, plastic footballs, basketball balls, anything that will make a pattern when printed; rollers of various sizes, inks; acrylic paints; water based paints clay salt and space dough; different coloured papers; different textured papers; different materials in all sorts of shapes of all size and colours; PVA glue.</p> <p><b>Sculpture</b> <i>Developing understanding of sculpture.</i></p> <p><b>Day 1</b> -Explore creating coil pots; rolling several lengths of clay sausage shapes and building up on top of each other. See how tall you can make it! Use a thin clay or dough or plasticene rectangular base as a 'picture frame' and build up a collage of various materials. Use a thin clay or dough or plasticene rectangular base as a 'picture frame' to scratch in marks and patterns. Look at google images of slab patterns for inspiration.</p> <p><b>Day 2</b> - Leave the slab pictures to dry and paint on a single primary colour. Take a print by laying on a single sheet of thick paper. Allow to dry and then paint another primary colour onto the relief. Print again. Repeat to make a two or three tone pattern.</p> <p><b>Day 3</b> -Learning to be free within the artistic process.</p> <p><b>Day 4 - 6</b> - Once you feel that all learners have become as independent in the art and skills of sculpture as they can be, and this could take many terms of repetitive weekly involvement in the process, open a series of free choice sessions. NOTE: TRY TO NOT INSTRUCT OR LEAD OR ADVISE. Staff may model, in the sense that they make a sculpture of their own but give learners the opportunity to engage with the process independently. This will involve: Laying out several clear boxes of resources which might be used for sculpture. It would be preferable if these boxes contained spare unused resources from all the previous sessions so that there were: LOTS of clay LOTS of dough and plasticene LOTS of differing objects and materials to create marks and textures into the clay and dough such as, pencils, Lego pieces, fork, leaves, fir cones, shells, scraps of netting, old shoes, potato masher; VA glue; glue sticks; scissors; paints.</p>	<ul style="list-style-type: none"> <li>• Being open, honest and truthful</li> </ul> <p><b>Religious celebration</b> Eid ul Fitr Ramadan</p>	<p><i>Intro - Explain how to plant a seed and how to look after a seed. Draw the lifecycle of a plant.</i></p> <p><b>Learn song - Parts of a Plant Song</b></p> <p>Plant seeds and discuss how they are going to care for them. Introduce new language such as; roots, seedling, stem.</p> <p><b>Making soup</b> Talk to the children about the process of growing vegetables. Healthy eating Internalise instruction of how to make a vegetable soup and draw them. Children to make the soup following the instructions. Talk to the children about safe cutting, cooking and washing hands.</p> <p><b>Plants &amp; Trees</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Observing closely, using simple equipment. Identifying and classifying. To identify and name some common trees</p> <p><b>Take a walk to the park to explore the different types of trees. Bring magnifying glasses. Notice if the trees have leaves or not.</b></p> <p><b>Read - Perfect Plants Page 19-26 (Twinkl Ebook)</b></p> <p>Talk about the different parts of a tree.</p> <p>Discuss deciduous trees and why they lose their leaves and regain them throughout the different seasons.</p>	<p>*Show chn aerial view of Smethwick. Highlight previous map discussion from last half term-get chn to recall. Discuss the word past/history. Find out what is still the same in Smethwick and what's changed- take a theme particular shops, churches/mosques. Discuss City Road and how long it's been there. Get photos from past chn etc. Make a collage of past and present.</p> <p><b>Their Timeline</b> <b>NC:</b> significant historical events, people and places in their own locality.</p> <p>Create a timeline of their life using pictures and drawing.</p> <p>Children to decorate, write the year and describe or write about that time in their life.</p> <p><b>History of the Monarchy</b> Learn about King Charles. Discuss that he is going to be the new king of the country. Talk about what is going to happen in the coronation.</p> <p><b>Past and Present of Schools</b> Look at the past and present of schools. Go through the PPT and discuss the differences they see. <a href="https://www.twinkl.co.uk/resource/school-comparison-past-and-present-powerpoint-au-hu-1649983016">https://www.twinkl.co.uk/resource/school-comparison-past-and-present-powerpoint-au-hu-1649983016</a> Practical activity - sort the photos out in past and present.</p>
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<p><b>Activity 1:</b> Play instruments to accompany songs - co-actively or independently as appropriate.</p> <p><b>2.</b> Set up body percussion patterns - use clapping games based on call and response such as, "If you hear this one, don't clap back"; play rhythms on different objects such as the learners' chairs.</p> <p><b>3.</b> Explore playing long and short sounds using the symbols for long and short and/ or switches pre-recorded with long and short notes.</p> <p><i>To use long and short symbols in creation.</i></p> <p><b>Develop understanding:</b> of creating</p> <p><b>Resources:</b> Long and short symbols</p> <p><b>Activity: 1.</b> Prepare long and short symbols and give learners a random mixed selection. Get them to select an order they will be played.</p> <p><b>Activity 2.</b> Create pieces generated by rhythms produced by the learners themselves e.g. picking up on rhythms produced by kicking their feet on the foot place of their chair. 3. Use words, names, rhymes to create pieces.</p> <p><b>EQUALS: My Outdoor School</b></p> <ul style="list-style-type: none"> <li>• Use musical instruments to create a woodland band and then get involved in singing around the craft campfire (sticks and tissue paper). Learners to make choices of what to sing during "campfire sessions".</li> </ul>	<p><b>EQUALS: My Outdoor School</b></p> <p>To be creative by using the natural resources of the outdoor school.</p> <ul style="list-style-type: none"> <li>• Mark-making with twigs, leaves, mud, squashed blackberries.</li> <li>• Woodland animal's shelters.</li> <li>• Bug houses - Use natural materials such as piles of sticks to create a bug house.</li> <li>• Pinecone creatures - stick features onto a cone to create a creature.</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>*Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with.</li> <li>*Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>*Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</li> <li>*Encourage children to notice features in the natural world.</li> <li>*Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</li> </ul> <p>Children to learn about spider webs and make them.</p> <p><b>Artist</b></p> <p>Look at the artist Tim Coterill who creates frog sculptures. Children to make salt dough and create their own frog structures. Tomorrow, they will paint them.</p>		<p><b>Experiments</b></p> <ul style="list-style-type: none"> <li>-Make a volcano lemon.</li> <li>-Grow a bean in a bag</li> <li>-Bees and Pollination Science</li> <li>-Read - One Little Frog- Then do a frog Science experiment.</li> </ul> <p>-Talk to the children about the heart, what it does and what it is used for. -Children to draw a heart and then carry out the heart experiment.</p> <p><b>Lifecycles</b></p> <p>Learn the lifecycle of a frog.</p> <p>Learn the lifecycle of a Sunflower</p> <p><b>Facts</b></p> <p>Learn simple sunflower facts. Children to make a fact file through pictures and writing. Encourage children to make up actions to learn the facts.</p> <p>Children to go outside with magnifying glasses and look for spiders, this can be in different playgrounds not just there's (by the porta cabin at CR)</p> <p>Learn what spiders eats and draw a picture and write about it.</p> <p><b>Habitat</b></p>	<p><b>My Digital Media</b></p> <p><b>EYFS Link:</b> Understanding the World</p> <p><b>National Curriculum:</b> Computing</p> <p><b>NC : Computing</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <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>
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