

# Summer 2 - Lifecycle of chocolate, being unique, materials & Summer.

## T4W- The Wizard of Oz & Charlie and the Chocolate Factory

<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 Music</b> <i>To experience the differences in tempo.</i> <b>Encounter:</b> What can I hear? <b>Resources:</b> Slow music and fast music <b>Activity:</b> Learners enter the room to recorded music using a slow walking speed in. For example, moving the head this way and that way, arms sailing through the air slowly etc. Do the same with faster music.</p> <p><i>To relate movement to tempo.</i> <b>Explore:</b> Movement <b>Resources:</b> Scarves, ribbons, streamers, light-up batons <b>Activity:</b> 1. Make shapes to the music using scarves etc.</p> <p><i>To make creative choices between preferred tempo</i> <b>Develop understanding:</b> fast and slow <b>Resources:</b> Symbols and/or signs and/or switches etc.. to offer choice <b>Activity:</b> 1. "Would you like us to sing "Hello" to you fast or slow? Etc. 2. Split pupils and staff into a "Fast" group and a "Slow" group - Slow group establish a slow regular beat and the fast group to play. 3. Create simple slow and fast patterns and alternate between them.</p> <p><i>To have sensory experiences of rhythm.</i> <b>Encounter:</b> feel the rhythm <b>Resources:</b> drum <b>Activity:</b> Sit around the drum with hands face down. Adult plays a repeated rhythmic pattern for group to feel.</p>	<p><b>EQUALS: My Art</b> <b>Collage:</b> <i>Children to complete independent collages.</i> This will involve: Laying out all the differing shapes, colours and sizes of base board.</p> <p><b>Painting:</b> <i>Understanding and developing colour and tone</i> <b>Week 1:</b> Use a colour wheel to explore complementary colours. Look at the work of Impressionists such as Monet, Renoir. Look at different painters and how they applied paint. Explore a range of possible ideas. Offer up differing sized brushes, sticks, rollers and encouraging learners to use them. - Pointillism (dots and dabs.) - Impressionism (layering of strokes.) - Fauvism (large scale abstract strokes.)</p> <p><b>Week 1:</b> Choose two different colours and make up differing tones of each. <b>Week 2:</b> Set up a still life of fruit, vegetables, flowers in a jug or a vase, shoes etc). <b>Week 3:</b> Create an outline pencil drawing of still life. Look at Cubism and the work of Braque and Picasso as inspiration. <b>Week 4:</b> With the above sheets of different toned paper tear and or cut papers and arrange to create a collage of a part of or all of the still life. Paint over</p>	<p><b>EQUALS: My Outdoor School</b> <i>To explore the outdoor school/environment using all my senses.</i> <i>To be confident in touching, smelling, listening and looking.</i></p> <p>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. Record (as appropriate e.g. scribe) responses to create simple group forest poems. Collecting leaves, twigs, flowers etc. to use for artwork, sculpture, matching, sorting. Simple digging and mixing, especially in sandy soils or in leaf litter.</p> <p><i>To identify life lived outdoors.</i> To make homes for creatures that live in the outdoor school. Bug hotels using natural materials within a tyre in the outdoor environment.</p> <p><b>EYFS</b></p>	<p><b>EQUALS: My Outdoor School</b> <i>To experience the outdoor school all year round.</i> <i>To dress for the season.</i> <i>To get ready for the outdoor school as independently as I can, with everything I need to engage in seasonal activities.</i></p> <p>Look for signs of summer - leaves on trees, flowers. Look for summer colours e.g. make a palette of different colours. Weather observations. Plant and tender to herbs and salads. Make a vegetable area in a clearing, or tubs outside.</p> <p><b>EYFS</b> Explore changes in food as it is heated: pancakes.</p> <p><i>-Link to non-fiction shared reading text: Water Princess.</i> Model the vocabulary needed to name specific features of the natural world, both natural (the water spring in the story) and man-made. Our water system.</p>	<p><b>EYFS</b> Learn about why we use maps, look at different maps. Children to try and draw a map of their local area, including their house, street and school.</p> <p>*Making maps Journey to school Obstacle course X marks the spot Designing mazes - Draw information from a simple map. -Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Link with Water Princess story. (White rose maths) Why do we need maps? Can they draw their own map of the places in the story? Could they change the story and design a new map? Ask the children what they pass on the way to school. --Can they draw a simple linear map to show their home, their street, the school and some of the landmarks they pass on the way? What do they pass first, next</p>

<p>To explore musical interactions and to relate these to a communicative experience.</p> <p><b>Explore:</b> Copying back</p> <p><b>Resources:</b> drum</p> <p><b>Activity:</b> Sit around the drum with hands face down. Take the patterns created by the learners and copy them back.</p> <p>To explore rhythmic point and counterpoint.</p> <p><b>Develop understanding:</b> of rhythm teams and song</p> <p><b>Resources:</b> drums</p> <p><b>Activity:</b> Sit around the drum with hands face down. Arrange learners into two teams on opposite sides of the drum. Each team creates a rhythmic pattern based on a word rhythm or phrase. They alternate playing and chanting their words/ phrases. Introduce a tune to underscore the words to create a song.</p> <p><b>EQUALS: My Drama</b></p> <p>To encourage peer to peer communication. To build dialogue and action in role.</p> <p><b>Magic Circle:</b> Create a circle using wool, string, rope or masking tape. Suggest what the circle is, for example, an enclosure for animals, a swimming pool, circus ring, circle of trees, etc. The group sits or stands round the edge of the circle and can send messages across the space. The space can be changed by raising up the wool or rope.</p> <p><b>Encounter:</b> Use a tactile means to create the circle, such as a long length of rope or elastic.</p> <p><b>Explore:</b> Develop a conversation across the space or within one of the areas.</p> <p><b>Develop understanding:</b> Individuals may enter the space and carry out an appropriate action, perhaps selecting a real or imaginary item from a box and taking into a 'room' (e.g. a wooden spoon and taking into the 'kitchen'); another individual may join them to create a short improvisation.</p> <p>To encourage the use of sounds to explore different dialogues and/or actions.</p> <p><b>What's That Noise?</b> 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</p>	<p>areas using any of the above marks to highlight areas or create shadow using differing tones of paint.</p> <p><i>Encountering water as an element to altering tone when painting.</i></p> <p><b>EQUALS: My Outdoor School</b></p> <p>To be creative by using the natural resources of the outdoor school.</p> <p>Jewellery making</p> <p>Twig/leaf crowns - card headdress/crown</p> <p>Mini rafts - Use sticks tied together to make a raft and make a river using drainpipes to send it down.</p> <p>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".</p> <p><b>EYFS</b></p> <p>-Chn to design and plan, choose resources and evaluate their outcomes.</p> <p>-Provide chn with arrangement of resources applicable to the provocation the children will create over the topic.</p> <p><b>-Build a shelter/hut</b></p> <p>Give 3 choices of materials, such as straw, twigs, cardboard. Which material is the best to keep you cool in the sun?'</p> <p>-Make a vehicle that could travel in the warm weather, discuss with chn about how they would make it the body of the car and wheels.</p> <p>What material can we use to make our wheels?'</p> <p>-Discuss problems that may arise and together decide a solution.</p> <p>-Teach children what to join materials with-develop that through questioning so chn are part of the choice and have an understanding why that joining material would work.</p> <p>- Learn about a famous artist children will meet Esther Mahlangu and learn about African art. We'll learn about Ndebele culture and create our own Esther Mahlangu-inspired art. Linked to the Lion Inside and The Water Princess.</p>	<p><b>Shared Reading</b></p> <p><b>The water Princess</b></p> <p><b>Theme-overcoming challenge</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Discuss with the chn the differences between Aston/Edgbaston and a small African village. Discuss about personal lives, she sleeps on the floor, chn sleep on a bed. Talk about how easy it is for us to get water but how challenging it is for the water princess. Highlight key Language, Link with challenge in PSED. water system to go from one area to using their own water system outside can they help the princess?</p> <p>Discuss stereotyping-explain how chn live the way they do because that's how it's done in their country.</p> <p>Describe differences in their way of life and this in other countries: focus: cooking - <b>Mama Panya's Pancakes.</b></p> <p><b>Shared Reading At the Beach</b></p> <p>Nature as beauty, differences</p> <p>-Recognise some environments that are different to the one in which they live.</p> <p>-Link to shared reading text: <b>The Lion Inside</b> Share non-fiction texts that offer an insight into contrasting environments.</p> <p>-Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Link to building huts.</p>	<p><b>Intro-</b> explore how water systems in England work compared to how the Water Princess gets water.</p> <p>Highlight the importance of water in a high climate.</p> <p>Children to use a range of resources to make their own water systems</p> <p><b>NC</b></p> <p><b>Animals</b></p> <p>Pupils should be taught to identify and name a variety of common animals including fish, amphibians. Link to the story <b>Tad</b> and <b>Sharing a Shell.</b></p> <p>Describe and compare the structure of a variety of common animals linked to the communication week - based on sea creatures.</p> <p><b>Materials</b></p> <p>Pupils should be taught to distinguish between an object and the material from which it is made to 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 compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>Link this to the topic of Bridges.</b></p> <p><b>Season</b></p> <p>Learn about the Summer season, link this to the story <b>The Water Princess</b> to discuss about the weather in Summer and how we need water to survive.</p>	<p>etc. Provide a large piece of paper in the shape of the classroom with the doors and windows already marked on. - Explain that you are going make a map of the classroom. Have some simple pictures to represent the classroom items. Ask the children to discuss where to place them on the map</p> <p><b>NC</b></p> <p>-Name and locate the African continent. Use a map to discover where it is in the world. Explain that there are 54 countries in Africa.</p> <p><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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork</b></p> <p>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> <p><b>NC: Seas</b></p> <p>Locate and talk about the different seas on a map, focussing on the sea around the UK.</p> <p>Have the children ever been to the beach?</p> <p><b>Beat Bots</b></p>
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<p>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'.</p> <p><b>Encounter:</b> Work to the individual's strengths, according to the nature of their spontaneous sounds. Explore The individual experiments with different sounds</p> <p><b>Develop understanding:</b> Once the rhythm is established, add in a caller who can sing something over the rhythm. This may need to be modelled by a member of staff.</p> <p><i>To develop an awareness of make believe and to respond to it.</i></p> <p><b>At the beach:</b> Children to explore and participate in different, contrasting settings and atmospheres. It can be extended by introducing a character(s) expressing different emotional states to whom individuals may be encouraged to respond. Each session, the activity should be able to finish, but can be built up. The environment should have multi-sensory elements, with contrasting stimuli of sound, light/dark, smell; for example, for the beach, areas of bright lights and dim caves, sand, water, rock pools, the sound of waves, intermittent sounds of gulls and shouts or slimy seaweed. A clear ending should be established and repeated each session, to bring the make-believe to a close for example, putting all the props back into a box, restoring the space to its original state, calm music, etc.</p> <p><b>Encounter:</b> Encourage response to contrasting sensory stimuli in different contexts, and a sense of anticipation from session to session.</p> <p><b>Week 1:</b> sight/ taste</p> <p><b>Week 2:</b> smell/ sound</p> <p><b>Explore:</b> Encourage interaction within the make-believe context, for example in different scenarios.</p> <p><b>Week 3:</b> let's play a game with the beach ball'</p> <p><b>Week 4:</b> 'who would like an ice cream?'</p> <p><b>Develop understanding (Week 5/6):</b> Individuals could recall certain phrases or learned expressions from a previous session. They could be extended through encouraging to consider what might happen? Could a problem arise? This</p>	<p>-Chn given opportunity to watch live performances of dance and music performances.</p> <p>-Learn key songs</p> <ul style="list-style-type: none"> <li>• Che Che Kule - with Shanette,</li> <li>• Sing with Sandra songs,</li> <li>• Masaka kids Africana dancing to Jerusalema</li> <li>• Earths water song - science for kids</li> <li>• The rainbow song</li> </ul> <p>-Focus on pitch, beat. and melody-link with instruments and perform to parents. <a href="#">Link to Early Years Music Workshop</a> .</p> <p>-Chn will choreograph a dance with support from staff, chn will use music created by chn and will align with the song and dance.</p> <p>-Chn will experience dances from around the world, continue from last term.</p> <p>-Chn will perform for parents linking to the topic. They will demonstrate how animals move, through dance and music demonstrate what they have learnt about the countries they have been learning about.</p> <p><b>NC</b></p> <p>Pupils should be taught to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>-Shared Reading</b> <a href="#">Sharing and Shell - Sun and sand</a> Nature as beauty</p> <p>-Continue to discuss the seasons- use the stories they are reading to remember what they have learnt over the year.</p> <p>Learn about famous child: William Kamkwamba who saved his community from famine (Malawi)</p> <p>Explore food from different countries that families from the class come from.</p> <p><b>Religious Education</b></p> <p>Link to shared reading text: <a href="#">Welcome to Our World: A Celebration of Children Everywhere</a></p> <p>Chn are gaining a deeper understanding of places that are special to members of their community. Some Chn attend mosque and share that information with the class, plus through the story of</p> <p>-Chn will be celebrating EID and will share the experience with the rest of the class. <a href="#">Link to shared reading texts: The Most Exciting Eid and Golden Domes and Silver Lanterns.</a></p> <p><b>NC</b></p>	<p><b>Intro-</b> explore and learn about the summer season using Twinkl PPT (Signs of Summer).</p> <p>Have a sensory experience of different items relating to summer (suncream, flowers, ice cream and sand).</p> <p>Children to make a summer scene using sand art.</p> <p><b>Plants</b></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of plants. Link to the lifecycle of a cocoa bean. Explore how to take care of plants.</p> <p>Create a herb garden and write/draw instructions of how to take care of plants.</p> <p><b>EQUALS</b></p> <p><b>Ensure risk assessment is carried out and the children where gloves and use litter pickers. Staff to monitor closely what the children pick up.</b></p> <p>Go into the local park or relatively quiet streets around the school to collect litter. Put all of the litter found into big bags to take back to school. It might help to take some (spare) pushchairs borrowed from homes to transport the heavier items and/or the full sacks. Sort rubbish into appropriate groups for example chocolate wrappers, cans or bottles, crisp packets, and any other materials that were found. Take photographs of the learners helping to sort the rubbish, or better still, get them to take the photographs. Repeat activity several times. Make a large 3D representation of the</p>	<p>Children to draw a map of where they want the Beat Bot to go and use directional language to move it and program it.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>History</b></p> <p><b>EYFS Link:</b> Understanding the World <b>National Curriculum:</b> History</p> <p><b>NC</b></p> <p>-Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,</p> <p>-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Florence Nightingale.</p> <p><b>History of Cadbury World</b></p> <p>-Significant historical events, people and places in their own locality.</p> <p><b>History-</b> The Great Fire of London</p> <p><b>Intro-</b> Read the story of the GFOL using the ppt from Twinkl (Great Fire of London Information PowerPoint KS1).</p> <p>Children to use a range of junk modelling resources to create</p>
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could lead to an improvised role play within the make-believe context, perhaps encountering a teacher-in-role as someone with a problem or who poses a difficulty to the group.

**NC**

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

-Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.

Children to have the opportunity to role play buying different ingredients from the stall.

#### Dispositions

- Remembering roots
- Being hopeful and visionary
- Being curious and valuing knowledge
- Being open, honest and truthful

#### Religious celebration

Eid ul Fitr  
Ramadan

Christian concept of God

#### World environment day

##### Topic:

EQUALS: Recycling (7-week topic)

Talk about the recycling project they will be starting.

##### Topic:

Intro - Learn about fire safety in the home and school. Explore the different components that make a fire. Children to learn about a fire persons job.

Children to create a fire safety poster.

Educational visit: Children to explore the chicks and ducklings.

playground or park or collection of streets in papier-mache. Place the photographs where the litter was found

#### Healthy Eating

Learn about a balanced diet. Talk about what they eat at home and categorise it into healthy and not healthy.

Draw a healthy plate using examples.

#### Coco Beans Topic

Learn about how chocolate is made from cocoa nibs, milk and sugar using the twinkl PPT. Retel their instructions and see if the children can make it.

Learn about what a Coco Bean needs to grow (sunlight, food & water).

What habitat and climate do they need.

Focus: Label a plant

Learn the process of how to plant a coco plant.

Focus:

Write instructions on how to care for a coco plant.

Learn about how chocolate is made from cocoa nibs, milk and sugar using the twinkl PPT.

Write the instructions how to make chocolate to make it in the afternoon.

their own model of a house in London.

Learn about the king PPT twinkl.

Learn about 'Trooping the colour'.

#### History

Children to look at different chocolate bars and how designs have changed over time.

Children to design their own chocolate wrapper.

#### My Digital Media

EYFS Link: Understanding the World

National Curriculum: Computing

#### NC : Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.

			<p>Learn the lifecycle of the cocoa bean. Draw it and write a sentence. Then act it out through large movements.</p> <p><b><u>Herb Garden</u></b></p> <p>Create a herb garden outdoors.</p> <p>Learn about how to take care of plants.</p> <p>Write and draw posters on how to take care of plants to put up in the garden.</p>	
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