

Spring 2 - Helping being kind, standing up for yourself, learning new skills, making friends, emotions, farm animals.

T4W- A Squash and a Squeeze

<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>EYFS Link: Expressive Arts National Curriculum: Music</p>	<p>EYFS Link: Expressive Arts National Curriculum: Art and Design & Technology</p>	<p>EYFS Link: Understanding the World National Curriculum: Computing</p>	<p>EYFS Link: Understanding the World National Curriculum: Science</p>	<p>EYFS Link: Understanding the World National Curriculum: Geography</p>
<p>EQUALS: My Drama</p> <p>To encourage peer to peer communication. To build dialogue and action in role.</p> <p>Treasure Chest / Magic Box: This could be a real chest, or with some groups, an imaginary chest. This can contain real items, imaginary items, or something abstract such as emotions. The teacher could instruct an individual to go to the chest and see if they can find something to play with / cuddle / use for cooking etc. Alternatively, individuals in turn open the box, take something out and engage with it. They may pass it to another member of the group, or round the circle.</p> <p>Encounter: Encourage the learner to engage with real items and respond to sensory aspects; encourage functional play, using it for its real purpose (e.g. to drink from a cup) and apply it to someone else in the group (e.g. pretend to give someone else a drink).</p> <p>Explore: The learner may play with it symbolically, pretending it is something else; the person they pass it too likewise must play with it the same way, or they may change it into something else.</p> <p>Develop understanding: The game may form the basis of an improvisation between two people focused on the real or imaginary item. Alternatively, one goes to the box and finds a 'happy'</p>	<p>NC – French communication week. Draw the Eiffel Tower and write a sentence or a word about it.</p> <p>Construct the Eiffel Tower using different materials (straws).</p> <p>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>EYFS Links to Expressive Art and Design</p> <p>Learn about the artist Henri Matisse – watch the collage video on Twinkl. Then make their collage.</p> <p>EQUALS: My Art (Collage)</p> <p>Exploring coloured collage, layering, and both positive and negative spaces.</p> <p>Day 1 - 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.</p> <p>Encountering differing textures.</p> <p>Day 2 - Using a bag, box or tin, play a 'feely game' with an assortment of objects; plastic bottle tops, cotton reels, Lego pieces, lolly sticks, fir cones, shells, yoghurt pots etc. And/or play 'Pass the Parcel' ready with objects wrapped up in each lay-er and each layer being of a differing texture; bubble wrap, coloured cellophane, tissue paper, bin liner etc. NOTE: KEEP the various materials the objects have been wrapped in! Repeat the process of collage. Apply glue to a surface; Dripping from a height, spreading with brushes, rollers, spreader,</p>	<p>EQUALS: Digital Media</p> <p>Exploring animation.</p> <p>Day 1 -Creating a Flip Book. A Flip book is a series of pictures put together to make a book. The pictures change gradually so when the pages are flipped it looks like the picture is moving.</p> <p>Day 2 -Black and white images can also be printed to enable all learners to add colour and create their own flip book of the group piece. Learners can draw their own images to create a flip book such as a face changing from a happy face to a sad face, a tree full of leaves, changing colour and the leaves falling off.</p> <p>Day 3 -Encourage children to do their yoga poses. Have photographs of all learners in the group; take 3 or 4 photos of each learner (change their position,) and</p>	<p>EQUALS: My Outdoor School</p> <p>To be creative by using the natural resources of the outdoor school.</p> <ul style="list-style-type: none"> •Making mud. Use a trowel to dig beneath leaf litter to subsoil. Mix with water in a bucket (link to developing tool skills). •Mud kitchen –Old cupboards with pots and pans, spoons and whisks etc. to make mud pies. Various role play scenarios can occur, such as a visit to the Farm shop that has a chef and a waiter and customers, with various meals and drinks ordered and consumed at the café. •Use musical instruments to create a woodland band and then get in-volved in singing around the craft campfire (sticks and tissue paper). Learners to make choices of what to sing during "campfire sessions". •Walk around pretending to be different animals. •To protect plants. Planting –trees, wild flower seeds, bulbs etc.Seed bombs –flour, water and flower seeds squashed into a ball then thrown into the grass <p>EQUALS: My Outdoor School</p> <p>Adventure School–Focus Session 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</p>	<p>EYFS - Draw information from a simple map. Draw own map of farm, make layout of farm- provide ready cut scaled coloured paper of represent buildings for children to place and arrange in plan of farm. Draw route to farm, draw map of farm with simple paths. Give directions to a friend, - up, down, sideways, left, right. How do we get to the chicken coop from the entrance.</p> <p>EYFS</p> <p>Encourage chn to develop a sense of self and place through Local Area walk. Use I-Pads to capture seasonal change/pictures of local area. Come back to class and draw a map of what they saw and the journey they made.</p> <p>NC</p> <p>Look at the similarities and different between England and France. Then sort pictures using hoops.</p> <p>NC</p> <p>Children to look at Paris and Birmingham and look at the characteristics that make it a city. Then the children can draw or paint a picture that represents</p>

<p>mask, the next person finds a ‘sad’ mask and they improvise a short scene. It may be that the box itself becomes the focus for a more open-ended drama: where did it come from? How did it get here? Who does it belong to? What should happen to it? Is anyone brave enough to open it. To encourage the use of movement to explore different dialogues and/or actions.</p> <p>Ten second Object: The teacher calls out the name of an object and then starts a count-down 1-10; in small groups, they must form that object before the countdown runs out. For example, a teapot, mobile phone, bicycle, vase of flowers, train, a house. The size of groups may be varied and supporting staff may be used strategically; other members of the class could be invited to come and ‘use’ the item. This could be extended where the group freeze on a signal and then must bring their action to life as if part of a machine –combine with others, adding sound effects; decide what the machine makes.</p> <p>Encounter: Individuals may be part of a mixed group, with a picture of the item to help make a link.</p> <p>Explore: Groups may negotiate and collaborate to devise the object independently.</p> <p>Develop understanding: Groups may create an object for other groups to guess, possibly working from a picture.</p> <p>EQUALS: My music</p> <p>To experience changes in tempo.</p> <p>Encounter: random tempo generation</p> <p>Resources: Pocket dice; iPad app/ YouTube converter that speeds up and slows down music with-out changing pitch., such as Any tune.</p> <p>Activity: Learners offer a number (verbally or using the pocket dice).</p>	<p>bits of cardboard etc. Scrunch, roll, squash and randomly stick the materials used to wrap the objects in ‘Pass the Parcel’ game onto squares or rectangles or circles of</p> <p>Exploring different textures</p> <p>Day 3 -Demonstrate taking rubbings using old shoes, leaves, woven mats, netting etc. Anything really that will provide a textured sur-face. Look at brass rubbing art and visit a local church to observe the stained-glass windows and take brass rubbings. Copy and continue a pattern using two colours or two shapes, using wax, chalks or pastels.</p> <p>Day 4 -Returning to a textured collage, collect all sorts of a material that might make for an interesting variation of textures, such as string, laces, corrugated cardboard, (very small bubble) bubble wrap, hessian etc. Glue onto a firm square or rectangular board and allow to dry. Take the three primary colours and pour one of them into a shallow tray. Using a roller, roll a single colour over the collage and then take a print from it onto a much larger piece of paper. Allow to dry, then repeat using a different primary colour.</p> <p>Developing understanding of different textures.</p> <p>Day – 5</p> <p>Collage with any materials within a set shape that is different from the normal square or rectangle.</p> <p>EQUALS: My Art (Painting) Encountering colour exploration</p> <p>Day 1 -Explore tone (that is, light and dark); have a lucky dip or feely bag of differing objects and materials of the same colour. Sorting and matching things of the same colour. Create a colour collage using differing materials of the same colour (paper, fabric, cellophane etc) Create a colour wheel using paint.</p> <p>Day 2 -Using paint, explore differing tones of the same colour. Introducing black and white very gradually and using differing tools (brushes, sticks, sponges, rollers, to paint with.</p> <p>Day 3 -Explore ‘tone’ by mark making with paint using differing size brushes, rollers, sticks attached to poles or sticks on large paper on the floor, walls or outside.</p> <p>Day 4 -Using hands and other body parts -mix colour using hands, one colour on each hand, put hands together and make the third colour.</p> <p>Day 5 -Try bleeding, that is, wetting paper and painting onto it with two colours to make a third colour.</p> <p>EQUALS: My Art (Drawing) Exploring how parts of the face look separately and together</p> <p>Day 1 -Print out a large black and white image of a face. Fold up the image and cut up into the number of learners you have. Look at each learner’s piece and talk about the shapes, the spaces, differing marks etc. Each piece will often be a very abstract image. Get learners to work as a group to fit the face together.</p>	<p>replace it with the next learner and repeat until all learners have had their image photographed.</p> <p>NC : Computing</p> <ul style="list-style-type: none"> • 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>everything I need to engage in seasonal activities.</p> <ul style="list-style-type: none"> • Look for signs of spring –shoots, leaves, buds, early spring flowers like daffodils. • 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. Make these into books to keep in a Spring Box. • Look for spring colours e.g. make a palette of different greens. • Make weather observations –keep a weather chart, noting windy, rainy and warm weather. Measure the warmth by it being a coat day or a jumper day or a T shirt day. • Plant herbs and salads, making a vegetable area in a clearing, or tubs outside. • Look for baby animals, tadpoles, insects, bees, hover flies, beetles, the appearance of migratory birds/summer visitors,, mini beast searches, birdsong. • Build a giant nest to sit in. <p>EYFS Learn non-chronology report on pigs, children to make up actions to internalise it.</p> <p>Children to design a pig’s habitat and make it out of a cardboard box.</p> <p>EYFS Briefly review the story of ‘The Three Billy Goats Gruff’. Ask the children what the goats like to eat – green grass. Tell the children that we are going to grow some grass for the goats to eat. Show the children the grass seeds and ask them what the seeds need to grow. Plant some seeds into different pots and place in different conditions. Sunny place, with water, sunny place without water, somewhere dark etc.</p>	<p>Birmingham or Paris. Looking at different artists.</p> <p>NC</p> <p>Children to look at the map in the book of Paris, children to draw a map of their local area.</p> <p>History</p> <p>EYFS Link: Understanding the World National Curriculum: History</p> <p>EYFS: Comment on images of familiar situations in the past.</p> <p>Look at different pictures of farm equipment old and new and compare the similarities and differences. Design and make a tractor using different resources.</p> <p>EYFS</p> <p>Encourage chn to compare it to their own lifecycle with the lifecycle of a duck. Ask parents to send a bank of baby pictures in for chn to share and discuss their timeline as babies. Link to their Birthdays, the month they were born in and date. Encourage chn to bring in artefacts from home. -Know some similarities and differences between things in the past and now.</p> <p>NC Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including
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<p>Take three numbers and listen to the song played at the speed of each number you have randomly generated. To participate in changing tempo.</p> <p>Explore: changes in speed Resources: Either the teacher or the class can decide things that might be considered as 'Objects of Speed'. For example, they may choose a hare for fast and tortoise for slow, or a motorbike for fast and a child's trike for slow etc.</p> <p>Activity: a facilitator or learner can hold up one of the 'objects of sound' to alter how the group is playing. E.g. fast or slow.</p> <p>To relate rhythm to movement</p> <p>Encounter and Explore: scarf dancing Resources: Scarves; ribbons; streamers.</p> <p>Activity: Listen to a selection of contrasting rhythmic music with scarves etc. dancing, moving the in the air. The learners can participate individually or collectively using a large piece of chiffon material. Develop understanding: Watch other children's dancing and build upon own dance.</p> <p>EQUALS: My Outdoor School</p> <ul style="list-style-type: none"> •Use musical instruments to create a woodland band and then get in-volved in singing around the craft campfire (sticks and tissue paper). Learners to make choices of what to sing during "campfire sessions". 	<p>Day 2 -Explore making differing marks using various medium (chalk, pencil, pens, charcoal, pastel etc) on scrap paper before you start! On A4 paper, use pencil to enlarge and create the outline of the image and then incorporate other media such as pastels, pens, coloured pencil etc. use these appropriately to create marks (smudging, on their side, pressing hard or soft, broken lines etc.) NOTE: This can initially be very difficult, and some learners may need the outline of their piece drawn for them or pointers indicated enabling them to fill in where they can. Any white areas can be left or coloured in depending on the effect.</p> <p>Developing understanding of the face as parts and as a whole.</p> <p>Day 3 -Find an A4 image of a Face as above but with colour. Fold and cut the image up into however many learners you have in the group and give a piece to each learner. Using a pencil enlarge in outline the section onto A4 paper. Really look at the shapes, where they are in relation to each other, composition and space.</p> <p>Day 4 -Using differing collage materials (paper, tissue paper, cellophane, fabric etc) create collage of the image using appropriate colours. Using medium such as pastels, chalk, pencil etc go over some of the collaged areas, outlining, highlighting, or shading where appropriate.</p> <p>EQUALS: My Art (Printing)</p> <p>Exploring calligraphy with repeat patterns.</p> <p>Day 1 Cover cardboard tubes with PVA glue and any tactile materials to create a printing roller. Day 2 Once dry cover with another thin layer of PVA glue and again, leave to dry before using.</p> <p>Day 2 Roll the tactile tubes in paint and roll across surface to create a pattern -this can be a fun turn taking exercise working in pairs or as a group. If each tube is filled with a different object/material, they will create differing sounds as they are rolled.</p> <p>Day 3 -Use the tubular printing blocks or rollers to create an image with differing primary colours and on various textured paper or differing surfaces.</p> <p>Day 4 -Create several simple collage pieces with torn or cut tissue papers, sugar paper etc.</p> <p>EQUALS: My Art (Sculpture)</p> <p>Exploring the versatility of clay.</p> <p>Day 1 -As a group, roll as many clay sausage shapes as possible, lay out on the table top and attach to each other to create a shape (this could be a random shape or a circle, square, triangle etc.) Build up the sides with two layers and squash the sides of the clay sausages against the table to seal it. Slowly tip some water into the clay shape to create a 'lake'. The activities are endless for this; floating and sinking games, math games, fish-ing game, matching games etc.</p> <p>Day 2 -Plaster Moulds Learners could make small lakes, choose shells, stones etc to place into the water and then add plaster of Paris. Mix up in the clay space and leave to dry on the tabletop. NOTE: This can be messy, needs to be well supervised and will need to be taken off the table an hour or so later. Alternatively, the clay shapes can be made in plastic trays.</p>		<p>Encourage the children to monitor the grass seeds over time. EYFS</p> <p>Learn non-chronology report on cows, children to make up actions to internalise it.</p> <p>Children to discuss that milk comes from a cow, show a video or picture.</p> <p><i>Explore udda painting</i></p> <p>https://www.youtube.com/watch?v=zfv4Bfu2vOc</p> <p>EYFS</p> <p><i>Read Plant & Grow -</i></p> <p>Then learn instructions on how to make a tractor talk about the different parts of a tractor and make it using junk modelling.</p> <p>EYFS</p> <p><i>Sing the farmer plants the Seeds.</i></p> <p>Go through the lifecycle of a plant. Talk about what plants need to grow.</p> <p>Explain how to plan cress and give them cress seeds, pot and soil. The children can write their names on them and keep them in the classroom.</p> <p>Explain to the children how to care for the plant.</p> <p>EYFS</p> <p>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.</p>	<p>humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>The World About Me</p> <p>EYFS Link: Understanding the World National Curriculum: Religious Education</p> <p>NC: Commitment: Being Courageous and Confident</p> <p>Children will learn what courage is and how overcoming a challenge can demonstrate great courage.</p> <p>Lesson Question What is courage? Declarative Knowledge -Courage is owning up and standing up (substantive)</p> <p>New Vocab</p> <p>Trust, courage, belief, believe, courageous, overcome, challenge, faith</p> <p>EYFS Know what it means to stand up for yourself (EYFS PSHE).</p> <p>NC: Commitment: Being Loyal and Steadfast The World About Me</p> <p>Children will understand what makes a good or bad friend and recognise ways they can mend a bad friendship.</p> <p>Lesson Question</p>
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Day 3 -The same process can be explored further by building a clay wall around the tactile clay tiles created. These can be filled with plaster, left to dry.

Day 4 -Explore creating thumb pots -make a ball of clay and gently squeeze thumb around it to create small bowl type shape. These thumb pots can be made into; faces, animals, plants, fruits etc.

NC

Continue building up skills of collaborative learning by designing and making habitats for the farm animals. Use a variety of creative and real-life media, junk modelling and construction.

NC

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. How when you push a plastic float in the water the force of the water pushes it back up. (First introduce what can sink or float) let children explore what can bend or snap and what can't, e.g. a twig and metal rod.

NC

Pupils should use the local environment to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers. They should become familiar with common names of flowers and parts (including leaves, flowers (blossom), petals, roots, bulb, seed, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses.

NC: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

You can relate this to things that they might find on a farm.

Then sort objects and pictures into hoops of the different properties. Children should describe the materials for example, hard/soft; stretchy/stiff.

NC: Living things and their habitats
Pupils should be taught to:

What makes a good friend?
Declarative Knowledge -A good friend is someone who shows friendship (substantive)

New Vocab

Loyal, special, sacrifice, friend, friendship, Easter, courage, forgive, restore

EYFS

Understand what makes a good friend (EYFS PSHE).

EYFS

Shared Reading

Discuss Easter story

*Recognise that people have different beliefs and celebrate special times in different ways. Talk about how important this time in the church is for Christians and Muslims to go the Mosque.

Children to have an Easter Hat competition and develop resilience of not always winning. Children to make easter nest cakes and link to the celebration of Easter.

			<ul style="list-style-type: none">• explore and compare the differences between things that are living, dead, and things that have never been alive• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• identify and name a variety of plants and animals in their habitats, including microhabitats• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	
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