

TfW: The Way Back Home

Topic: Understanding more about the Community

<u>My Music</u> <u>My Drama</u>	<u>My Art</u>	<u>My Digital Media</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>
EYFS Link: Expressive Arts National Curriculum: Music	EYFS Link: Expressive Arts National Curriculum: Art	EYFS Link: Understanding the World National Curriculum: Computing	EYFS Link: Understanding the World National Curriculum: Science	EYFS Link: Understanding the World National Curriculum: History	EYFS Link: Understanding the World National Curriculum: Geography

EQUALS: My Drama
To encourage peer to peer communication. To build dialogue and action in role.
Cloth Landscape: A large piece of cloth is held taut by the group either sitting in a circle on the floor or on chairs or standing. This could be a parachute. Someone goes under the cloth, either fully, or partially, and uses their body together with the group's legs to form a 'landscape'. For the next person's turn, raise the cloth and shake out, before lowering and pulling taut.
Encounter: Encourage the learner to respond to the sensory experience
Explore: Describe the landscape – what is it like?
Develop understanding: The learner may suggest 'Where could this be? Does anyone live there? One of these ideas could form the setting for an open-ended drama, to be developed in a future lesson.
To encourage the use of movement to explore different dialogues and/or actions.
Mirroring: Working in pairs, partners copy each other's gestures, as though in mirror.
Encounter: Partner an adult, facing one another as in Intensive Interaction, sitting alongside one another facing a full-length mirror. The supporting adult follow the spontaneous actions of the individual.
Explore: Partners sit or stand facing one another, copying one another's actions as simultaneously.
Develop understanding: One partner may assume a character/expression for the other to mirror; this could develop into an improvised scene.

EQUALS: My Music
To react to changes in tempo.
Encounter: listening, moving and dancing
Activity: Listening, moving and dancing to a range of different tempos, moving in a way that matches the tempo.

EYFS: Invent, adapt and recount narratives and stories with peers and their teacher
 Share their creations, explaining the process they have used;
EQUALS: My outdoor school
 To be creative by using the natural resources of the outdoor school.
 -Mermaid houses, fairy villages, teddy shelters, which are effectively, shelters in miniature.
 -Dream catchers
 - Animal landscapes – especially using the animals found in woodland such as rabbits, foxes, badgers, birds etc.
 -Nest-making – use mud, sticks to create a nest
 -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".

COLLAGE
Encountering differing artists who use food, junk etc. to create images.
Week 1 -Dress up in various hats, wigs, sunglasses, scarves, false noses etc and take photographs. This will always be better if the learners are taking their own photos. Look at images of various facial expressions. Encourage learners to make differing facial expressions. Take more photos. Explore differing facial expressions and discuss what they may be portraying. Find differing facial expression in magazines and cut out and collage.
Week 2 -Look at and talk about the images of portraits created by Guiseppe Arcimboldo. Take photos of real fruit and vegetables, and/or cut the images out of magazines to use as collage material. Using an A3 pro-forma, place features of the face in the appropriate places. Decide what fruit or vegetable to use for what feature. Less able learners may need features or marks on the paper to indicate where to place the features.
Week 3 -Exploring the work of differing artists who use their wider imaginations.
Week 4 -Cut out (or have these already cut out) different features of the face and things we may wear on our head's, mouth, nose, eyes, ears,

EQUALS: Experiencing the possibility and potential of digital media.
Week 1 - Look in mirror wearing differing hats, wigs, dressed up, standing, sitting, or doing an action. Take photographs of each other.
Week 2 -
 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.

Exploring surrealist invention and free form.
Week 3 -
 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.
Week 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.
Week 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.

EQUALS: My Outdoor School
 -To be creative by using the natural resources of the outdoor school.
 Mermaid houses, fairy villages, teddy shelters, which are effectively, shelters in miniature.
 -Dream catchers
 -Animal landscapes –especially using the animals found in woodland such as rabbits, foxes, badgers, birds etc.
 Nest-making –use mud, sticks to create a nest.
To understand and look after the environment.
 -Gathering and planting acorns, chestnuts etc in pots to make a tree nursery. These can be planted out when established.
 -Leaf collecting.

EQUALS: My Outdoor 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 everything I need to engage in seasonal activities.
 -Look for signs of Autumn – leaves, flowers, berries, migrating birds.
 -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.
 -Look for autumn colours e.g., make a palette of different reds and browns.
 -Weather observations
EYFS: 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;
 -Create a "Hibernation Zone" - make cosy areas in the outdoors and prepare for Winter (e.g., Bug houses, hedgehog hotels & sleeping bags and blankets for humans!)
 -Finding spiders webs and using a range of mark making material to mirror them.
EYFS
 -Explore the natural world around them. Through the story of Bumps in the Night encourage children to explore Night and Day/light and dark.
 -Let children explore how to make a shadow and what light looks like when travelling through transparent material. Use torches.

(Linked to Attention Autism strategies)
EYFS
 Use 'Out and About' by Shirley Hughes's book of poems on seasonal change to support children's understanding.
NC Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

NC Significant historical events, people, places in their own locality – Look at past picture of Yew Tree/City Road School and compare now to then.

The World About Me
Topic – People

EQUALS: To recognise those people who are most important to me
 Get some big pieces of paper and divide the class into small groups. Draw circles of people we see, meet, talk to daily, weekly, monthly, yearly. Effectively this may be explained as all the time, sometimes, not very often. These are likely to be family, friends, people who help us and people we help. Who are they? What are their names?

To recognise those people who are most important to me
EYFS: Talk about the lives of the people around them and their roles in society
 On a large wall display, cut out a circle and put photographs of the learner(s) in the middle of the display.
 Put photographs of people who help us within the school.

(Linked to Attention Autism strategies)
EYFS-
 Create a map of the journey the How to Catch a star took through the woods. Encourage children to use mathematical language with understanding, e.g. go forward, hide behind the tree etc.

NC Human and Physical Knowledge:
 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

NC Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

The World About Me
Topic – People

EQUALS:
To find out more about those people who are important to me
 Match like objects with the fire officer and police officer and everybody else who has come in.
 Make a circular wall display of your town/village/area with the school in the center and add where the people who help us are based within the area.
 Attach a class photograph of the pupils and then place a photograph of the school in front of it to show where the pupils are based.

<p>To explore variations in tempo. Explore: playing in time Activity: Positioned in a circle the group pass a ball around-either rolling, throwing or bouncing - slowly at first, counting as each person catches the ball i.e.,1,2,3,etc... then speeding up. This game can be developed so that the group makes sure that everybody has the ball.</p> <p>To observe variations in tempo. Develop understanding: playing with time Activity: In small groups, playing a simple tune slowly, then quickly, then slowly, observing the effects of the change in tempo. The contrasts can be highlighted if other learners are, for example, dancing or moving a parachute.</p> <p>To copy a simple or complex rhythm. Encounter: name chanting Chant learner's name whilst tapping on resonance board or drums. Encourage learner to participate or respond before repeating. Copy the learner's own rhythms, vocalisations, movements, play along on instruments or piano. This can be extended to each learner, adding their rhythm to each one to build up a piece of music or song.</p> <p>To explore changes in rhythm. Explore: rocking rhythms Share a video with the children of a drumbeat. You will also need each learner to have an instrument. Have the numbers 1 and 2 and 3 and 4 displayed for all to see, ideally on an interactive whiteboard. Begin by changing the number 1 to red. Get learners to play their instrument on beat 1 of 4 whilst listening to the backing track. Include the 'and' to increase complexity. Create a selection of rhythms and practise playing them. You could also use a count of 8 to increase difficulty.</p> <p>To compose using rhythm. Develop understanding: by composing using rhythm</p>	<p>hair, hats, sunglasses etc. If using magazine photos, these may have to be enlarged on a photocopier, or we could use cut up images of various photographs that the learners have already taken as the start to the project. Compile a whole bank of noses, eyes, ears, mouths, hair, hats, glasses etc. and keep them separately, that is, noses in the nose box, eyes in the eyes box. Collage the above images onto card and cut out the face. Attach a lolly stick to the back and hold up to face, take photographs of learners exploring this. Look at ourselves in the mirror and take photographs. Learners may want to cut eye holes out.</p> <p>Week 5 -Use banana prints as mouth to create happy faces on a hand-held mask. Learners could use various materials to create hair. Look at various portraits of faces by Arcimboldo, Pablo Picasso, Paul Klee, Rene Magritte etc</p> <p>Exploring the work of differing artists who use their wider imagination Week 6 - Use banana prints as mouth to create happy faces on a hand-held mask. Learners could use various materials to create hair. Look at various portraits of faces by Arcimboldo, Pablo Picasso, Paul Klee, Rene Magritte etc.</p> <p>Developing understanding and creating facial collages Week 7 - Look at images of Pop Art. Are there any ideas that learners might want to expand? Look particularly at Andy Warhol's 'Soup'. Look at various cylinder-shaped food products that will be familiar to learners such as cans of coke, soup, baked bean. Look at other shapes such as boxes of cereal etc, use your empty cans to create the base for a collage, perhaps using different textures or patterns or colours or faces. 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 areas. 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</p>	<p>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.</p>	<p>-Encourage children to understand the effect of the changing seasons on the natural world around them. Watch how autumn moves into winter as the days get colder and darker. -Show interest in different occupations link to the shared reading story Firefighters.</p> <p>Invite different people to visit from a range of occupations, such as a dentist, plumber, fireman, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their talk and play. Remember and describe significant events. Shared reading book: Firefighters</p> <p>-Talk about when children may have visited the doctors/hospital. What was their experience like? How did it make them feel?</p> <p>EYFS: Talk about the lives of the people around them and their roles in society;</p> <p>-People who help us provocations: Fire station, (outdoors) doctor's surgery, (indoors)police station, Restaurants. Have costumes and props available for children to act out different scenarios</p> <p>-Festivals (Diwali/Christmas)</p> <p>-Independent application- labelling body parts, making x-ray machines, doctor facts,</p> <p>Shared Reading Birth of Jesus-The Christmas Story (PPT) (Discussion on what Christians believe at this time.</p> <p>NC: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>NC: Seasonal Change -Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies.</p> <p>EQUALS: The World About Me Topic – People</p> <p>To look at the way other people are different to us and the same as us.</p> <p>Can we think of the way other people are different from us?</p>	<p>Place the photographs around the pupils in the display to show that they help the pupils.</p>	
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<ul style="list-style-type: none"> - Taking the current theme/ topic/ or individual learners' interests get learners to choose an instrument and create a rhythm that reflects it. - Get learners to create a rhythm using the coloured blocks, the longer the block - the longer the beat. Teach their rhythm to another learner. 	<p>themselves, their interests, their friends, their idols etc. Extend the concept of collage onto other mediums such as clay - Demonstrate rolling clay to create a tile and encourage learners to explore IT.</p> <p>DRAWING Developing understanding of mark making. Week 1 - Draw around whole-body. Learners to explore differing drawing and mark making techniques within the space of the image exploring; cross hatch, mixing of differing medium, layering, scratching into, creating patterns etc. Glue can be applied to the outline of the figure and paint, pastels, coloured tape or rolled up. Exploring line and shape. Week 2 - Using large brushes, large stubby crayons and rollers on extended poles or bamboo sticks, encourage learners, with support, if necessary, to make random marks on paper, on the floor, on walls. Week 3 - Tape large pieces of paper to the floor or tabletop and encourage learners to spend 5 mins making marks with charcoal, move to next piece of paper and use crayon, move to next and use chalk and continue this until learners have used all the mediums provided. Week 4 - Encourage learners to explore the crayons and charcoal and chalk on its side rather than on its point. This helps to ease the strain of a pincer grip which can be quite difficult for some learners. Encourage smudging with fingers, making hard and soft marks, large or small random marks, scribbles, strokes, dots, wavy lines, crosses, zig zags etc. Week 5 - Repeat the above using paint with, differing size brushes, rollers and sticks. Encourage making marks with hands and fingers and feet. Week 6 & 7 Play some particularly rhythmic music to encourage movement and dancing. Attach large pieces of blank paper to a wall and incorporate big stroke mark making with the charcoal.</p> <p>PAINTING Exploring primary and secondary colour Week 1 Paint sheets of A4 or A3 paper or card using primary and secondary colours using rollers</p>	<p style="text-align: center;">Computing</p> <p>National Curriculum: Computing</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>Different in age, in gender, about which class they're in. Can we take their photographs and make a classification of them. All the boys in the school and all the girls for examples. Are there other differences such as ethnicity, religion, colour. How are they different and how perhaps even more importantly how are they the same.</p> <p style="text-align: center;">Equals Semi Formal Curriculum</p> <p style="text-align: center;">SoW - The World About Me Topic – Recycling</p> <p>To explore the question 'What is rubbish?'</p> <p>Allow the rubbish in the class to be built up for a week, ensuring that there are no foodstuffs in the bins. Explore all the rubbish in the waste paper bin(s) within the learners' own class. Sort into categories using large hula-hoops with labels such as card, paper, plastics. Allow learners to use hands to explore the properties of these materials for example do they bend, the sounds that they make when banged against the table or dropped from a specific height.</p> <p>To explore whether other people's rubbish is the same as ours?</p> <p>Ask at least one other class to keep their rubbish for the week. Look in their waste paper bins to see what other types of rubbish can be seen. Sort into different categories, and compare different amounts of rubbish between classes. Does one class have more or less rubbish than another class? Take photographs of the amount of rubbish. Label, which classes the rubbish came from and compare with another class. Repeat this on several occasions to see if one class produces more rubbish than another.</p> <p>To explore whether rubbish and litter is a problem?</p> <p>Take learners outside to look in the playground to see if there is any litter/rubbish outside. Take photographs of the rubbish and where it was found in the playground. Make a habit of always encouraging learners to place the rubbish/litter in the bins as independently as they possibly can.</p>		<p style="text-align: center;">RE</p> <p>National Curriculum: Religious Education</p> <p>NC- Dispositions</p> <ul style="list-style-type: none"> • Being modest and thinking of others • Expressing joy
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	<p>or brushes, then cut the painted sheets into triangles, squares, and circles. Some students can draw around shapes and cut out their own. Students to match or identify the different shapes and collage them to the painted shoe boxes or onto large scale paper or card to create a pattern. This can be done individually or as a group to create a repeat pattern or a random pattern. Students could throw a large foam dice to choose which shape will go next and student can collage wherever they like!</p> <p>Week 2 - Explore mark making with paint using a variety of square, triangular, and circular objects (corks, Lego pieces etc.) Make pattern or random design on paper. Using the same objects and materials mark make with paint directly onto the box on top of the paper collaged shapes and allow to dry.</p> <p>Week 3 - DEMONSTRATE REPEAT PATTERN. Collage different geometric paper shapes to create a group pattern onto large paper or card. This can be done to create a repeat pattern. Developing understanding of the process of variation of tone.</p> <p>Week 4 - Create a box related to a specific artist. Use differing sensory objects and materials associated with the artist. Encountering the colour pattern and space used in aboriginally art.</p> <p>Week 5 - Spend time looking at differing Aboriginal images. Aboriginal Art has survived for over thousands of years and continues to be one of the oldest art forms practiced today. Aboriginal Art consists of symbols. These symbols were used as a means of communication; communication of their lives on earth, their rituals, food, customs and to show constellations and for ritual decorations. These works were almost always ceremonial or religious. Symbols were used to show the presence of different things or objects that existed around them. Aboriginal artists created their works based on how the land was created, basing their subject matter mainly on patterns and animals. These patterns and symbols were created using only the colours seen in nature; for instance, soil was seen in tints of reds, yellows, and brown ochres, as well as the natural materials left around them, such as bark, clay, logs, trees, burnt sticks, rocks, etc. The backgrounds of these art works were</p>		<p>Do this same activity in the streets around the school and in the local park. Always take photographs of before and after. Repeat these activities several times.</p> <p>To explore the wider implications of littering.</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.</p> <p>Sort rubbish into appropriate groups for example chocolate wrappers, cans or bottles, crisp packets, and any other materials that were found.</p> <p>Take photographs of the learners helping to sort the rubbish, or better still, get them to take the photographs.</p> <p>Repeat activity several times.</p> <p>Make a large 3D representation of the playground or park or collection of streets in papier-mache.</p> <p>Place the photographs where the litter was found.</p> <p>To explore how paper may be recycled in school and at home (2)</p> <p>Give the learners the opportunity to experience each of the processes of making their own paper.</p> <p>Repeat several times with the learners.</p> <p>Make up a bank of recycled paper and cards that can be used in school, especially for making new birthdays, Christmas, Mother's Day, Valentine etc. Cards.</p> <p>https://www.youtube.com/watch?v=u-dgZ9HoihU</p>		
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	<p>never blank. There is always a continuous use of dotting, patterns, lines or hatching to create a sense of movement within the work.</p> <p>Week 6 - Explore making handprints using 2 primary colours - mix to create a secondary colour. Draw around the learner's hand, cut out and collage onto different coloured paper.</p> <p>PRINTING</p> <p>Developing understand of tie dye. Week 1 - Get a spiral design by laying the T shirt flat on a small round table and pinching the middle of the shirt between thumb and forefinger. Now walk around the table slowly whilst still holding onto the middle of the shirt so that the whole shirt gradually forms a spiral. Pour the dye slowly in circles and repeat on the other side. Encountering mono-printing.</p> <p>Week 2 - Explore making random marks using; paint and shaving foam, paint and glitter, sand etc with hands, fingers or feet onto tabletop or flat surface such as a tray. Lay sugar paper over the top, gently rub, lift paper to reveal print. Explore this again onto sheets of tin foil and take print from that with paper.</p> <p>Week 3 - Paint hands or feet and press onto a tabletop or flat surface such as a tray and take a print as above. Another print can be taken using a different colour over the top of the first to create more interesting prints. Use primary colours and allow to dry before taking the next print in a different primary colour or take the second print when still wet to get secondary colours as well.</p> <p>Week 4 - Apply paint with hands, brushes etc to leaves, fruit and vegetables, bubble wrap, everyday objects etc. and print these onto the tabletop. Place paper face down, press gently, lift to reveal a print. Explore this further by creating negative prints, using tools such as the end of a paint brush, sticks, a fork, toothbrush etc. to make marks into a flat coat of paint on a tabletop and take a print. Explore creating further negative prints by putting torn paper shapes, leaves, grass, thin string etc directly onto the ink, placing the paper over the top and using a roller to press. Lift up and reveal.</p> <p>Week 5 - Take bubble prints by mixing half and half water and washing up liquid in a cup, bowl</p>				
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	<p>or tray. Using straws or larger pieces of tubing blow bubbles, hear and watch them pop! Encouraged learners to reach for the bubbles and possibly blow them themselves.</p> <p>Exploring positive and negative printing Week 6 - Mono Printing using wax crayons. Cover small sheets of tracing paper with dark coloured wax crayon (pressing hard.) Place the wax covered tracing paper face down on top of a sheet of plain paper and scratch or draw into it using differing pencils, the end of a wooden spoon, sticks, nails, pens etc. though making sure that you don't tear the tracing paper. You can place paper or card shapes onto the paper surface to block out areas and create differing tones. The Tracing paper can be moved around several times to create more interesting marks. Explore this using differing thickness of pens or pencils. Week 7 - Positive Mono Printing (using ink.) With a pencil draw around shapes or make free hand marks on paper and put to one side Ink up flat plate or roll ink onto tabletop. (NOT too much ink.) Place the drawn design facing upwards over the top of ink and using a different colour pencil or thicker pencil draw, pressing hard over the lines of the shapes.</p>				
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