

Semi - Formal- Autumn 1

TfW: The Smartest Giant in Town & The Smeds and Smoos

Topic: Sorting and Using Materials

<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 and 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>EYFS:</b> Expressive Arts and Design Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and try to move in time with music. <b>NC Y1-</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. <b>EQUALS:</b> <b>My Music:</b> <b>To react to changes in tempo.</b> Encounter: music and movement Play "Sirtaki" (Zorba the Greek) to demonstrate change of tempo- kicking legs, clapping hands, playing percussion instruments, slap knees in time to the music. Explore keeping a steady beat using drums. <b>To lay over an additional but complimentary tempo</b> Develop Understanding Activity: Introduce a 'call and response' song over the drumming (Che Che Kula). Encounter: Listening, moving and dancing to a range of different tempos, moving in a way that matches the tempo. <b>To perform using Samba rhythms.</b> Encounter a Samba band! Resources: Explore a range of samba music. /tch/ listen to a Samba band perform. Perform as a class Samba band with rhythms. Have a classroom carnival. <b>To recognise that rhythm can be created using anything.</b> Explore: Stomp!</p>	<p><b>EYFS:</b> Expressive Arts and Design: Creating with Materials-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <b>NC Y1:</b> 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. Design and create own Halloween masks. <b>EQUALS:</b> <b>Painting</b> <b>Exploring tonal painting through the varied use of water</b>  <b>Week 1</b> -Look at images of artists who use water as their inspiration, such as Monet, Turner, Hokusai. Explore bubbles using straws (or large plastic piping found in DIY shops.) and a small amount of water and washing up liquid. Mix paint into bubble mixture, blow with straw and take print with paper or card by laying over the top of the bubbles. This can be explored using small plastic cups, bowls, large trays or containers. <b>Week 2</b> -Explore mixing differing tones of one colour; add white to create a lighter tone and black to make a darker tone. <b>NOTE that the black pigment is very strong and so only a small amount is need</b></p>	<p><b>EQUALS:</b> <b>My Outdoor School</b> <b>EQUALS:</b> My Outdoor School- <b>To be creative by using the natural resources of the outdoor school.</b>  <b>EYFS:</b> <b>Being Imaginative and Expressive-</b> Sing a range of well-known nursery rhymes and songs. <b>NC Y1:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"><li>Use musical instruments to create a woodland band and then get involved in singing around the crafted campfire. Children to make a choice on choosing songs.</li></ul> <b>EYFS:</b> <b>Communication and Language:</b> <b>Speaking-</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <b>Creating with Materials-</b> Make use of props and materials when role playing characters in narratives and stories. <b>NC Y1- Spoken Language:</b> Participate in discussion, presentations, performances, role play, improvisations and debates.  Introduce and explore Halloween.  <b>Religious Education</b></p>	<p><b>EYFS:</b> <b>Understanding the World:</b> The Natural World- 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about the differences between materials and changes they notice. <ul style="list-style-type: none"><li>Consolidate the awe and wonder of the natural environment and season. Outside in the pouring rain or if it snows.</li><li>Talk about difference and how materials can change. Making the shortbread, exploring the ingredients, how four changes when water is added. What they look like when uncooked and cooked.</li><li>Children will use their senses to help them explain.</li><li>Understanding seasons and how they change. Explore Autumn by contrasting it to summer. Clothes worn in summer and in autumn. Collect items that have occurred because of the changing seasons. Conkers/acorns falling off the tree.</li><li><b>Educational Visit-Aston Park/Summerfield park</b> walk- Talk about seasonal change and collect different materials related to Autumn.</li></ul></p>	<p><b>(Linked to Attention Autism strategies)</b> <b>EQUALS:</b> <b>The Seasons-</b> To observe events that are specific to each season. <b>EYFS:</b> <b>Understanding the World:</b> The Natural World- 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. <b>NC Y1: Human and Physical Knowledge-</b> Identify seasonal and daily weather patterns  - Discuss different weather types. Talk about windy weather. Talk about wind turbines, propeller's ect.  Autumn activities – collecting different coloured leaves to make a class collage; flying kites in the wind; collecting conkers.  <b>EQUALS- The Weather:</b> To experience and have experiences of windy weather. <b>EYFS:</b> <b>Understanding the World</b> The Natural World- 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. - Link the Smeds and Smoos differences in environments  <b>NC Y1: Human and Physical Knowledge-</b> Identify seasonal and daily weather patterns in the United Kingdom. <ul style="list-style-type: none"><li>Encourage the learners out on a windy day. Wear a coat to keep nice and warm, scarf, and a hat.</li><li>Take photographs of the learners outside in the wind and place in large display book. In class, look at different ready-made windmills and streamers.</li></ul></p>

<p>Activity: Create a rhythmic piece inspired by Stomp! Find some objects on a theme - recycled rubbish, washing bowls etc. and create rhythms using them.</p> <p>Develop understanding: performance Activity: Record piece and perform.</p> <p><b>EQUALS: My Drama</b></p> <p><b>To encourage peer to peer communication. To build dialogue and action in role.</b></p> <p>Encounter: Encourage the learner to handle and respond to the item as a sensory experience.</p> <p>Explore: The learner provides a describing word for the item – ‘It is like a ....’ or may pretend to use it for something.</p> <p>Developing understanding: The learner may suggest ‘Who might this item belong to? Where did it come from?’ ‘What should happen to it?’.</p> <p><b>To encourage the use of movement to explore different dialogues and/or actions.</b></p> <p>Making shapes: Children to explore moving around like a particular creature (a lizard, a cat, a spider etc).</p> <p>Encounter: The individual makes some sort of movement on the floor.</p> <p>Explore: The individual experiments with variations on the theme.</p> <p>Develop understanding: The individual adds another dimension, e.g., a lizard who wants to eat other members of the groups.</p>	<p>at each stage. Learners will need to practice this to see which tones of which colour they prefer. Encourage learners to paint each tone onto separate sheets of A4 paper and allow to dry.</p> <p><b>Week 3</b> -Look at Turner images to choose an image they like. Explore the process of wax resistance using crayons and candles; make marks with differing pressure onto paper or card and apply paint over the top. Explore this further blocking areas with masking tape. Developing understanding of the process of variation of tone.</p> <p><b>Week 4</b> -Create a collage using the tonal paintings suggested above as well as other differing papers influenced by Turner, Monet and Hokusai. Tear and cut paper to create differing textures, layer papers, build up the surface. Add string, sand, lentils, rice, Modroc etc to create more interesting surfaces to work onto. Using paint, add differing tones over some areas of the collage either through lightening and darkening or by adding water.</p> <p><b>EQUALS: Printing</b></p> <p><b>Week 1</b> -Butterfly prints using a piece of paper folded in half and paint on one half of the paper. Explore this in a variety of ways, by for example, using two primary colours to create a secondary colour, that is paint two different primary colours on opposite sides of the paper and then fold together.</p> <p><b>Week 2</b> -Hand prints, leaf prints, shoe prints, hessian cloth, bubble wrap - anything that will make a mark.</p> <p><b>Week 3</b> -Apply paint using hands, brushes, sponges etc. to the surface of a table or even better, a piece of coarse-grained wood. Lay a sheet of paper over the top, gently rub the surface of the paper to take a print. This method can be used to create simple random designs or more complex patterns and designs. When the paint or ink is on the table top</p>	<p>- Children to develop an understanding of the Christianity.</p> <p>- Develop an understanding of some similarities and differences between religions with a focus on Islam and Christianity.</p> <p>- Develop positive image of self-using mirrors.</p> <p>- Recycling and planting in plastic bottles.</p> <p>- Create a family portrait</p> <p><b>Educational Visit- Aston/ Summerfield Church</b></p> <p><b>NC- Dispositions</b></p> <ul style="list-style-type: none"> <li>• Cultivating inclusion, identity and belonging.</li> <li>• Being thankful</li> </ul> <p><b>Religious celebration</b> Harvest Festival</p>	<ul style="list-style-type: none"> <li>• Make pumpkin soup explore the senses and watch the change in state as it is cooked.</li> <li>• Make different potions linked to Halloween, explore the change of state and use their senses.</li> <li>• Learn the lifecycle of the pumpkin.</li> </ul> <p><b>NC Y1: Everyday Materials</b> 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.</p> <p>Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p>Explore a change of state (ice). <b>Shared reading: Seed to pumpkin</b></p> <p><b>NC Y1: Animals, including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> <li>- Woodland animals</li> </ul> <p><b>EQUALS: Sorting and Using Materials</b></p> <ul style="list-style-type: none"> <li>• Children will experience a selection of materials that they have explored. Using their available senses, they will have experienced different properties and key words.</li> <li>• Children will learn that there are different materials and that they have specific names. They will know that they feel different and be able to describe them in terms of one property. They will be able to match materials in terms of one property.</li> <li>• Children will learn that materials can have a variety of properties, and this can determine how they are used. They will be able to name materials after exploring them and make observations about their uses and properties with minimal prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the learners to see if they can get them to go around inside the class. Take the readymade streamers and windmills outside. Watch what happens with the learners. Take photographs of the learners using the streamers and windmills.</li> <li>• Take streamers and windmills to different parts of the playground to see if there is a strong or light breeze.</li> <li>• In class, work with the learners to make their own windmills. Take them outside with the learners and test them in different areas of the playground. Repeat several times with the learners testing the strength of the wind. Place streamers and windmills onto large display boards with the other weather symbols. Make a weather dial-using card and a paper fastener. Cut card into a circle and place tactile symbols of the different weather types on the circle. Attach a piece of card with a small arrow for the learners to identify the weather types daily.</li> </ul> <p><b>NC Y1- Geographical Skills and fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> <li>- Look at aerial video and draw map of the school.</li> </ul> <p style="text-align: center;"><b>History</b></p> <p><b>EYFS Link: Understanding the World</b> <b>National Curriculum: History</b></p> <p><b>(Linked to Attention Autism strategies)</b> <b>EYFS: Understanding the World:</b> Past and Present- Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>- Similarities and differences focusing on past and present clothing.</li> </ul> <p><b>NC Y1:</b>Significant historical events, people, places in their own locality.</p> <ul style="list-style-type: none"> <li>• Begin to make sense of own family and family’s history. Create family tree linked to Smeds and Smoos.</li> <li>• Encourage children to bring in photos of different family members and discuss where families originate from.</li> <li>• Compare differences and similarities.</li> <li>• Make a class book that will build over the year.</li> </ul> <p><b>EYFS: Understanding the World</b></p>
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it can then be drawn into by using a straw, the end of a paint brush, fork, stick, toothbrush etc.

**Week 4** -Exploring printed rubbings.

**Week 5** -Take rubbings of differing surfaces –anything hard with a texture such as coarse-grained wood, shoe soles, or with a pattern that can be stuck to a hard surface such as leaves. Take a rubbing of the same surface using different coloured crayons. Work a repeat pattern of the same print with the same colour; work a repeat pattern of the same print with different colours.

**Week 6** -Create a printing block with salt dough, plasticine, clay or a foam board. Using a small piece of clay or plasticine, (approx. the size of a small orange) push a small object such as a toy car, Lego piece, end of pens etc) or press it onto a surface such Developing understand of tie dye.

**Week 7** -Tie Dye a fabric piece or a T shirt by laying it as flat as possible onto a large piece of paper and roughly draw around it with a soft pencil. Take the fabric/T shirt away and on the paper design mark out where you'd like to tie. Would you like lines or circles or both? Create a simple pattern on the paper and then using the string tie, it according to the drawn design. You can put stones or shell etc into the fabric to create even more interesting shapes.

**EYFS: Expressive Arts**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

**NC Y1: Design and Technology**

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Select from and use a range of tools and equipment to perform practical tasks.

**Shared reading:** [Winne and Wilbur and the Gigantic Pumpkin.](#)

-Design a method of transport to go to the market.

Make design using junk modelling materials.

Past and Present- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**NC Y1:** Significant historical events, people, places in their own locality.

**Educational Visit- Aston Park**- Link to the history of the site. Look at the features of the building compared to houses now.

**NC Y1:** Significant historical events, people, places in their own locality. Learn about the history of Halloween.

**My Digital Media**

**EYFS Link:** Understanding the World

**National Curriculum:** Computing

**NC Y1: Computing-** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**EQUALS: Encountering line and pattern.**

**Week 1 -**

Using *2Paint a Picture from 2Simple* 'Simple'- explore using the tool with differing thickness of line (fine. medium, thick etc.). Create lines, swirls, dots, draw a house, a flower, a face, yourself or just something abstract.

**Week 2 -**

'Spinner'- watch as the lines diffuse. Start with two colours only and build up. Explore this with cold/warm colours and complementary colours.

**Week 3 -**

'Pattern'- explore using the differing patterns; repeat one set pattern and encourage using reflection.

Create a pattern and look at it in all the different pattern types available on the program.

Print off your favourite one.

Make the room dark and use torches to look at everyone's work. Think of one word to describe why you like it or sign.

**EQUALS: Exploring using digital media to create ideas for differing media.**

**Week 4 -** Print favourite image created. Continue the pattern recreating this using differing mediums such as felt pens, pencils, crayons, pastels etc.

-Children to design and make windmills and kites. Children to test out what they have made in the wind or using a fan.

**Week 5** - Using a simple drawing/painting programme and with an image you'd like to work from (eg a photograph of yourself, some flowers, favourite food, etc.). Explore using various tools.

**EQUALS: Developing understanding of creatively using digital media.**

**Week 6** – Cut image by Hockney. Give each learner a section of the image and allow them to recreate their part of the image in whatever medium they like. Photograph children's work. Learners to recreate their part of the image using an iPad or computer '2Paint a Picture' program. Print these off and attach to each other onto a large piece of paper to create collective image.

**Week 7** – Children to explore creating their own image of a scene from a magazine, a post card etc, using skills built up previously.