Y1 Sum 1 Enchanted Woodland



Integro	ated subjects	Discrete Subjects	Class Text
Ge	Writing Art eography Science D&T	Maths Literacy Science MfL PE Computing Music PSHE/RSE	Class texts: INto the Forest Freddie and the Fairy Supporting texts: Where the Wild Things are Stick MAn We build our homes Once upon a Wild Wood
P4C /	/ Global Links	SDG13 - Climate Action P4C:	

Y1 Sum1 - Enchanted Woodland

Writing Outcomes

Say, and hold in memory whilst writing simple sentences which make sense.

Write simple sentences that can be read by themselves and others.

Separate words with spaces.

Use punctuation to demarcate simple sentences (capital letters and full stops).

Use capital letters for the personal pronoun I.

Use capital letters for names of people, places and days of the week.

Hold a pencil with an effective grip.

Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.

Compose and sequence their own sentences to write short narratives.

Compose and sequence their own sentences to write short non-fiction texts

Maths Outcomes					
	Chapter 13 This is the first chapter on division. It is a short chapter with two main foci. Pupils will learn about taking a limited number of items and placing a predetermined number into groups to determine how many groups there will be. After this, pupils will be given a number of items, but will need to figure out how many will go into each group by sharing equally. Chapter 14 In this chapter on fractions, pupils will be learning about making halves and quarters before moving on to making the connection between fractions and division in the last lesson. They will use their knowledge of sharing equally to create equal pieces of paper during the In Focus tasks.				
Global Learning (P4C Question) 1 hour	P4C Question: Why do we grow things?	Links to global learning goal: SDG13 - Climate Action Links to Science topic.			
Science:	Seasonal change- Lesson 1 LO- To observe and record the weather in Spring.	Lesson Outline Remind chn about how we learnt to describe, observe and record weather in Sept- April.			
i idilis	Write 'seasonal change' in the top right corner of the marking sticker Skills:	Use the annual weather diary to complete the information for May when appropriate.			
	 Make observations Describe changes Use Scientific Language 				
	Vocabulary:, table, record, questions				
	SC 1 observe changes across the four seasons SC 2 observe and describes weather associated with the seasons and how day length varies. Sc Wk Rec gathering and recording data to help in answering questions.				

Plants Overview of Skills • I can suggest a question about plants and away we could answer it. • I can identify and name common wild plants Scientist-• I can gather information to answer a question. • I can identify and name some garden plants. • I can identify trees by their leaves. • I can sort deciduous and evergreen leaves. • I can identify and describe the parts of plants and trees • I can talk about how my bean plant has grown. • I can say what plants need to grow well and give reasons for my answers. Lesson Outline: Lesson 1 LO- To observe and record the growth of a beanstalk. Children plant their own beans in groups. Use tablets to take photographs a few times each week of their beanstalk and measure the length using a ruler in cm. Discuss the different parts of the beanstalk as it grows. Skills: Create a timelapse of the beanstalk- QR code in books. Identify and describe Conduct an experiment Record the measurements in a table in books. Use Scientific Vocabulary Use Secondary Sources Leave space for a conclusion which will be completed in the last lesson. Vocabulary- Growth, roots, shoots, leaves,

P2 identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Rec gathering and recording data to help in answering questions.

2. Wild Plants

LO- To identify and name a variety of common wild plants

Skills:

- Identify and describe
- Conduct an experiment
- Use Scientific Vocabulary

Use Secondary Sources.

Vocabulary

Garden, seeds, flower, plant, magnifying glass, roots, leaves, petals, dandelion, daisy, buttercup, clover, nettle, bramble, ivy

Lesson Outline

Visit to RHS Bridgwater and summarise learning in class. Learn about wild plants and show children examples of wild plants.

Children make a prediction about which wild plant they think they will find the most of and why in a table in their books. Chn can try and draw their own tables. Walk around RHS Bridgewater to look for wild plants. Children use hand lenses to observe closely.

Record findings in a table using tally marks and count the total number. Write a sentence for the results to show which wild plant they found the most of.

P1 identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen

- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Rec gathering and recording data to help in answering questions

3. Garden Plants

LO- To identify and name a variety of garden plants.

Skills:

- Identify and describe
- Conduct an experiment
- Use Scientific Vocabulary
- Use Secondary Sources

Vocabulary

Garden, seeds, flower, plant, magnifying glass, roots, leaves, petals, rose, pansy, lily,

P1 identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen

- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Rec gathering and recording data to help in answering questions

4. Trees

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by identifying trees from their leaves.

To identify and classify by classifying leaves as deciduous or evergreen.

Skills:

- Identify and name
- Sort and clarify
- Use Scientific Vocabulary
- Use Secondary Sources

Vocabulary

Deciduous, evergreen

Lesson Outline

Learn about garden plants and show children examples of garden plants. Complete during visit to RHS and in school.

Remind chn about leaves they collected in Au1 and the discussion you had about evergreen and deciduous tree leaves.

Lesson Outline-

Visit RHS Bridgewater. The tour guide will teach the children about the different types of trees and how we can identify them by observing their leaves. Children will walk throughout the park and complete observational activities looking closely at leaves.

Introduce learning about the parts of plants including naming some parts-roots, stem/trunk, leaves and flowers.

Evidence of their learning in books- use images of different trees from the visit and ask children to label whether they are evergreen or deciduous.

P1 identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen P2 identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Test performing simple tests identifying and classifying

5. Parts of Plants

To identify and describe the basic structure of a variety of common flowering

Lesson Outline-

Recap parts of the plants children learnt during their visit to Clifton Country Park. Watch video to introduce the parts of the plants.

https://www.voutube.com/watch?v=p3St51F4kE8

plants, including trees by making and labelling plant pictures.

TAPS assessment: Plant Structure

Working Scientifically (observe)

Observe closely using simple equipment (Observation over time if seasonal)

Skills:

Identify and describe

Vocabulary

Flower, petal, leaves, stem, roots, seeds, bulb

Children to complete the TAPS assessment. Provide real plants for children to explore (could use their beanstalks depotted). Ask them to observe the different parts carefully. Give them post-it notes to have a go at labelling the different parts. Take an image of the labelled plant and evidence in books. HA children may write a sentence about the function of the parts of the plant.

Questions to support discussion:

- What do you notice about these plants?
- Can you tell me the name of this part?
- What does each part of the plant do?
- Where does it grow?
- What differences can you see between these plants?
- Why might the plants look different?
- What happens to it during different seasons?

P2 identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Test performing simple tests identifying and classifying
- Sc Wk Ans using their observations and ideas to suggest answers to questions

6. How do Plants grow?

LO- To observe plants grow and learn what they need to function healthily.

Skills:

- Make Observations
- Use Simple Equipment
- Give Conclusions/ simple responses
- Use Scientific Vocabulary

Vocabulary:

Bean, soil, water, sunny, grow, fruit.

Lesson Outline

Revisit the first lesson of planting their beanstalk and recording its growth over the half term. What do children notice about the growth of their beanstalk compared to their peers? Prompt children to discuss if there were any factors to a plant growing better and what they could be.

Learn about what plants need to grow. Write a conclusion under the first lesson about the observations they made using stem sentences.

Loan see the...

I think this means...

I know this because...

My friend's beanstalk is ... but my beanstalk is... I think this because...

P2 identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- Sc Wk Ask asking simple questions and recognising that they can be answered in different ways
- Sc Wk Ob observing closely, using simple equipment
- Sc Wk Ans using their observations and ideas to suggest answers to questions
- Sc Wk Rec gathering and recording data to help in answering questions.

Complete the knowledge assessment

https://content.twinkl.co.uk/resource/9d/a4/TP-G-058-Planit-Geography	Our Country To name the four countries of the UK, capital cities and surrounding seas.	Name the four countries of the UK, capital cities and surrounding seas. • Begin to know the differences between town and country locations. • Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Begin to know simple features of the countries of the UK. • Use aerial photographs to recognise basic human and physical features. • Produce a journey line. • Describe human and physical features of the capital city London. • Use internet mapping programmes to observe aerial views. • Compare the capital cities London and Brasilia.		
-KS1-Our-C ountry-Plan ning-Overvi ew.pdf?to kenexp= 1569237012	Town and Country Lesson 1: To understand geographical similarities and differences through studying the human and physical geography in the context of the UK	Lesson Outline: To understand geographical similarities and differences through studying the human and physical geography in the context of the UK I can understand the differences between a 'town' and the 'countryside'. I can use key words about the town and countryside.		
~acl=%2Fre source%2F9 d%2Fa4%2	1			
Planit-Geog raphy-KS1- Our-Country -Planning-O verview.pdf	Welcome to the UK Lesson 2: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Lesson Outline: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. I can name the countries of the UK. I can locate the UK using a map.		
<u>%2A~hmac</u> =a93cafa41	LK2 To name, locate and identify characteristics of the four countries			
22af55b106 d36ba4898 c71cc34df8 12e85e20c4 bf5ec1bb66 cef6ce	Up, up and Away Lesson 3: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Lesson Outline: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. I can understand a journey line. I can understand what an 'aerial view' shows		
	LK2 To name, locate and identify characteristics of the four countries H3 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
Art Outcomes 3 hours	ART /Science Cultural Capital TRIP- RHS Bridgewater Gardens To create observational drawings and paintings SC) - I begin to use accurate shapes and lines when drawing - I can think about size, proportion and placement to make my drawings more accurate - I can use pressure to change the tone (eg. pressing harder to make it	Observational drawing and paintings of Flowers (In the style of Vangogh) Linspirational Artist The children will look at Vincent Vangogh and a variety of his observational paintings of flowers in a vase (including sunflowers but also other examples)		

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	darker.) - I can copy a stimulus with increasing accuracy	2 Sketching and Drawing Children will continue to build their knowledge and skills when sketching, using shapes and lines. (eg. flowers)	
	Ar1/1.4 learn about the work of a range of artists, craft makers and designers, and similarities between different practices and disciplines, and making links to Ar1/1.3 to develop a wide range of art and design techniques in using colour, pushape, form and space AD1/1.2Use drawing, painting and sculpture to develop and share their ideas, e imagination.	their own work. pattern, texture, line,	
	To create observational drawings and paintings I can use and begin to choose tools I can mix and use of primary and secondary colours	3 Colour, Printing and Painting They will paint their flowers in a vase to create art in the style of Vangogh. The children can explore using brushes of a different style and continue to build on their knowledge of mixing primary colours eg. red and yellow to make orange.	
	Ar1/1.4 learn about the work of a range of artists, craft makers and designers, and similarities between different practices and disciplines, and making links to Ar1/1.3 to develop a wide range of art and design techniques in using colour, pushape, form and space AD1/1.2Use drawing, painting and sculpture to develop and share their ideas, elimagination.	their own work. pattern, texture, line,	
D&T Outcomes 4 hours	D&T Build a home for a mythical woodland creature. I can design using images and labels. I can test methods to keep a structure upright. I can use a glue gun with close supervision. I can mark out material to be cut with a template. I can use design criteria to evaluate my product. I can cut using age appropriate tools.	The children will design and create a home suitable for a woodland creature. This could be a real creature (hedgehog) or a mythical creature (fairy). They will learn how to cut and join materials in different ways- discussing textures, sizes and shapes. They should design their house using images and simple labels and refer to their design during the making process. The children should explore materials before choosing one to build with. Thinking about the strength of the material and how they can make it stronger. The children should explore joining materials in different ways. The children should state what they think about their product, how the process went and anything they would do differently next time.	
	DT D1. design purposeful, functional, appealing products for themselves and	DT D2. generate, develop, model and communicate their ideas through talking,	

	other users based on design criteria. DT M1. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] DT E2. Evaluate their ideas and products against design criteria.	drawing, templates. DT S 1. Test different methods of enabling structures to remain stable. DT S 2. Join appropriately for different materials and situations e.g. glue, tape. DT S 3, Mark out materials to be cut using a template.		
RE Outcomes	How and Why do we celebrate Special Times? Unit started in AU 2			
https://drive. google.com /file/d/0B4 IMEXJVfcVX ppeGZSMnF 4elU/view	Lesson 1 Special times Why do Jewish people tell the story of Passover (Pesach) every year? (middle of April) (Follow link for full lesson plan) (See planning in AU2 for other Special festivals)	Lesson Outline: Find out more about the items on the seder plate and their meaning Consider questions such as how might these foods help people remember this festival? Look for similarities and differences between celebrations of Pesach and Easter Describe the link between a selection of Pesach symbols and the story of Pesach		
	Lesson 2 Special times What do Muslims celebrate at Eld-ul-Fitr? (beginning of May) (Follow link for full lesson plan) (See planning in AU2 for other Special festivals)	Lesson Outline: Describe what happens and what is being celebrated at Eid-ul Fitr Describe what happens during Ramadan Think of reasons why some people choose to fast during Ramadan Look for similarities and differences between the celebration of Id-ul- Fitr and Pesach		
	What makes some places sacred? (Follow link for full lesson plan)	 Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Notice some similarities and differences between places of worship and how they are used. Explore the meanings of signs, symbols, artefacts and actions and how they 		

Where do I feel safe? Where is a sacred place for believers to go? (Follow link for full lesson plan)	help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Tora scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkie bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar mihrab, muezzin. Lesson Outline: Consider places that make them feel safe. Give simple reasons for why these places make them feel safe. Find out more about places of worship. Consider questions such as: Where is a sacred place for believers? Why are places of worship sacred or holy for believers? Look for similarities and differences between pictures of three differences of worship.			
Which place of worship is sacred for Christians?	Lesson Outline:			
(Follow link for full lesson plan)	 Describe places of worship whilst considering why they are important to believers. Find out more about why the church is important to Christians. Consider questions such as: Are religious artefacts important to believers? Why is the church important to Christians? Is the church building important to Christians? 			
Which place of worship is sacred for Jewish people?	Lesson Outline:			
(Follow link for full lesson plan)	 Describe key areas of the synagogue and talk about why they are important to believers Find out more about the synagogue and why it is important to Jews. Consider questions such as: Why is the synagogue important? Who might visit the synagogue? Do you think all synagogues are the same? Look for similarities and differences between churches and synagogues. 			
Which place of worship is sacred for Muslims?	Lesson Outline:			

	(Follow link for full lesson plan)	 Find out more about the mosque and why it is important to Muslims. Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important? 	
PSHE/RSE Outcomes	Learning Objectives:	Lesson Outline:	
LINKS TO PLANNING	L10. what money is; forms that money comes in; that money comes from different sources	Barclays Resources www.barclaysmoneyskills.com Barclays Money Skills: Ages 47 Resource Pack: Icebreaker Money https://natwest.mymoneysense.com/teachers/resources-5-8s/ Natwest Moneysense What coins and notes do we use? (My Money Management) This topic explores what coins and notes there are and how they are used.	
	Lesson 1 L10. what money is; forms that money comes in; that money comes from different sources		
	L11. that people make different choices about how to save and spend money L13. that money needs to be looked after; different ways of doing this	• Where to keep money https://natwest.mymoneysense.com/teachers/resources-5-8s/ Natwest Moneysense My Money Safety Where Can I keep my Money Safe? This topic explores how to keep money safe. It identifies safe places to keep money, the different choices involved in keeping money safe, and the consequences of losing money	
		, and the second	

	L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs	Where does Money Come From? This topic explores where people get money from, including working to earn money and saving for the future. • Entrepreneur Lemonade in Winter - a book about two kids counting money, Emily Jenkins & G Brian Karas. You tube. Discussions around how difficult it is to sell lemonade in winter, advertising, discounts, profit or loss.	
	L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Jobs School Community - Invite the people in our school who can explain to the children about their job roles. E.g. Hadrian (caretaker), Donna (Admin officer) Gill (Lead Cook) Ask them to tell the children what their strengths are in their job roles, how they earn the money to then pay for and buy things they need. Community Job Roles-Invite a few of our parents to talk about other various job roles, to discuss their individual strengths and interests which they have in order to carry out their specific job roles.	
PE	Net 8 Wall Games - Tennis		
Outcomes 5 hours	<u>Learning Objectives:</u>		
Athletics	Lesson 1: How do you cooperate in a team? Lesson 2: How can you run FAST? Lesson 3: How can you throw a variety of objects accurately at a range of targets Lesson 4: How can you perform a long jump with balance and control? Lesson 5: How can you throw an object for distance? Lesson 6: To co-operate in a team	Skills: co-operate and work as part of a team walk and run looking forward stand in the correct stance and throw an object accurately towards a target bend my knees and push off when jumping stand in the correct stance and throw an object co-operate and work as part of a team	
	PE1/1.1a master basic movements including running, jumping, throwing and capply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking an		

MFL Outcomes		To learn to name many parts of the body. To recognize words about the body. To learn the names of clothes. To relate the clothes vocabulary to the colours.	
		Lesson Outline:	
		Lesson Outline:	
		Lesson Outline:	
		Lesson Outline:	
Music Outcomes 6hours	Pete Readman. They will know that music has a steady pulse, like a heartbeat and will know that we can		
	They will explore different dimensions of the music like the rhythms and styles an different parts.	d skills such as singing	
	Music Themes:		
	 Singing and Playing (increasing technical accuracy and control) Exploring, Creating and composing Rehearsing and Performance 		
	Week 1 L.O- To Learn to sing and perform a song.	Listen and Appraise Your Imagination by Joanna Mangona and Pete Readman: Play the song. Move to the music or sit down to listen with closed eyes.	
	I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving	After listening, talk about to correct musical language	the song and answer the questions together using the
	scarves) I can use words like loud, quiet, spiky, smooth, fast and slow to describe music.	Finding and keep	Understanding Music activity includes: ing a steady beat

- I can repeat simple rhythms and melodies.
- When I sing and play instruments I show a good sense of pulse and rhythm.
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities (embed with increasing depth over time).

- a. Warm-up Games (including vocal warm-ups) Your Imagination
- b. Flexible Games (an optional extension activity)

SInging

Vocal warm-ups and Learn to Sing the Song:

- Learn to sing verse 1 and the chorus and perhaps verse 2
- The whole song you decide

Share and Perform

• Performance - Your Imagination: Perform and share what has taken place in today's lesson - sing the song.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 2- Lesson 2

L.O- To learn to sing and play an instrument as a group.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can use words like loud, quiet, spiky, smooth, fast and slow to describe music.
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs

Listen and Appraise

<u>Supercalifragilistic expialidocious</u> from Mary Poppins: Play the song.

Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language.

Listen and Appraise - Your Imagination:: How are the songs different, how are they similar? What did you imagine?

<u>Musicianship Activity</u> This Understanding Music activity includes:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities

Warm-up Games (including vocal warm-ups) - Your Imagination Flexible Games - Your Imagination:

Sing

Vocal warm-ups and Learn to Sing the Song: Continue to learn to sing the song.

Play

Play Your Instruments with the Song: All Learn to play the given parts for the coda

section. Then decide who will sing and who will play.

Share and Perform

Your Imagination: Perform and share what has taken place in today's lesson. Sing and play instrumental parts in the coda section - split into 2 groups as some will sing and some will play.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 3-Lesson 3

L.O- To be able to sing, play and improvise to the song Your Imagination.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs

Listen and Appraise-Pure Imagination Video

Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

<u>Musicianship Activity</u> This Understanding Music activity includes:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities

a. Warm-up Games (including vocal warm-ups) - Your Imagination b. Flexible Games

Singing

Vocal warm-ups and Learn to Sing the Song - Your Imagination: Continue to sing the song.

Play and improvise.

Learn to play the instruments with the Song: Revisit your learning from the last step. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise Include this new Musical Activity in the coda then decide who will sing and who will play.

Share and Perform

Your Imagination: Perform and share what has taken place in today's lesson.

Sing the song and improvise using voices and/or instruments in the coda section - split into 2 groups as some will sing and some will play.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

• experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 4- Lesson 4

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses.
 (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs s

Listen and Appraise Day Dream Believer video

Listen and Appraise - Daydream Believer by The Monkees: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language.

<u>Musicianship Activity</u> This Understanding Music activity includes:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities

a. Warm-up Games (including vocal warm-ups) - Your Imagination b. Flexible Games (an optional extension activity)

Sing

Vocal warm-ups and Learn to Sing the Song - Your Imagination: Sing the song. **Play**

Play Your Instruments with the Song: Perhaps revisit your learning. Improvise with the Song: Revisit your learning and compose with the Song: Create your lyrics and/or a class melody to sing/play in the coda section.

Share and Perform

Your Imagination: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) in the coda section - split into 2 groups as some will sing, some will play, some will sing and some will copy back.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 5 -Lesson 5

L.O- To be able to sing, play, improvise, and compose along to the song 'Your Imagination'.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses.
 (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can repeat simple rhythms and melodies.

Listen and Appraise

Listen and Appraise - <u>Into the Woods Prologue- from 4 minutes 13 sec</u> (No need to play from the beginning- <u>Discuss from 4.13 sec to 9.00 minutes</u>) Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

- When I sing and play instruments I show a good sense of pulse and rhythm.
- I can compose and improvise along with the song

<u>Musicianship Activity</u> This Understanding Music activity includes:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities (Singing)

Warm-up Games (including vocal warm-ups) - Your Imagination Flexible Games (an optional extension activity) Vocal warm-ups and Learn to Sing the Song - Your Imagination: Sing the song.

Play, Improvise, and Compose

Play Your Instruments with the Song: Revisit this activity. Improvise with the Song: Compose with the Song

Share and Perform

Performance - Your Imagination: Perform and share what has taken place in today's lesson. Choose what you perform today.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 6- Lesson 6

L.O- To be able to sing, play, improvise, compose, and perform as a group.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can repeat simple rhythms and melodies.
- When I sing and play instruments I show a good sense of pulse and rhythm.
- I can compose and improvise along with the song and as a group.

Listen and Appraise

Listen and Appraise - A Whole New World from Aladdin: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

<u>Musicianship Activity</u> This Understanding Music activity includes (record for assessment purposes)

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

Musical Activities (Singing)

- a. Warm-up Games (including vocal warm-ups) Your Imagination
- b. Flexible Games (an optional extension activity).
- c. Vocal warm-ups and Learn to Sing the Song Your Imagination: Sing the song.

		Play, Improvise, and Compose Play your Instruments with the Song: Revisit this activity. Improvise with the Song in groups Compose the Song in groups End of unit Assessment Quiz Perform and Share and learning- Record Year 1 assessments	
	 use their voices expressively and creatively by singing songs and speaking char experiment with, create, select and combine sounds using the inter-relative 		
Computing	Unit 1.7 – Coding 1 • To understand what coding means in computing. • To create unambiguous instructions like those required by a computer. • To build one- and two-step instructions using the printable code cards. • Children can explain what coding means. • Children know that for the computer to make something happen, it needs to follow clear instructions.	Lesson Outline:	Introduce BeeBots to the children as an unplugged activity. Make a clear emphasis on the understanding of how it is following a set of code (instructions).
	 To introduce 2Code. To use the 2Code program to create a simple program. Children can explain what a block of code is. Children can read through combined blocks of code. 	Lesson Outline:	
	 To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects. To use the Properties table to change the look of the objects. Children can make a background using Design Mode. Children can add characters using Design Mode. Children can use the drop-down menu to change backgrounds and characters. 	Lesson Outline:	
	 4 To design a scene for a program. To use code blocks to make the characters move automatically when the green Play button is clicked. To add an additional character who moves when clicked. Children can design a simple program and then create the program using 2Code. Children can write a program that controls how a character will move. 	Lesson Outline:	

	Children can make a character move when clicked.		
	To explore the When Key and When Swiped commands (on tablets if available). To use the Stop button to make characters stop when the background is clicked. Children can program a character to move given a variety of input events.	Lesson Outline:	
	To explore a method to code interactivity between objects. To use Collision Detection to make objects perform actions. To use the sound property. Children can use collision detection to make objects interact. Children can program	Lesson Outline:	