

Key Stage 1 Beat, Bang, Boogie Weekly Planning

Spring 1 Week 5-6	Week Beginning 01.02.2021/08/02/2021
Computing - Andy	<p>Sparkles Class</p> <p>Introduction: Explain that this half term we are learning about coding and how to record sounds</p> <p>Main: Explain that this week in class we are going to continue using Espresso coding but for home learning you should use switches to ask more or finish. In addition, if you an ipad/tablet you can find many sensory activities.</p> <p>Espresso coding is installed on all computers, there is a video tutorial and description of all lessons for teachers to watch before the lesson so they can familiarise themselves with the lesson, you could start the lesson by sharing a tutorial video, however children will quickly move to different lessons and levels of coding, so it is generally easier to just treat these sessions as either coding or switch work sessions without an introduction.</p> <p>1:1 or small group work: Support learners to</p> <p>Yellow Pathway learners: Explain that we are learning about exploring switch toys and switch related software. Use these to work through switch related learning objectives, these can be found in developmental curriculum booklet and in the new computing assessment.</p> <p>Switch toys need to be borrowed from additional needs team. Please return these at the end of a session and report any broken resources. A crick box is required to connect switches to computer.</p>
Themes - Art (music through art work)	<p><u>Making and Exploring musical instruments</u></p> <p>Green and Orange Pathway learners:</p> <p>Introduction:</p> <p>Recap that this half term our topic is called Beat, Band, Boogie. Ask the learners to think, pair, share what this could be about. Explain to the class that this half term we are learning all about all different kinds of music and the instruments we can play.</p> <p>Explain that this term we will be looking at and choosing activities we want to take part in because we like them (choosing from DT/music) and looking at and choosing different friends and adults we want to work</p>

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with because we like them. Explain that we will also be looking at different materials, resources and instruments and discussing whether we like or dislike them and using resources we like to work with each week.

Main: Begin to work through the PowerPoint and watch examples of different bands play. Ask the children which instruments they can hear or see. What type of noise do these instruments make? Do the learners know which of the instrument families each one belongs to?

1:1 or small group work: Children to access one of the following activities:

Activity One Design and make your own instrument. Which type of instrument would you like to make? What resources will you need to use?

Activity Two Explore the instruments. Can you make them play a tune? How do you play each instrument? Can you sort the instruments according to how they are played OR which instrument family they belong to?

Activity Three: Choose your favourite instrument and think about the different ways you can play it. Do you like to play it fast/slow or quiet/loud. Can you play a duet with a friend? Can you use words/prompt cards to conduct your friends in a band?

Activity Four: Can you move to the music? Listen to the different music that is playing- how do you move to the music? Can you stomp along to the beat? Can you move quickly/slowly? Can you dance in time to the music in a solo, duet or small group? Show your friends and perform your dance in time to the music.

Plenary: All children back together. Invite the children who have sorted the instruments to share their learning. How have they sorted them? Can the learners who have made an instrument decide which set it should be sorted into? Can children perform their dance in time to the music? Can the children play their solo or conduct their friends using their musical instruments. What have the children liked doing this session? Who have they enjoyed working with?

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PE - Kirsty	See separate planning
PHSE -	<p>Introduction: Explain that this half term we are learning about Likes and dislikes. PSHE sits within all the lessons so ensure boardmaker board-yes/no, like/dislike options are used.</p> <p>Main: Explain that this week we are going to learn about healthy foods. This can be done at home with minimal planning. Choose foods your child likes and dislikes then confirm their understanding through switch work, eg more if they like, finish if they don't.. This is multi curriculum linked in that it can apply to music, you tube clips, TV shows, etc...</p> <p>1:1 or small group work:</p> <p>Yellow Pathway learners: Explain that we are learning about likes and dislikes. Note which stimuli motivate the learners and encourage them to recognise these as stimuli ("you are listening to...you can hear...you like the sound of...).</p> <p>Plenary: As a group talk about the different stimuli you have explored today. Were these loud or quiet sounds?etc.. How do you think our bodies knew which sounds they were? Explain the next step in the learning journey as us learning how a sound can travel.</p>
RE - Andy	<p><u>Judaism - Shabbat</u></p> <p>Green and Orange Pathway learners:</p> <p>Introduction: Explain that this half term we are learning about Judaism Use youtube to play Jewish music as a background at each lesson to remind learners in subsequent weeks.</p> <p>Ask learners if they know what day is holy to religious people such as Christians and Muslims. And what do those people do on those days? Artefacts can be used for learners to explore.</p> <p>Main: Explain that this week we are going to learn about another celebration Jews take part in; Shabbat. Use the powerpoint to explain what happens on Shabbat and why it is so important to Jews</p> <p>God created the world in Seven days and as the week starts on Sunday, he rested on Saturday thus making it holy. Discuss how Shabbat is celebrated by following the powerpoint</p> <p>1:1 or small group work: Complete differentiated worksheets to describe Shabbat. Sequencing pictures,</p>

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	<p>sequencing pictures with a sentence, write answers to 3 questions for ARE learners. ARE learners could also research Shabbat and produce a information page/poster/powerpoint. Yellow Pathway learners: Explain that we are exploring Judaism and we will be exploring artefacts- clothing, symbols, scrolls etc. Are there any artefacts they prefer/dislike? How do you know?</p>
<p>Science - Sound</p>	<p><u>Sound Experiment</u> Green and Orange Pathway learners: Introduction: Recap that this half term we are learning about sound. Ask the learners to <i>think, pair, share</i> what we have learned or what we can remember about sound. Share everyone's ideas (their favourite sound, the sounds they have heard, how sounds travel) and set the challenge that today we are going to do an investigation. Main: Begin by exploring the PowerPoint which talks about soundproofing. What is this and what does it mean? Challenge the learners today to find a way to block the soundwaves and stop them from moving so that we cannot hear a sound. Model doing this using a shaker and wrapping tissue paper around it. Has the sound changed? Why not? Repeat but this time wrapping the shaker in bubble wrap. What has happened to the sound? Challenge the learners to predict and then test for the best soundproofing material we have in the classroom 1:1 or small group work: Support learners to complete their prediction sheet and then to carry out their experiment. What conclusions can they draw? Why do they think this is? Plenary: Ask the learners to share their conclusions. Which material did they find to be the best at blocking sound? Why do they think this is? What else could they try next time? Conclude by using shakers, each covered in one of the tested materials. What do they learners notice? Yellow Pathway learners: Explain that we are exploring sound. Note which sounds motivate the learners and encourage them to recognise these as sounds ("you are listening to...you can hear...you like the sound of..."). Support the learners to explore materials in which to cover their instrument. Do they notice a difference when the sound is blocked? How do they respond?</p>
Topics not delivered this week:	

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Enhancements - Creative Arts inc Music (Steve)