Key Stage 1 Beat, Bang, Boogie Weekly Planning

Spring 1 Week 1-3	Week Beginning 04.01.2021
Computing – Espresso Coding, Taking an audio recording Purplemash Andy Coding lesson should be repeated over several lessons and for children to have achieved their targets, 1b activity needs completing.	**: To develop understanding of coding and how code can make things happen.** **To develop basic ict skills. E.g. drag and drop** **To follow adult direction** **Introduction:** Explain that this half term we are learning about coding and how to make audio recordings. Optional lesson introduction – if suitable for your class introduce the lesson with technology song by the kerplunks. Use this as a queue for students that the lesson is computing and also use this to talk about different types of technology, identify different types of technology and what technology is, why technology is important. **Espresso coding. Remind them that when we are writing code we are learning about algorithms. An algorithm is a set of instructions. An electronic device needs these algorithms / code to be able to work. Without clear code they would not do what we wanted them to do.(put this into child friendly speak; Coding is simple instructions so we are learning to write instructions on a computer** **Main:** Explain that this week we are going to **1:1 or small group work:** Support learners to Work on espresso coding/Purplemash coding and show the students to the video then follow the instructions to write the code or the algorithms instructed. Remind the students of the importance of the code we write making sense; that we can read code just like a sentence. If it does not make sense then the code is not right and the code will not work. For student you feel are showing a good understanding of coding you can get them to complete the fish fun task. Open Rach fish fun in edit mode don't show the students the code. Explain they had to write the code to make an app the same as mine. Give them an appropriate set of the differentiated instructions. Students will have to have completed at least unit 1b to do this activity.

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Click on coding then open

On the Move

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Click 1a, On the move

Purple mash follow instructions and video tutorials. Select any of the coding options.

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	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. 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.
Themes – DT/Music/PHSE	**Making and Exploring musical instruments** **Green and Orange Pathway learners:** **Introduction:** Explain that this half term our topic is called Beat, Bang, 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. 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 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 to 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? **Yellow Pathway learners:** Explain that we are learning all about music. Encourage the learners to listen to different examples of music and to explore different musical instruments. Which instrument does the learner prefer? How do you know? Support the learner to make an instrument of their own. Can they choose the resources to use. Link to specific RfL targets and Sensory Building Blocks work. Be mindful of each learners developing communication pathway.
PE – Kirsty	See separate planning
RE - Andy	**Judaism -** **Green and Orange Pathway learners:** **Introduction:** Explain that this half term we are learning about Judaism and the Purim festival and listen to a special story from the Torah about Queen Esther and a servant called Haman. Use youtube to play Jewish music as a background at each lesson to remind learners in subsequent weeks. **Main:** Explain that this week we are going to look at an introduction to Judaism and explore artifacts related to the religion. Use powerpoint in lesson and Judaism artefacts tub (from RE cupboard outside

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	Purple Class/exit to ramp) to allow learners to explore them in turn. Slide 2 click on each picture and information relating to that artefact/image can be relayed to learners **1:1 or small group work:** Support learners to produce either a Star of David then colour or collage in; or a Star of David Stained Glass window. **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?
Science – Sound	**Introduction to Sound** See individual planning in Science folder.

Topics not delivered this week:,

Enhancements – Creative Arts inc Music (Steve)