

Literacy & Maths Overview **Spring 1 Beat Band Boogie**

	Literacy- Instructions	Maths - Songs to recall number facts
Week 1-5	<p>Each session begin with singing 'The Grand old duke of York'.</p> <p>Practise saying, singing, signing, using switches/Big Mac and repeating the lyrics.</p> <p>Practise keeping the beat with drums and marching and singing along with the lyrics around the classroom.</p> <ol style="list-style-type: none"> 1. All students: make an instrument using instructions. Most students: listen to instructions and use symbols/pictures as visual aids Some students: to read symbol instructions, listen to instructions, AC & TB: say instructions AC: to order instructions 2. All students: to choose colours/textures/shapes they want to make their instruments Some students: to read the 'what you will need' section using symbols and then collect their resources. Use lists and instructions to find the resources you will need and follow step by step what you will need to do. 3. All students: have a photo of them with their finished product Most students: take a picture of their work Some students: take a picture of their work and print it 	<p>Each session start by giving the students a choosing board to choose different number songs from. Practise singing/signing/ using big mac/switches to join in with songs and chants to help remember number ordering and patterns.</p> <p>Number focus learning: Number & numeral recognition, matching numbers to the same quantity, ordering numbers, writing numbers, combining groups to add amounts together, participating in and knowing what comes next in rhymes and number songs, following sequences</p> <p>Continuous provision/cross curricular links: Music Area: Practise singing, playing and performing The Grand old Duke of York using and listening to key vocab linked to practical application eg, up, down, half way up, 10 00, many, lots (U&A)</p> <p>Maths Area: Practise pouring water between big/small containers using key vocab and listening to and following instructions for more and less. (SSM/Science)</p> <p>Literacy: When making different instruments listen to and use sequential vocab eg. First, next, last, finally and ordinal numerals eg. 1st, 2nd, 3rd etc to order instructions (SSM, Number, U&A)</p> <p>Additional Learning: Using & applying: Awareness of cause & effect, demonstrating an awareness of change, finding similar, same and different, looking for objects in</p>

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AC: explain to an adult or friend what he is doing/ what he has done

4. When complete listen to and follow instructions from adults and your friends on the different ways to play your instruments eg. Loud, fast, quiet, slowly. Give instructions for others to follow. Experiment moving in different ways whilst playing your instruments. Can you follow verbal, visual instructions to move in a certain way?

Continuous provision/cross curricular links:

PHSE: demonstrating likes/dislikes when choosing resources to make their preferred instrument

Computing: Using iPad to take photos and print their work

DT: Making different instruments

Science: Making and listening to the different sounds and vibrations their musical instruments make

Additional learning:

Speaking & Listening: imitating & repeating words, sounds, symbols & gestures, role play, listening, responding & joining in with songs, listening to and following instructions, increasing vocab/range of communication

Reading: environmental, percussion and body sounds, VC & CVC words, Phonics phases 1-2, retrieving information

their familiar or unfamiliar place, problem solving, matching to pictures, matching and sorting to 1 criteria, one-to-one correspondence in practical activities, identify the odd one out, continue repeating patterns, using mathematical language

SSM:

Recognising difference in size, aware of location of different objects, comparing size, placing objects in different positions, manipulating shapes,, sorting 2 sets of objects, grouping objects, pick out shapes with common featured, using and responding to mathematical vocab, identifying shapes in pictures and in everyday items and objects,

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<p>from different texts, identifying features of different texts, demonstrating reading like behaviour and interest in reading.</p> <p>Writing: letter formation, Mark making, VC & CVC words, Phonics phases 1-2, fine motor skills, copying, tracing</p>	
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