Big Acorns Art (Kapow) – Wednesday afternoon

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Topic** | Topic Two: Painting and mixed media: Paint my world | Topic Two: Painting and mixed media: Paint my world | Topic Three: Sculpture and 3D Creation Station | Topic Three: Sculpture and 3D Creation Station | Topic Three:  Sculpture and 3D Creation Station | Topic Three:  Sculpture and 3D Creation Station |
| **Learning Objectives** | To create landscape collages inspired by the work of Megan Coyle. | To create a large piece of group art work based around the colours and patterns of fireworks. | To explore clay and its properties | To explore playdough and its properties | To generate inspiration and conversation about sculpture art and artists.  To create a design for a 3D animal sculpture. | To make a 3D clay sculpture using the designs created last lesson. |
| **Activities** | Lesson 5: Landscape collage | Lesson 6:  Group Art | Lesson 1:  Clay | Lesson 2: Playdough | Clay animal designs (group 2) | Clay animal modelling  (Group 1 & 2) |
| **Resources** | Megan Coyle Presentation  iPad  Pencils  Paper  PVA glue  Magazines for collage | Poster Paints  Teabags  Strings cut to different lengths  Large paper | Modelling clay  Modelling tools | Playdough  Modelling tools | Presentation  Paper  Pencils  Small world animals | Designs  Modelling clay  Modelling tools |

Big Acorns Music – Thursday Afternoon

Thoughts and Feelings in Music

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Topic** | Feelings | Images | Movement | Feelings | Images | Narrative |
| **Learning Objective** | I can talk about how recorded music makes me feel | I can talk about the images recorded music creates | I can respond to recorded music appropriately by moving my body in different ways | I can convey a feeling by playing my instrument appropriately | I can convey an image by playing my instrument appropriately | I can use my instrument in various way to create a narrative storyline |
| **Activities** | Music Time  Song 1  Repeated rhythms  Rhythm copy back  Jump frog  Feelings in recorded music | Music Time  Song 2  Repeated rhythms  Rhythm copy back  Jump frog  Images in recorded music | Music Time  Song 3  Repeated rhythms  Rhythm copy back  Jump frog  Moving to recorded music | Music Time  Song 1  Repeated rhythms  Rhythm copy back  Jump frog  Feelings using classroom instruments | Music Time  Song 2  Repeated rhythms  Rhythm copy back  Jump frog  Images using classroom instruments | Music Time  Song 3  Repeated rhythms  Rhythm copy back  Jump frog  Telling a story using classroom instruments |

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| **Learning throughout the year:** | |
| Build a repertoire of songs  Move to the rhythm of the music  Tap repeated rhythms | Accurately pitch match  Play with the sounds of instruments  Create rhythms and melodies |

Big Acorns UTW Geography – Friday Afternoon

The Arctic

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Topic:** | Arctic Animals | Where do I live?  Where is The Artic? | Winter Landscapes | Frozen worlds | Arctic Seasons | CATCH UP WEEK |
| **Learning Objective** | I recognise and talk about animals that live in The Arctic. | I can find the UK on a map of the world.  I can find The Arctic on a map of the world. | I talk about winter landscapes and compare them to the landscape where I live. | I can create my own imaginary frozen world | I explore what happens when the ice melts. |  |
| **Activities** | Introduce the topic with a story: Say Hello to the Snowy Animals and a video (see below).  Talk about characteristics of the animals and how they can live in a cold environment. | Draw some of the animals from last week onto a map of the artic circle.  Draw themselves and any pets/animals they find where they live onto a map of the UK. | Look at photographs of winter landscapes and talk about their features.  Create our own 3D winter landscape in a group using cotton wool, glitter, snowflakes etc. | Watch a video around the frozen parts of our planet.  Create their own frozen world in a cup using water, glitter, wool, snowflakes and small world creatures. | Watch the video around the difference between seasons at the Arctic.  Remove from freezer. Place in tough trays. Children explore the ice defrosting. | <https://www.youtube.com/watch?v=b-9xDztBhzE> |

“Recognises and is able to explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.” <https://www.google.com/search?q=the+arctic+&ei=l02zY_iHHIuWhbIP--itqAI&ved=0ahUKEwi4r9GV66n8AhULS0EAHXt0CyUQ4dUDCA8&uact=5&oq=the+arctic+&gs_lcp=Cgxnd3Mtd2l6LXNlcnAQAzIHCAAQsQMQQzIHCC4QsQMQQzIECAAQQzIFCAAQkQIyBAguEEMyBQgAEJECMgQIABBDMgQIABBDMgQILhBDMgQILhBDOgoIABBHENYEELADSgQIQRgASgQIRhgAUOwEWOwEYOAGaAFwAXgAgAFsiAFskgEDMC4xmAEAoAEByAEIwAEB&sclient=gws-wiz-serp#fpstate=ive&vld=cid:db6ac000,vid:b-9xDztBhzE>

Big Acorns Computing – Tuesday Afternoon (Mrs Bridgeman)

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Topic:** | Bee-bots  Lesson 1: Understanding Arrows | Bee-bots  Lesson 2: Introducing the Bee-bot | Bee-bots  Lesson 3:  Simple Bee-bot programming | Bee-bots  Lesson 4: Understanding Algorithms | Bee-bots  Lesson 5: Programming a Bee-bot | CATCH UP WEEK |
| **Learning Objective** | Children learn the meaning of directional arrows and follow a simple sequence of instruction | Children experiment with programming a Bee-Bot/Blue-Bot and tinker with hardware to develop familiarity and introduce relevant vocabulary | Children experiment with programming a Bee-bot/Blue-bot and to learn how to give simple commands | Children follow an algorithm as part of an unplugged game and learn to debug instructions when things go wrong | Experimenting with programming a Bee-Bot/Blue-Bot and learning how to give simple commands. Understanding how to debug instructions, with the help of an adult, when things go wrong |  |
| **Activities** | See Kapow Website | See Kapow Website | See Kapow Website | See Kapow Website | See Kapow Website |  |