

## Big Acorns Art/ICT/DT

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Topic</b>	Art in Nature	ICT – paint programmes	ICT – paint programmes	DT – Boats (Link to UTW)	DT – Boats (Link to UTW)
<b>Learning Objectives</b>	To notice changes in the world during Spring/Summer and reflect this in artwork	Experiment with a paint programme on an iPad and discover marks and patterns.	Create a picture on a paint programme to form part of a large collage/tapestry.	Understand that boats need to be waterproof and float rather than sink.	To design a boat from junk modelling to use in the water tray
<b>Activities</b>	Discuss changes in spring/summer:  Baby Animals Flowering plants Leaves appearing  Choose to paint, use pastels or pencil crayons to create one of the above	Explain the features of the paint programme and then allow each child to have time explore the features.	Model creating patterns on the paint programme. Each child make their own picture to be screenshotted and printed to form part of a large collage on the wall.	Look at pictures of boats – talk about their size and shapes.  Try putting different materials into water to see if they float or sink and if they are waterproof or let water through.	Show children junk modelling material (some unsuitable for making boats) and ask them to select what they are going to use for their boat. Draw a brief sketch and then make their boats from the materials.

# Big Acorns Music

## We're Orff

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Unit</b>	Flying Man	Flying Man	Little Brown Owl	Little Brown Owl	Fiddle Diddle Dee	Fiddle Diddle Dee
<b>Learning Objectives</b>	To listen and respond to music, to explore and create music, to sing, play and dance to music and to share and perform music					
<b>Activities</b>	Learn Song Rhythm Patterns Actions	Recap Song Stick patterns Recognising rhythms	Learn Song Rhythm Patterns Actions	Recap Song Activities Xylophones Exploring Pitch	Learn Song Rhythm Patterns Actions	Recap Song Listening games Ostinato

<b>Learning throughout the year:</b>	
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 History (Focus: Chronology)

## Wings, Wheels and Sails

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Topic:</b>	Air travel of the past, present and future		Cars and trains of the past, present and future		Boats of the past, present and future	
<b>Learning Objective</b>	I <i>talk about</i> aeroplanes of the past and present and <i>compare and contrast</i> their styles, construction and uses.	I <i>draw</i> or <i>make</i> aeroplanes of the past and present and design my own aeroplane of the future.	I <i>talk about</i> cars and trains of the past and present and <i>compare and contrast</i> their styles, construction and uses.	I <i>draw</i> or <i>make</i> cars or trains of the past and present and design my own car or train of the future.	I <i>talk about</i> boats of the past and present and <i>compare and contrast</i> their styles, construction and uses.	I <i>draw</i> or <i>make</i> boats of the past and present and design my own boat of the future.
<b>Activities</b>	<p><b>Taught input:</b></p> <p>What do the children know about aeroplanes now? Have they flown anywhere? What do they look like?</p> <p>Look at photos and videos of</p>	<p><b>Continuous Provision:</b></p> <p>Recap last weeks' information.</p> <p>Children to record their thoughts by drawing / writing.</p> <p>Creating a an aeroplane out</p>	<p><b>Taught input:</b></p> <p>What do the children know about cars and trains now? Have they travelled anywhere on a train? What do their cars look like?</p> <p>Look at videos and photos of</p>	<p><b>Continuous Provision:</b></p> <p>Recap last weeks' information.</p> <p>Build a large rail or car track outside and children make their own junk modelling cars and trains to go on it.</p>	<p><b>Taught input:</b></p> <p>What do the children know about the different types of boats? Have they travelled anywhere on a boat or seen the boats on the canal?</p> <p>Look at videos and photos of</p>	<p><b>Continuous Provision:</b></p> <p>Find pictures of boats in the National Geographic magazines. Cut out and create a boat collage.</p>

	photos of The Wright Brothers first planes, planes from WWII, from the 60s and 70s and now. Lead a discussion around their similarities and differences.	of junk modelling.	cars of the past and steam trains. How are they different from now? Do they run in the same way? Some cars and trains are now electric. Trains used to burn coal to heat water to run now they may use electricity.		boats of the past and think about what makes them move. Sails, oars, engines. What are the main differences in older boats? Which things are similar to today?	
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**Key Words:**

Wright Brothers, Amelia Earhart, Bi-plane, 1903, Concorde, Supersonic, Jet Engines, Propeller, Transatlantic Flight

Steam Engine, Diesel, Locomotive, Japanese Bullet Train, Eurostar, Orient Express, Underground/Tube train

Motor Car, Crank Shaft, Henry Ford, Karl Benz, combustion engine, gasoline, 1886, 1908 – Ford Motor Company

Sail, row, oar, canal – narrow boat, Chinese Junks, ships, trade, cruise, steam boats, cargo, passengers, Titanic

<https://www.youtube.com/watch?v=aot8n9eZ2zs>

<https://www.youtube.com/watch?v=dXNRRI9WwDo> x

[How has transport in the air changed? - BBC Bitesize](#)