



Autumn Term 1

Half Termly Theme: All About Me

PSED	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to share my interests.	How to share my hobbies.	How to identify feelings.	How to identify feelings.	The importance of exercise.
Starter		TTYP: What is something you have done that has interested you this week?	TTYP: What is a hobby you might like to try after hearing everyone's last week?	Describe the feelings from last week and see if children can identify them.	Pull a mood star out of the bag, TTYP what makes you feel this way?	TTYP: How does exercise help our heart?
I Will Know	How to share my interests.	How to share my hobbies.	How to identify feelings.	How to identify feelings.	The importance of exercise on our body.	The importance of exercise. on our mind
Main Teach	Circle time. Explain to children the rules of circle time. We have to show that we are ready to listen and respectful when our friends are speaking. We can only speak when we have the class bear. Tell the children that we are going to talk about our interests today – an interest is something that we enjoy doing and. Tell the children about something that you enjoy and why. Model speaking in a full sentence. Pass the bear around the circle, hearing children's interests and ask them a question or two. TA to note down responses as C&L baseline assessment.	Each day over the week a small selection of children to share their hobbies. Children will share with the group what their hobby is. They might have some pictures of their hobby – e.g. dance/sport club, baking etc. Children can bring these in to share with the class. Adult to model this on the first day. Modelling speaking in full sentences, loudly and clearly, answering questions and demonstrating hobby if possible.	Using mood cards have 4 ready for today's session – happy, surprised, silly, and sleepy. Choose the happy mood card to begin. Explain that this card shows the feeling happy. How can we tell it is happy? It is smiling, show me the smile you make when you are happy. Tell the children something that makes you happy. TTYP: What is something that makes you happy? Repeat this for the following 3 cards.	Using the mood cards, have 4 ready for today's session – angry, sad, timid, and scared. Choose the angry mood card to begin. Explain that this card shows the feeling angry. How can we tell it is angry? It is frowning, the eyebrows show us that. Tell the children something that makes you angry. TTYP: What is something that makes you angry? Repeat this for the following 3 mood cards. Timid will probably be a new word for most children so this will probably need more explanation, use synonyms such as nervous or shy; relate it to an experience the children may have had like starting school on the first day. Link lesson to story of the Colour Monster.	TTYP: why is it good for us to move around and get exercise? Explain that there are so many reasons why exercise is important. It is good for heart health. It helps your heart pump blood all through your body. Your heart can never take a rest, so it needs to be strong! Get chn to put their hand on these chest to feel their heart, do the same and model counting the beats. It's quite calm at the moment, let's do a bit of exercise and see what it happens. 2 minutes of star jumps, jogging, hopping etc. Now feel your heart. How does it feel now? Faster, slower, stronger?	With the chn sitting quietly, explain that you are going to do a classroom experiment involving exercise. On the board draw a line down the middle. Label one column "before" and the other "after." Ask for words that describe how they are feeling as they are sitting quietly on the carpet. Encourage them to pay attention to what kind of mood they are in, what their bodies are telling them, and how much energy they have. They may say things like: calm, tired, bored, and comfortable. Write these words or phrases in the "before" column. Then lead the chn in a variety of exercises, such as high-knee marching around the classroom, sit-ups, push-ups, jogging in place, or jumping jacks. See if anyone has suggestions of activities. Exercise for at least five minutes before having them return to the carpet. Now have them share how they are



						feeling after exercising. Write those words in the "after" column. They may say things like: alert, awake, happy, full of energy, excited
CP Possibilities	Drawing pictures of interests. Sorting picture cards into likes/dislikes.	Draw a picture of your hobby.	Sorting picture cards into columns to match the mood stars.	Draw your own mood card to show how you are feeling today.	Stethoscope to listen to heart before and after exercise. Stopwatch to measure heartbeats per minute.	Stopwatches and obstacle course outside.
Key Vocab	Interests, likes, dislikes, enjoy.	Hobby, interests,	Happy, surprised, silly, sleepy	Angry, Sad, Timid, Scared	Exercise, heart, endorphin, healthy.	Experiment, energy, mood.

C&L	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to listen carefully.	How to listen and replicate a rhythm.	How to match a sound.	How to find a rhyming word.	How to retell a story
Starter		Quick copy and respond game.	Match the beat.	Identify the odd one out.	Find the matching ones.	Point to different pictures on the story map and ask chn to tell you what they represent.
I Will Know	How to listen carefully.	How to listen and replicate a rhythm.	How to match a sound.	How to find a rhyming word.	How to retell a story.	How to retell a story.
Main Teach	Gather a group of children and ask them to sit in a circle. Make a simple sound with an action, for example, 'clap, clap, clap'. The sound must then be passed around the circle, with each child repeating the sound/action in turn. Introduce vocabulary related to the sound	Gather a group of children in a large space or clearing. Play a drum and ask the children to move in time to the music. Demonstrate by stamping your feet to the beat as you play the drum. Vary the speed at which you play so that children have the opportunity to move	Peg the Aspect 5 alliteration cards onto a 'washing line', stick on a board, or lay out in front of children (where they can all see them). Start by naming each one of the objects together, emphasising the initial sound. Adult to pick one of the cards and say what they	Use the bug club book, The Missing Button Lesson 2. Talk to the children about what it means when a word rhymes. Give them examples from the story, e.g. mouse and house, cat and hat, mop and drop. Show the children some picture cards/objects of items that rhyme – can they tell you the rhyme. Can they think of an additional word that rhymes too?	Perform 'Head to Toe' to the chn. Tell them to join in with the repeated parts if they can. Then show them the story map. Discuss how the pictures help us to remember the different parts of the story. Whilst pointing to each picture, show children the action and teach them the words. All the while emphasising the need for good listening and attention so that they	Continue to learn and practise the story of 'Head to Toe'. Emphasise putting on different voices for different characters/parts of the story. Squeaky for the penguin, loud for the elephant etc. Encourage children to listen carefully and replicate. Praise great listening and attention. Ask children to perform without you joining in with the words, only the actions.



	by saying, "Clap, clap, clap" as you clap your hands. Change the action and sound: click fingers, stamp feet, pat legs etc. Ask the children if the sound changed as it travelled round the circle. Did it get faster or slower? Did it stay the same? Did someone add an extra clap?	their bodies in different ways. Look at other percussion instruments together – which other ways could we move our bodies? Do this with a few different things – tiptoe, hopping, swaying, clapping, skipping, jumping etc.	have chosen ("ssock", for example). Ask children to identify another object on the line that has the same sound. Are there any more that have the same sound? When all three objects have been identified, say them all together, asking the children to repeat: "Sssock, sssnake, ssstar".	Show the children 3 items, 2 that rhyme and 1 that does not. Can the children tell you which words do rhyme? Can they tell you why it rhymes?	can hear and see what it is that they need to do. Run through it once and then add the story map onto the topic so that children can see it and practise during CP.	
CP possibilities	Flashcards for chn to pull out a bag and copy to recreate activity.	Instruments out for chn to recreate activity.	Odd one out cards. Sound match game.	Rhyming word card	Props and masks for chn to use to retell the story.	iPads out for chn to film their performances.
Key Vocab	Listen, repeat, action, sound.	Listen, beat, speed, repeat.	Alliteration, initial sound, match, odd one out.	Rhyme, similar, match.	Listening, attention, story map, perform.	Characters, expression, emphasis.

Literacy	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to order the letters of my name.	How to write my name.	How to identify initial sounds.	How to write initial sounds.	How to identify initial sounds.
Starter		Choose a different child and stick their letters up incorrectly on the board. Can they spot your mistake and re-order?	Children to write their name on whiteboards – cards available for those who need them.	Sort the pictures into the correct column to match the sound.	Chn to all have their own whiteboard. Show them an object, say the name, can they write the initial sound on their board?	Chn to all have their own whiteboard. Show them an object, say the name, can they write the initial sound on their board?
I Will Know	How to order the letters of my name.	How to write my name.	How to identify initial sounds.	How to write initial sounds.	How to write initial sounds.	How to sequence key parts of a story
Main Teach 1	Chanting name song. Children and adults sitting cross legged on the floor. Adult says 'Hicklety picklety bumblebee, Who can say their name for me?' Go	Demonstrate finding your name card. I know the first letter in my name is M, so I need to look for that. I know that I have an 'R' next etc. Model how to sit at the table and	Initial sounds are the first sounds in words. TYP: What is the initial sound in your name? Ask a few children to feedback. Explain to the children that you've got lots of different	Use the story map to retell the story 'Head to Toe' – that we will be using in our C&L sessions. We have also used this story in our UTW lesson on body parts. TYPP can you	Last week we looked at the body parts and this week we are going to be looking at some of the animals from the story. Uncover the picture of the penguin. Remind the children that	Show the children an incorrect story map – one section should be mixed up. Get children to perform the story using the story map and see if they spot which bit is wrong. Cut up the



	round the circle with children saying their names. See if anyone knows the initial sound in their name. Children's names are hidden around the room. Can they go and find them?	holding your pen correctly. Draw over the lines in the name card. Say the sounds as you do so. Get the children to all get their name writing practise cards and have a go at tracing over the letters of their name, saying the sounds as they go.	objects in your bag and you need their help to identify the initial sound and sort them into two groups. Some of the objects start with s, some of the objects start with a. TOL: Ooh I've got some ssssssssocks. Does socks start with an s or a. Ssssssocks, it's an s so it must go here under the S – snake, stick, square. Repeat with the remaining objects.	remember any of the body parts from the story. Let's start with the first body part from the story which is head, emphasising the h. TTYP: What sound does head start with? Uncover the picture of the head and write h next to it. TOL: I think I can hear the next sound...using sound buttons. Model the correct letter formation for the children. Repeat with neck and back.	this is a penguin, emphasising the p. TTYP what does penguin start with? Repeat with the monkey, gorilla and cat. Show the children how to write the letters with the correct formation.	story map – can the children help you to put it back in the right order? Retell the story once you have done this to check that it is correct.
Main Teach 2	Look through the name cards whilst on the carpet. Model how you know what your name looks like 'e.g. I can hear that my name starts with an M, so I need to find a card with M at the beginning' etc. Get the children to get their name card to have another look at. Do they recognise what letter their name starts with? Do they recognise any other letters? Choose a child with a fairly short name and stick their letters up incorrectly on the board. Can they spot your mistake and re-order? Explain to children that they are all going to have a go at doing this in their books.	Show children your name writing practise cards, model how you write your name by tracing over the top. Explain that you want to have a go at doing it all by yourself now. Look at the card, turn it over and write your name. Turn the card back over and check if you have done it right. Spot your mistake and have another go underneath, using the card to help. Make sure this is modelled in a blown up version of the children's books so it is an exact replica of what they will be doing next.	Recap yesterday's sorting game. Today we are going to do something really similar and find the pictures that match the sound. First get children to identify the sound that you have chosen. Sssss for snake, slither down the snake. Work through the pictures on the sheet, emphasising the initial sounds and get the children, using talk partners to decide if the picture matches your sound or not. If not can they identify the sound that it does start with?	Look back at the labelling that we did yesterday. What sound did we say head started with? And neck? And back? Let's look at some more body parts today, arm, hips and foot. Uncover the picture of the arm. Say the word arm a few times, emphasising the initial sound. TTYP: What sound does 'arm' start with? And does anyone know how I write that? TOL: I think I can hear the next sound, model writing the rest of the word. Repeat with the other body parts.	Show the children the notes we made yesterday. TTYP can you remember what penguin started with, monkey, gorilla and cat. Today we are looking at 2 more animals from the story. They are the donkey and the elephant. Again using pictures to help the children. Uncover one picture at a time, starting with the donkey, emphasising the d sound. TOL I think I can hear the next sound, model writing the rest of the word and repeat.	Using the newly corrected story map, can children retell the story without any adult support? Show them the pictures that you have. TTYP: identify the different parts of the story and which one comes first. Put this one first on your page. Show children two pictures, which one comes next number 1 or 2, show me on your fingers. Remind children the story map is there to help them if they need it. Continue with this until you have ordered all of the photos correctly.



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Focus activity	Ordering the letters of their name to make the train.	Writing name in lit books.	Choosing a sound and sticking on the pictures that match that sound.	Write the initial sounds for the body parts.	Write the initial sounds for some of the animal characters.	Order the pictures from the story Head to Toe
CP Possibilities	Use the alphablocks to spell their name.	Writing name in sand/foam/flour.	Initial sounds board game Colour in the initial sounds Find objects around the room that match the sound.	Writing initial sounds for body parts. Writing initial sounds on family photo.	Writing a list of animals. Creating a zoo and writing enclosure names.	Order pictures from this weeks story. Cut up and re-order the incorrect story map.
Key Vocab	Sounds, initial sound, order.	Sounds, letters, trace, copy.	Initial sound, match, sort.	Initial sound, label, sound talk	Initial sound, sound talk, list	Sequence, order, retell.

Maths	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to count in correspondence.	How to match and sort.	How to compare amounts.	How to compare length and height.	How to compare capacity.
Starter		Counting the tower of cubes.	Matching the shapes in the shape picture.	Who has the most pieces of treasure?	Which animal is the tallest?	Which object is heavier?
I Will Know	How to count in correspondence.	How to match and sort.	How to compare amount and size.	How to compare length and height.	How to compare mass and capacity.	How to make patterns.
Main Teach 1	Have a basket full of pompoms. Tip them out into a pile on a tray in front of you and try to count them. TTYP: Why do you think I'm finding it so tricky? How could i make it easier? I could put them into a line like this – model and count. That was much easier wasn't it? Is there any other way I could do it? I could move them as I count them so I don't get muddled up – model and count. Which way would you choose?	Today we're going to be talking about why things are the same or why they might be different. We're going to be matching objects. This morning I've been doing my washing and it's time to sort out my socks. I need to find all of the socks that match so that I can put them into pairs. (2 diff socks) Do these 2 socks match? No... What is different? Can you help me to sort out the rest of my socks and find all of the socks that match? Here are some of my socks. What colours can you see? Here is one of my socks, I need	Today we're going to be comparing amounts and seeing who has the most and who has the least. Have some sweets in a basket. Ask a child to come up to the front. I am going to give myself some sweets and I am going to give?? Some sweets. TTYP: Who has got the most? Take one off of the child, how about now, who has the most? Get a group of boys to stand on one side and a smaller group of girls on the other side of the room. TTYP: Are there more boys or more girls? Now tell two girls to sit down. How about now?	Today we will continue our comparing and will be looking at length – longer and shorter. It's difficult to see which one is longer or shorter when we hold them up in the air so instead we are going to remember to lie our ribbon flat on the table or floor. We also need to remember to use a start line. Put the ends of their ribbons starting at the same point a bit like if they were starting a race on the start line. This helps us to clearly see which ribbon is longer and which ribbon is shorter. So now I've got some different pieces of ribbon – I think the yellow piece is the longest.	Show children the balance scales, explain that they are to measure mass. Mass means how much things weigh – if they are heavy or light. We are going to compare two objects and see which one is heavy and which one is light. TTYP: What do you think is going to happen when I put an object into one of the baskets? It will go down. That is because the object is heavier than nothing. When I put another object in we will find out if it is heavier or lighter depending on if the scale goes up or down. TTYP: What does it mean if the scale goes down? It is	I've been on an Autumn walk and have found some sticks and pine cones. Can you see that I've used the sticks and pines cones to make a pattern? Now let's explore some more pattern together Here I've started a pattern with sticks and pebbles. TTYP – Can you help me to work out what comes next? So far my pattern is stick, pebble, stick pebble... etc. What do you think will come next? Same as above for leaf conker. Same as above for sticks and conkers.



		to find the one that matches. Which one matches? Choose child to point Here are some more of my socks. What do you notice about the socks? What colours can you see? Can you spot any patterns on the socks? Match up the new sock.		TTYP: Am I right? How do you know? Now I'm going to change the red ribbon for a different one. Now I think that the red one is the shortest. Am I right? How do you know? Do this with a couple more examples, each time asking children which is the longest/shortest and how they know.	heavier. What about if the scale goes up? It is lighter. Show children another object - TTYP: do you think it will be heavier or lighter? Test it out. How do you know? Do this with a few different objects, each time asking children if the object is heavier or lighter and how they know that.	
Main Teach 2	Give partners a sheet to have in front of them on the floor. We are going to practise counting in correspondence. Let's count the blue spots first. After 3 tell me how many there are. Was it tricky to count because they were all spread out? Now count the green spots. After 3 tell me how many there are. Was that easier because they are in a line? On the IWB show children the yellow spots. Let's count these altogether by moving them across as we count. I could do this using bead strings too - model! I wonder what you can count around the classroom today.	Today we are going to be sorting. Have the counting bears and sort them into colours. TTYP: How have I sorted the bears? They have been sorted by colours, I've put all the reds together, all the greens together and all the yellows together. I'm going to mix them all up and sort them out a different way this time. Sort the bears by size. TTYP: How have I sorted the bears this time? They have been sorted by size - small, medium and big.	Tell the children that you've been having a teddy bear's picnic. What can you tell me about the size of my 2 bears? What do you notice about the teddy bear's picnic? Here we've got another teddy bear's picnic. We've got 2 bears - little bear/big bear. Here are their drinks for the picnic. Have a look at the size of the drinks and size of the bears. We need to make sure that they get the right sized drink. Here are the bears again but this time we have porridge - What do you notice about the size of the bowls? ...Now the lucky bears have some cakes - Have a look at the size of the cakes. So the small bear has the small cake and the big bear has the big cake.	Today we will continue our comparing and will be looking at heights of some towers. It's really important than when we compare the heights that we put the towers on a table or on the floor so that the bottoms of the towers are together. So here are our animal friends - they've been building their own towers. The frog thinks that his tower is shorter - Is he right? Here the hen and the teddy have built some more towers. The hen thinks that her tower is the tallest. Is she right? Here the elephant and the bee have built some towers too. The elephant thinks that his tower is the shortest. Is he right? No the bee's tower is shorter than the elephant's tower and the elephant's tower is taller than the bee's tower. Finish off by inviting 3 children up and compare who	Have two different sized buckets. Show children the scoop. TTYP: Which bucket do you think will hold the most scoops? Why do you think that? Test it out? The bigger bucket holds the most scoops of sand. Test it out again with two different containers - does the bigger container still take the most sand? Can we count the scoops as we put them in? Draw attention to the number being bigger too.	Today we're going to be making different pattern with colours. I thought that maybe we could do some vegetable printing. We can use any colour paint that we'd like. Here I've made a pattern but I need your help to finish it off. So far my pattern is blue, yellow etc. have a look - TTYP What do you think will come next? Here I've cut some shapes into my potato so I'm going to print some shapes this time - square, triangle - TTYP - What comes next? Repeat for small circle, large circle.



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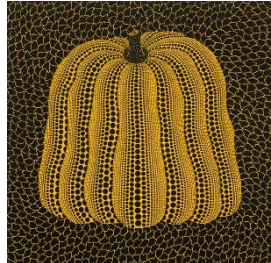
				is taller and who is shorter. What if we add one more child? Does the order change?		
Focus activity	Counting objects of their choice.	Match the buttons to the shapes.	Looking at the flashcards and identifying who has the most. Which bowl is bigger?	Identifying the tallest/shortest tower. Drawing round feet and identifying whose is longest/shortest.	Using balance scales to identify heavier/lighter.	Children to choose 2 different objects from the loose parts box and make their own repeating pattern.
CP Possibilities	Counting game on IWB. Objects and ten frames. Beadstrings.	Drawing around different shaped buttons. Finding objects around the room that are the same shape. Match the numicon.	Comparing dominos. Comparing number blocks. Comparing dice.	Building different sized towers with various resources. Measuring children who is tallest/shortest?	Can you make the scales balance?	Repeating pattern towers (colours) Numicon patterns
Key Vocab	Counting, correspondence, order.	Match, heart, circle, square, small, big.	Most, more, least, less.	Long, short, longest, shortest, tall, tallest.	Heavy, light, heavier, lighter, most, least.	Repeating, pattern, AB.

UTW	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		What is special to me.	How I have changed.	Some body parts	What our 5 senses are.	Some facts about Rosa Parks.
Starter		What things or places in Ipswich could be special to someone?	Show picture of a baby and child, discuss how they have changed as they got older.	Display a picture of a child on the IWB, label key parts of its body.	What are our 5 senses? What body parts help us to use our 5 senses?	What was Rosa Parks famous for?
I Will Know	What is special to me.	How I have changed.	Some body parts.	What our 5 senses are.	Some facts about Rosa Parks.	What a tree looks like in Autumn.
Main Teach	Show/describe something that is special to you. Explain to the children why it is special to you. Do you have anything that is special to you? Why is it special to you? Show/describe something that is special to you and your family e.g. a special place, a photo, a	Before lesson, request parents to send in baby photos of children. Look through the baby pictures of the children that were sent in. TTYP: What do you notice about yourself that is now different? Discuss how the children's bodies have changed as they got older.	TTYP: How many body parts do you think a human has? A human actually has 78 body parts! That is a lot. Today we are going to learn the names of some of these parts and where they are on our body. https://www.youtube.com/watch?v=tVlbmbAogCM	Explain to the children that everybody has 5 senses that help you notice the world around you. Does anybody know any of our senses already? https://www.youtube.com/watch?v=lxQgryK008 You use your eyes to see, your ears to hear, your nose to smell, your tongue to taste, and your skin to feel.	As part of Black History Month we will be learning all about Rosa Parks. Read Rosa Parks [Little People, Big Dreams] TOL: Rosa parks lived in America. Use a map to help find America. Why do you think she is an important person? Her actions changed American history forever. The law changed	Discuss with the children what season we are currently in. Do you know anything already about Autumn? Could be about the weather, what we wear, and special holidays in Autumn etc. Go on a walk around the field. Choose a tree to observe over the changing



	<p>memory. Do you have anything similar that is special to your family?</p> <p>Explain that if you live in Ipswich, you all belong to the same community. A community is a group of people living in the same area. Is there anything you can think of that may be special to our local community? The library, St Mary's church, our school.</p>	<p>Explain that it is not just your body that has changed. TYP: Is there anything you couldn't do when you was a baby, but can now? Walk, talk, feed myself, and get dressed.</p>	<p>Watch clip of Eric Carle's 'From Head to Toe'. Encourage children to join in with the song and point/move said body part.</p> <p>Introduce 2 other body parts not included in the song: ankle and elbows. Can you show me your ankle? Elbow?</p> <p>Have a game of Simon Say's using the body parts learnt today.</p>	<p>Have a variety of objects to explore each sense (flower, instrument, book, teddy, sweets/fruit) and discuss which senses we are using.</p>	<p>so that people could sit together on the bus. She wouldn't give up her seat on the bus.</p>	<p>seasons. What do we notice about the trees in Autumn? Take a picture of it to log changes.</p> <p>Whilst outside, discuss with the children ways that we can care for the environment. Linking back to our RE lessons.</p>
Focus Activity	Circle time discussion about what is special to you.	Draw a picture of you showing what you look like now.	Place the pictures of body parts onto a life size cut out.	Choose the sense that you would use to match the picture.	Create a bus using the chairs for children to sit in. Talk to the children about how it would feel to not be allowed on the bus.	Finger paint an autumn tree choosing the correct colours.
CP Possibilities	Draw a picture of what is special to you.	Pictures of different stages of growth (baby, toddler, child, teenager, adult). Order them.	Pictures and labels of body parts. Singing Head, Shoulders, Knees and Toes. Simon says with body parts	Feely bags Objects with different scents Basket of foods to taste Musical instruments out	Blocks to build buses out of Ticket making.	Draw what the tree would look like in winter. Pictures of autumn.
Key Vocab	Special, family, Ipswich, community	Body, change, grow, big, baby, child	Head, arms, legs, feet, neck, shoulders, elbows, knees, ankles.	Taste, touch, sight, hear, smell, senses	Rosa Parks, history, America	Autumn, seasons, weather, leaves, change
EAD	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to draw a portrait	How to draw a person	How to mix colours	How to mix colours	How to create art in the style of Yayoi Kusama.
Starter		Can you draw a portrait of yourself on the WB remembering all the key features?	Smartboard- can children notice which body part is missing from each of the pictures?	Show sets of 2 primary colours on the smartboard with the colour they make when mixed. Which are correct and which are incorrect?	Show the children a colour on the smartboard and ask them how we made it. Showing them orange, green and purple.	Have a picture of a pumpkin on the smartboard, how can we turn this into a Yayoi Kusama style pumpkin.
I Will Know	How to draw a portrait	How to draw a person	How to mix colours	How to mix colours	How to create art in the style of Yayoi Kusama.	How to match a pitch.



Main Teach	<p>Explain that today we are going to be making a self-portrait. TOL this means we are painting a picture of our faces.</p> <p>Get the children to think about what colour hair they have. What colour eyes do they have? What other features do we have on our faces/head? Pointing to them as you go, mouth, eyes, eyebrows, nose, chin, cheeks, ears, hair.</p>	<p>Using our book of the week Our Class is a Family, explain to the children that we will be drawing ourselves to go into our class house. Class house to be made using sticks.</p> <p>The children need to look at the pictures from the story. TTYP do they all have the same eye colour and hair colour? Talk about how we are all different and unique and that makes us special.</p> <p>Using a picture from the book look at the body parts, head, neck, arms, body, legs, hands and feet. The children need to try and include these aspects into their own drawings of themselves.</p>	<p>TTYP: What do you think will happen when I add white to this colour. (have some paint handy to show them)</p> <p>Using powder paint show children the effects of adding white to the colour.</p> <p>Children use an A3 piece of paper, whilst is folded into 8's. Children can pick 2 colours to lighten up.</p>	<p>Red and yellow- orange for painting orange fruits and vegetables Blue and yellow- green for painting green fruit and vegetables</p> <p>Model mixing the two colours and focus on one colour at a time. What fruit/vegetable do we know that is orange? That is green?</p> <p>Model painting a fruit or vegetable using each mixed colour.</p>	<p>Today we are going to be looking at an artist who likes dot work. Show the children the image below, TTYP what can you see in the picture? How has she created the black marks on there? Model to the children how we can create art in the style of someone. Using the same pumpkin shape but with different colours.</p> 	<p>Children to learn the song cauliflowers fluffy https://www.youtube.com/watch?v=PukdaXUzgOU Children listen to the song. Children to learn the 1st verse and the chorus first. Listen to the song again – encourage the children to join in. Children to learn the 2nd verse. Listen to the song again – encourage the children to join in. Finally teach the 3rd verse. Listen to the song a final time and encourage the children to join in.</p>
Focus Activity	Children to use mirrors to create their own self-portraits. Remembering to include their features.	Children to draw themselves to go into our class house, ensuring they remember to include all their body parts- body, arms, legs, hands neck etc.	Children to create a piece of artwork showing starting with the darkest colour and getting lighter.	Children to choose one fruit or vegetable to paint using green or red paint that they have mixed.	Children to create their own picture in the style of Yayoi Kusama.	N/A
CP Possibilities	Drawing one of your friends faces, Sticker faces	Drawing their favourite character in full Using magazines to cut out body parts and a make a person	Mixing paint to create lighter shades.	Mixing paint to create other items that are green and orange	Pumpkins and watered down paint outside to recreate this. Playdough and loose parts.	Free exploration using musical instruments.
Key Vocab	Face, eyes, nose, mouth, eyebrows, ears, hair	Body parts, neck, body, legs, arms, hands, fingers	Red, blue, purple, colour mixing, primary colours	Colour mixing, primary colours, red, yellow, blue, secondary colours	Yayoi Kusama, artist, Japanese, dot work, colourful.	Pitch, beat, lyrics.