

Summer 2	<h1 style="color: purple;">Year R</h1> <h2 style="color: purple;">Our Wonderful World: Australia</h2>	
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The Big Question ...

What is it like to live in Australia?

The Big Idea (overview)...

The children will use previous experiences and talk about places that they have travelled in the world. If their experiences are limited we will talk about our world and find out about different places they are interested in. We will encourage families to share holidays they have been on together. We will focus on Australia to compare it to living in our country. Children will find out about the music, art and animals that live there along with the climate. We will talk about why it is important to find out about our world and respect other people if they have different beliefs and cultural experiences.

Deep conceptual learning:

Children will understand where we live in comparison to Australia. They will investigate an atlas and a globe and find the UK and Australia on a map. They will talk about how to travel to different places and how long it might take. They will find out what it would be like to live there and different places that can be visited.

Why is this important to an RCPA child?

During recent events (e.g. Covid 19) our families have been unable to holiday together to countries abroad. We feel our children deserve to find out about other countries to open their eyes to where is available to visit in our world. Finding out about famous landmarks and Australian animals will give our children a good understanding of life in Australia and expose them to new vocabulary. We will talk about endangered animals and why it is important to look after our world, animals and look after our seas.

Links to prior learning:

Autumn 1 What makes me special? Talking about our families and friends and where we have visited in the world.
Autumn 2 Transport- Are they nearly there yet? Talking about ways to travel to other countries. What do you think is the best way to travel to Australia? Can you cycle there? Why/not?
Spring 1 Our Local Area. Comparing our local area to a country abroad e.g. why don't kangaroos live here?
Spring 2 If you go down to the woods today... Talking about woodland animals and minibeasts and if these animals would be found in other countries.
Summer 1 Once upon a time Talking about traditional stories and how other countries have fairytales and traditional stories that are passed onto generations.

In each term, the skills taught in Talk for Writing sessions will be built upon but will include characterization, discussion of the how and why we think the characters behaved, the sequence of a story and dialogue.

Global Goals for Sustainable Development previously studied:

All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail

Healthy Living

Waste

Litter

School Grounds

Biodiversity

Water

Global Citizenship

Healthy living – links to PSHE and ways to keep your body healthy with being active and eating the right food. What would a healthy picnic look like? Monitor our fruit trees and vegetables that we planted e.g. potatoes, runner beans, sunflowers.

Waste & Litter – discussing how to keep litter to a minimum in woodland areas and its affect on animals and habitats. Use recycling in junk modelling within the classroom. Look inside the compost bin in our Forest School area and review. Have we made compost yet?.

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School grounds & Biodiversity – improving our Forest School area by adding a compost bin and a bug hotel for minibeasts. Encouraging children to bring things from home to add to it over time. Making bird feeders.

Water – talk about not wasting water e.g. using a bowl of water rather than running the tap, turn off the tap when brushing teeth, reusing water from the water tray to water the plants etc. Talking about how to save rain water.

Global Citizenship – talk about how our actions can affect others e.g. why do we not step on minibeasts? Why should we feed the birds? Link to other people in the county, country and all over the world e.g. Why should we respect people who follow this religion and celebrate Eid? How can we show others that we are thinking about them? E.g. Ukraine flags and sunflowers. How does recycling help our world? How will it make it a better place for your children and grandchildren?

Termly Global Goals for Sustainable Development focus:



Energy – talk about how we can ensure we turn off lights and electrical items when we don't need them and how we can use natural light. Talk about wearing appropriate clothing so we don't need to use the radiators etc. Talk about how we can dry our clothing outside in the Summer rather than using a dryer etc.

Waste – continue to use a compost bin and get children to understand what can be put in a compost bin. Over time look at the fruit which is composting to make soil. Talk about the use of a compost bin.

Transport – Is it ok to use a plane? Why should we keep this to a minimum?

Global Citizenship – Where am I in the world? Where do we live? Who do we share our world with? Link to other people in the county, country and all over the world e.g. Aboriginal art

Key Questions:

Where in the world is Australia? How could you travel there?
 What famous landmarks are in Australia?
 What animals come from Australia?
 What is an endangered animal? How can we help look after them?
 What music is played in Australia?
 What art is created? Who were the aborigines?

Metacognition:

We will recap the learning powers learnt in the Autumn term and Spring Term and continue to use these in our everyday lessons. Children will be encouraged to spot these characteristics within themselves and their friends e.g. Teamwork Tallulah when they work with friends to build a den, Persevering Pete when they tried really hard to reach a goal in a lesson, Communicating Claude when they speak in full sentences etc. Adults will model this when they notice pupils showing these skills e.g. being resilient, concentrating etc. In the weekly Achievement Assembly pupils will be presented with a certificate showing who has worked towards these learning powers. On the classroom display children's names will be moved to the puppet who reflects their preferred learning style in that session.



Oracy and Communication:			
Physical	Linguistic	Cognitive	Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking
<p>Ideas for Oracy and Communication We will encourage the children to talk in full sentences to explain their thoughts as well as using manners correctly.</p> <p>Would you rather travel to Australia on a train or in a plane? If you could travel to Australia where would you like to visit? Which Australian animal would you love to see in real life? Why? What does it mean to be endangered? What can we do to help? How would you travel to Australia? How long would it take? What would you need to pack? What is the weather like? What is special about our world and why?</p>			
Building the Community:		Change / Personal Growth:	
Volunteers in to share stories and listen to children read Australian members of our community in to visit		Where would you like to visit/live when you are older? Why?	
Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):			Key Vocabulary:
<p>That's not my koala</p> <p>Stories linked to Australian animals e.g. how the kangaroo got its tail. Why the koala has a stumpy tail, Tiddalik</p> <p>Stories linked to endangered animals and protecting our Earth e.g. Sunny's blazing battle</p> <p>Non-fiction books about Australian landmarks, animals, travel brochures etc</p> <p>Poetry – linked to animals e.g. 10 dancing dinosaurs , John Foster</p> <p>My Friend Earth by Patricia MacLachlan (a story linked to diversity)</p>			<p>Linked to music and art: aboriginal art, didgeridoo</p> <p>Linked to Australian animals: koalas, dingo, wombat, python, possum, echidna, wallaby, kangaroos</p> <p>Linked to famous Australian landmarks: Sydney Harbour Bridge, Opera House, Uluru, Great Barrier Reef, 12 apostles.</p> <p>Linked to looking after our world: recycle, reuse, endangered, Great Barrier Reef</p> <p>Linked to travel: plane, transport, time zone, jetlag</p> <p>Specific time connectives linked to individual stories e.g. suddenly, surprisingly, unfortunately</p>
			Key Experiences:
			A letter/postcard or a visit from an Australian person or someone who has

	<p>visited that country before or even an Australian school</p> <p>Letter from Barnaby Bear with a box arrives in the classroom with a toy Australian animal inside</p>
<p>Opportunities for revisiting learning in the future:</p> <p>This will continually be revisited throughout English sequences and the use of high-quality texts.</p>	

Area of learning		Children could....	Children in Reception will be learning to...
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation</p>	<p>Turn taking activities throughout the day Use the visual timetable to help understand the day's activities How do we manage our feelings e.g. taking time out, breathing to 10 Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none"> ● (ELG) show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ● (ELG) set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ● (ELG) give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions ● Express their feelings and consider the feelings of others ● Identify and moderate their own feelings socially and emotionally to develop a positive sense of self ● Think about the perspectives of others and discuss ways to co-operate and resolve conflicts appropriately

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	<p style="color: #6aa84f; font-weight: bold;">Managing Self</p>	<p>Open ended activities inside and outside Talk about learning behaviours e.g. perseverance, sharing etc Discuss feelings and behaviours linked to stories Talk about the rules on a beach e.g. different flags and how we can keep ourselves safe</p>	<ul style="list-style-type: none"> ● (ELG) be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ● (ELG) explain the reasons for rules, know right from wrong and try to behave accordingly ● (ELG) manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices ● Express their feelings and consider the feelings of others ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Manage their own needs. ● See themselves as a valuable individual. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ● Physical activity ● Healthy eating ● Toothbrushing ● Sensible amounts of screen time ● Having a good sleep routine ● Being a safe pedestrian
	<p style="color: #6aa84f; font-weight: bold;">Building Relationships</p>	<p>PSHE programme - see individual lessons RE programme – see individual lessons</p>	<ul style="list-style-type: none"> ● (ELG) work and play co-operatively and take turns with others ● (ELG) form positive attachments to adults and friendships with peers ● (ELG) show sensitivity to their own and to others' needs ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Think about the perspectives of others.

			<ul style="list-style-type: none"> ● Set simple goals for their short-term future
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p>	<p>Listen to BBC radio extracts/youtube videos for drama and story e.g. Go Jetters, Barnaby Bear Listen to stories and rhymes shared in class</p>	<ul style="list-style-type: none"> ● (ELG) Listen attentively and respond to what they hear with relevant, questions, comments and actions when being read to and during whole class discussions and small group interactions ● Talk about listening and why it is so important ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Learn rhymes, poems and songs. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Build on children's conversations, extending language and vocabulary – use and embed new language in context ● Engage in non-fiction books ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	<p>Speaking</p>	<p>(See oracy questions above) Memory games 20 questions to reveal a picture – what could our new topic be about? How do you know? Use prepositions correctly Retell familiar stories e.g. Tiddalik Describe settings and events Look carefully at changes in the environment and the outside area e.g. bulbs, potatoes, sunflowers, runner beans If you could visit Australia where would you visit? What animal would you like to see in real life?</p> <p>Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed</p>	<ul style="list-style-type: none"> ● Find out about questions of right and wrong and begin to express their ideas and opinions in response. (RCPA RE Curriculum) ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come (RCPA RE Curriculum) ● (ELG) Make comments about what they have heard and ask questions to clarify their understanding

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		<p>or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none">● (ELG) hold conversation when engaged in back and forth exchanges with their teacher and peers● (ELG) participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary.● (ELG) offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate● (ELG) express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher● Learn new vocabulary (this is relevant in all areas)● Use new vocabulary through the day and in different contexts● Ask questions to find out more and to check they understand what has been said to them● Articulate their ideas and thoughts in well-formed sentences.● Describe events in some detail.● Develop social phrases.● Connect one idea or action to another using a range of connectives.● Engage in story times.● Listen and talk about stories.● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
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Physical Development	Gross Motor Skills	<p>Create obstacle courses Use large construction equipment Use large equipment in the hall and move their body in different ways Move their body in different ways. Use small equipment safely and with increasing control. Basic multi skills e.g. athletic skills, yoga, throwing and catching skills Use brushes outside to sweep the floor Work together to build using different materials e.g. crates, dens</p>	<ul style="list-style-type: none">● (ELG) negotiate space and obstacles safely, with consideration for themselves and others● (ELG) demonstrate strength, balance and co-ordination when playing● (ELG) move energetically, such as running, jumping, dancing, hopping, skipping and climbing● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing● Progress towards a more fluent style of moving, with developing control and grace.● Combine different movements with ease and fluency.● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.● Develop overall body-strength, balance, co-ordination and agility.● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
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			<ul style="list-style-type: none"> ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <ul style="list-style-type: none"> ● Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
	<p>Fine Motor Skills</p>	<p>Using different size pencils and paintbrushes in a variety of activities Scissor skills activities to create characters linked to stories e.g. Tiddalik Create simple drawings of characters, settings etc Continue to work on scissor skills Use the dustpan and brush to sweep up the sand Make a didgeridoo with aboriginal art Use a mouse, touch screen or appropriate access device to target and select options on screen. Play on a touch screen game and use computers/keyboards/mouse in role play Type letters with increasing confidence using a keyboard and Mini Surface.</p>	<ul style="list-style-type: none"> ● (ELG) hold a pencil effectively in preparation for fluent writing – using the tripod grid in almost all cases ● (ELG) use a range of small tools, including scissors, paintbrushes and cutlery ● (ELG) begin to show accuracy and care when drawing ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Develop the foundations of a handwriting style which is fast, accurate and efficient. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)

Literacy	Comprehension	<p>Retell stories shared in class Create labelled diagrams Use information books to help support language</p>	<ul style="list-style-type: none"> ● (ELG) demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ● (ELG) anticipate – where appropriate – key events in stories ● (ELG) use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play ● Listen to and talk about stories to build familiarity and understanding. ● Engage in story times. ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Engage in non-fiction books. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ● Learn new vocabulary and use within the day ● Use new vocabulary in different contexts. ● Listen carefully to rhymes and songs, paying attention to how they sound.
	Word Reading	<p>Storybook reading – based on phonic sound and word reading assessments Read alien/ no nonsense words linked to daily phonics graphemes Continue with Guided Reading Recap alternative digraphs (Set 2) and start some of Set 3 digraphs</p>	<ul style="list-style-type: none"> ● (ELG) say a sound for each letter in the alphabet and at least 10 digraphs ● (ELG) read words consistent with their phonic knowledge by sound-blending ● (ELG) read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words ● Read individual letters by saying the sounds for them.

			<ul style="list-style-type: none"> ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Learn rhymes, poems and songs.
	<p>Writing</p>	<p>Drawing own pictures of Australian animal and landmarks and add labels Write simple sentences including correct punctuation e.g. finger spaces, full stops and capital letters Write simple sentences about Australia Write own 'that's not my...' Australian animal book Write own travel brochure to visit Australia</p>	<ul style="list-style-type: none"> ● (ELG) write recognizable letters, most of which are correctly formed ● (ELG) spell words by identifying sounds in them and representing the sounds with a letter or letters ● (ELG) write simple phrases and sentences that can be read by others ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense.

Mathematics	Number	<p>White Rose programme Graphs e.g. which is your favourite Australian animal? Gaining confidence and fluency with numbers up to 10 including number bonds Double numbers using object</p>	<ul style="list-style-type: none"> ● (ELG) have a deep understanding of number to 10, including the composition of each number ● (ELG) Subitise up to 5 (recognise quantities without counting). ● (ELG) automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts ● Count objects, actions and sounds. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Develop a deep understanding of number
	Numerical Patterns	<p>White Rose programme Make teen numbers using numicon and other objects Comparing objects and quantities Sort odd/even numbers Doubling, sharing and grouping activities Talk about patterns in number and numbers up to 100</p> <p>Spatial reasoning – visualizing and building different shapes (2D and 3D)</p>	<ul style="list-style-type: none"> ● (ELG) verbally count beyond 20, recognizing the pattern of the counting system ● (ELG) compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ● (ELG) explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally ● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first ● Automatically recall number bonds for numbers 0–10. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a

			<p>shape can have other shapes <i>within</i> it, just as numbers can.</p> <ul style="list-style-type: none"> ● Look for and continue, copy and create repeating patterns. ● Compare length, weight and capacity. ● Develop a positive attitude to Maths
<p>Understanding the World</p>	<p>Past and Present</p>	<p>Fruit trees and seeds in our local environment – what changes can you see in the trees/seeds? Look inside the bug hotel made in Spring 2 in the Forest School area – what animals have made this their home? What has happened to the fruit in our compost bin? How can we save energy in our school environment? E.g. turn off lights, save rain water, recycle paper etc</p>	<ul style="list-style-type: none"> ● (ELG) talk about the lives of the people around them and their roles in society ● (ELG) know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ● (ELG) understand the past through settings, characters and events encountered in books read in class and storytelling ● Connect one idea or action to another using a range of connectives. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Use new vocabulary ● Understand what place is different to places they know (RCPA Geography Curriculum)
	<p>People, Culture and Communities</p>	<p>Look at a map, globe and atlas to find Australia and UK. Name different places they know in the UK and in the world.</p> <p>Discuss places they know or have visited worldwide.</p> <p>Answer questions ‘What was it like there?’ ‘What did you see?’</p> <p>Suggest places they might like to visit worldwide and give reasons. Consider how environments may vary</p>	<ul style="list-style-type: none"> ● (ELG) describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps ● (ELG) know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class ● (ELG) explain some similarities and differences between life in this country and life in other countries, drawing on knowledge

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		<p>Talk about what is similar and different between places.</p> <p>Show Google maps and talk about the different sizes of the country. How would you travel to Australia? How long would it take? What would you need to pack? What is the weather like? Barnaby Bear visits Australia/Go Jettlers Look at the landmarks that are famous in Australia e.g. Sydney Harbour Bridge, Opera House, Uluru, Great Barrier Reef, 12 apostles</p> <p>Beach Safety – link to RNLi</p> <p>Identify and use vocabulary for the different types of weather.</p>	<p>from stories, non-fiction texts and - when appropriate - maps</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community ● Recognise that people have different beliefs and celebrate special times in different ways. ● Know about similarities and differences between themselves and others ● Draw information from a simple map. ● Understand that some places are special to members of their community ● Understand that people may have different beliefs and celebrate special times in different ways ● Recognise some similarities and differences between life in this country and life in other countries.
	<p>The Natural World</p>	<p>Discovery RE Weekly Lesson Sum 2- What makes places special?</p> <p>How can we make things better in our Forest School area?</p> <p>Look at the changes in our seeds and discuss. Draw and paint sunflowers/runner beans. Talk about the changes in the Summer weather. What do we need to wear? What is the weather like? How would you describe Australian animals? How can we help to look after them? What is the Great Barrier Reef like? Would we get coral in the sea bed in Devon? What is the bush like?</p> <p>Global links: Transport – why should we reduce the use of an aeroplane? Water – effects of water use on the world and how we can save and reuse water</p>	<ul style="list-style-type: none"> ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. (RCPA RE Curriculum) ● Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (RCPA RE Curriculum) ● Notice and respond sensitively to some similarities between different religions and worldviews. (RCPA RE Curriculum) ● Find out about and respond with ideas to examples of co-operation between people who are different. (RCPA RE Curriculum)



			<ul style="list-style-type: none">● (ELG) explore the natural world around them, making observations and drawing pictures of animals and plants● (ELG) know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class● (ELG) understand some important processes and changes in the natural world around them, including the seasons and changing states of matter● Explore the natural world around them.● Recognise some environments that are different to the one in which they live.● Describe what they see, hear and feel whilst outside.● Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum) Know about similarities and differences in relation to living things● Make observations of animals and plants and explain why some things occur and talk about changes.● To identify the difference between the sea/ocean and a river. (EYFS Geography Curriculum)● To recognise that the world is made of both land and water. (EYFS Geography Curriculum)● Comment and ask questions about either a real or virtual visit to the sea, mountains etc. (RCPA Geography Curriculum)● Recognise some environments that are different to the one in which they live in (RCPA Science Curriculum)
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<h3>Expressive arts and design</h3>	<p>Creating with Materials</p>	<p>Painting of different characters and settings Drawings of different plants in our school environment Being able to describe and explain what they have created Look at the Australian flag and create own. What colours do we need? Make a didgeridoo with aboriginal art Use paper plates and cut up to create Sydney Opera House, use sticks to create Sydney Harbour bridge or paint Uluru. Look at work based on Aboriginal artists e.g. Jimmy Pike, Bronwyn Bancroft Use a painting app and explore the paint and brush tools</p>	<ul style="list-style-type: none"> ● (ELG) safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ● (ELG) share their creations, explaining the process they have used ● (ELG) make use of props and materials when role playing characters in narratives and stories ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Explore, use, play and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills.
	<p>Being Imaginative and Expressive</p>	<p>Sing Up Weekly Music Lesson Sum 2- Down there under the sea song, It's oh so quiet Role play Investigate music instruments Use instruments and body percussion to make sounds linked to part of a story e.g. when Tiddalik spills out the water Continue to use drama techniques within English lessons and free play opportunities Learn some Australian songs e.g. Waltzing Matilda, Kookaburra sits in the old gum tree Create own musical instruments. Look at different instruments that are played in Australia e.g. didgeridoo. Make own didgeridoo and decorate in Aboriginal art. Look at artist Bronwyn Bancroft and discuss printing techniques</p>	<ul style="list-style-type: none"> ● (ELG) invent, adapt and recount narratives and stories with peers and their teacher ● (ELG) sing a range of well-known nursery rhymes and songs ● (ELG) perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody.



			<ul style="list-style-type: none">• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups. <p>(RCPA Music Curriculum)</p> <ul style="list-style-type: none">• Listen to a range of sea-related pieces of music and respond with movement• Sing a song using a call-and-response structure.• Play a call-and-response phrase comprising a short, stepping note motif, and sea effects on percussion instruments.• Compose/improvise new lyrics to a song and add movement and props.• Listen: develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.• Play different instruments with control.• Improvise music with different instruments, following a conductor.• Compose by developing a narrative with a soundtrack, using dynamics for dramatic effect
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