

Knowledge organisers  
Autumn Term

‘Mega Structures’

# English – Year 1

**Common Exception Words (CEW) to read and spell:**

## Year 1 Common Exception words

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	

*Other texts will include topic-related non-fiction books. These may include books on castles, materials, painting, poetry, atlas' and Maths.*

### Key Vocabulary:

Text  
Front cover  
Blurb  
Contents page  
Index  
Alphabetical order  
Fiction  
Non-fiction  
Setting  
Information  
Verse  
Poem  
Rhyme

### Key Vocabulary:

Adjective  
Noun  
  
Punctuation  
Full stop  
Capital letter  
Finger space  
Question mark  
Exclamation mark  
Simple sentence  
Opener

### Key texts (Autumn A)

'Peace at last' by Jill Murphy

### Action rhymes to include:

*2 little dicky birds*

*Grandma's glasses*

*Here's the lady's knives and forks*

### Poem

'Brother' by Mary Ann  
Hoberman

### Key texts (Autumn B):

'Can't you sleep little bear?' By Martin  
Waddell

### Poems

'Nut tree' by Julia  
Donalson  
'If I were a hawk' by  
Clare Bevan

# Phonics – Year 1

## Key Vocabulary:

Phoneme—1 letter sound  
 Digraph—2 letters making 1 sound  
 Split digraph—A digraph split by a consonant  
 by a consonant  
 Trigraph—3 letters making one sound

Real word  
 Pseudo word—nonsense (alien) word  
 Fred talk—Sounding out words phonetically (c-a-t)  
 Fred fingers—Using a sound per finger

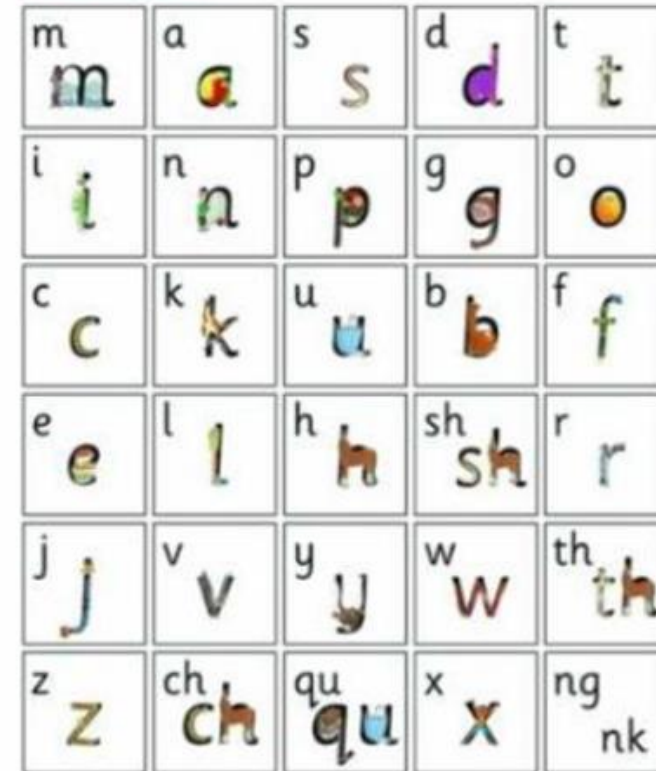


## Key sounds to be taught:



## Key sounds to be revised:

### Speed Sounds Set 1



# English – Year 2

## Common Exception Words (CEW) to read and spell:

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

## Literacy – Key Vocabulary

- Fiction
- Narrative
- Introduction
- Build up
- Problem
- Solution
- Poetry
- Simile
- Rule of three
- Non-fiction
- Explanation text
- Non- chronological report

## Grammar

- Co-ordinating conjunctions (and, but, or, so)
- Compound sentence – two clauses joined together by a co-ordinating conjunction.
- Main clause – can stand alone
- Expanded noun phrase (adjectives + noun)
- Adverbs - describes a verb
- Time adverbials – all day, the next morning, later that day,
- Verb tenses (past, present)

## Sentence types

- Statement
- Question
- Exclamation
- Command

## Punctuation

- Capital letters
- Full stop
- Comma
- Questions mark
- Apostrophe for contractions (don't, can't, won't)

## Story time books

Peace at last – Jill Murphy  
Pumpkin Soup – Helen Cooper  
The Colour Monster – Anna Llenas  
Can't you sleep little bear? Martin Waddell  
Who's afraid of the big bad book? – Lauren Child  
Shine – Sarah Asuquo

## Core texts

Fiction: The Curious Garden – Peter Browne

Poetry: Train – From a railway carriage  
Robert Louis Stephenson

Non- fiction: Information texts about Mega Structures and  
Belton House

# Year 1 Maths - Number

Number	Ten Frame	Number Word	Tally
1		One	
2		Two	
3		Three	
4		Four	
5		Five	
6		Six	
7		Seven	
8		Eight	
9		Nine	
10		Ten	

## Key Vocabulary

### Place Value; numbers 1 - 10

count

represent

ones

ten ones are the same as one ten

compare (< > =), order

bigger, smaller, smallest, greatest

### Addition and subtraction; within 10

#### Addition +

Count on

Find the total

How many are there altogether?

Part + part = whole

#### Subtraction -

How many are left

Find the difference

Count back

Whole - part = part

#### Equals =

The same

## Counting

### 1's (to 100)

Forwards and backwards

One more, one less

Ten more, ten less

### 2's

2, 4, 6, 8, 10, 12, 14, 16, 18, 20

### 5's

5, 10, 15, 20, 25, 30, 35, 40, 45, 50

### 10's

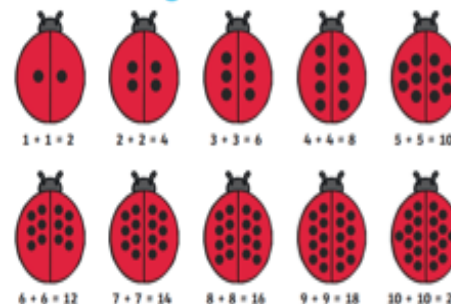
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Odd numbers; end in 1,3,5,7,9

Even numbers; end in 0,2,4,6,8

## Doubles

### Ladybird Doubles



## Number bonds to 10

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

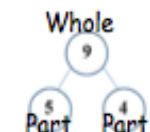
## Representations



Ten frames



Number line



$$5 + 4 = 9$$

$$4 + 5 = 9$$

$$9 - 5 = 4$$

$$9 - 4 = 5$$

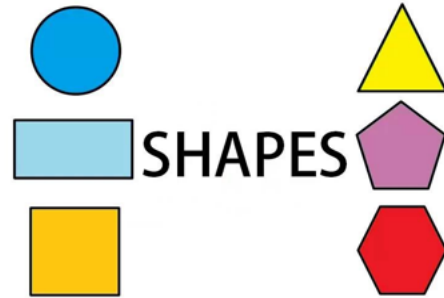
Part- whole models

## Halves



# Maths – Year 1

Shape, Space and  
Measure



## 2D shape

Circle  
Square  
Triangle  
Rectangle  
Pentagon  
Hexagon

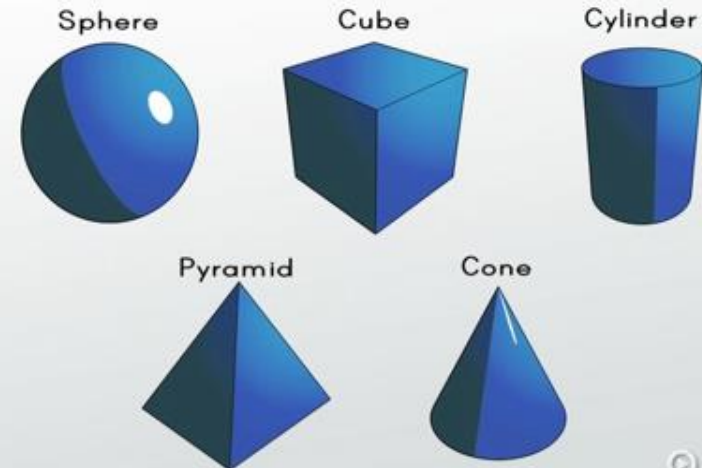
Edges  
Vertices  
Straight/Curved  
2D/flat

## 3D shape:

Cube  
Cuboid  
Cone  
Pyramid  
Sphere  
Cylinder

Edges  
Vertices  
Faces  
Straight/Curved  
3D/solid

## 3D Shapes





# Year 2 – Maths (Place value)

Key Vocabulary
<b>hundreds</b>
<b>tens</b>
<b>ones</b>
<b>zero</b>
<b>place value</b>
<b>greater than</b>
<b>less than</b>
<b>order</b>
<b>partition</b>
<b>digit</b>

Count objects to 100 and read and write numbers in numerals and words
Represent numbers to 100
Tens and ones with a part-whole model
Tens and ones using addition
Use a place value chart
Compare objects
Compare numbers
Order objects and numbers
Count in 2s, 5s and 10s
Count in 3s

Read, Write and Represent Numbers to 100					
14	fourteen	one ten four ones			
29	twenty-nine	two tens nine ones			
42	forty-two	four tens two ones			

2-Digit Numbers	Compare Numbers
<div>26</div> <div><div>twenty</div><div>six</div></div> <div></div> <div>20      6</div>	<div><div><div>Tens</div><div>Ones</div></div><div></div><div>36 = 36 equals</div></div> <div><div></div><div>26 &lt; 34 less than</div><div></div></div> <div><div></div><div>24 &gt; 19 greater than</div><div></div></div>
Counting	Order Numbers
<div>Counting in 2s</div> <div>0 2 4 6 8 10 12 14 16 18 20</div> <div>Counting in 3s</div> <div>0 3 6 9 12 15 18 21 24 27 30</div> <div>Counting in 5s</div> <div>0 5 10 15 20 25 30 35 40 45 50</div> <div>Counting in 10s</div> <div>0 10 20 30 40 50 60 70 80 90 100</div>	<div></div> <div>37 &lt; 39 &lt; 42</div> <div><div>45</div><div>48</div><div>52</div><div>53</div><div>61</div></div> <div>smallest      greatest</div>

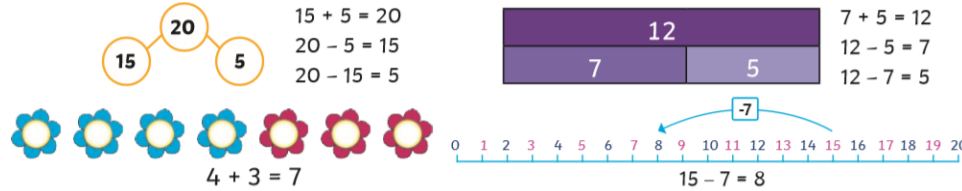
Tens	Ones

# Year 2 – Maths (Addition and subtraction)

## Key Vocabulary

Add  
Total  
Make  
Plus  
Sum  
More  
Altogether  
Difference  
Leave  
Subtract  
Difference between  
Less  
Minus  
Take away  
Mentally, Orally  
Column Addition  
Column Subtraction  
Estimate  
Inverse operation  
Solve problems  
Number facts  
Place Value

## Addition and Subtraction Bonds to 20



2 + 8 = 10  
so 20 + 80 = 100

## Compare Number Sentences



5 + 3 = 6 + 2

## Related facts

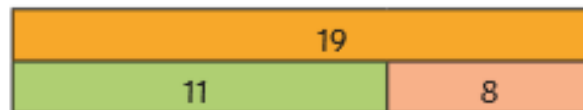
5 + 4 = 9 so 50 + 40 = 90



## Add 3 1-digit numbers

9 + 5 + 3 = 17

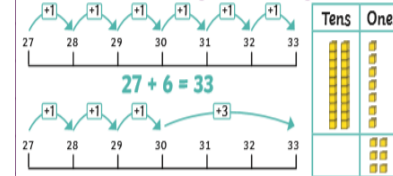
## Check calculations



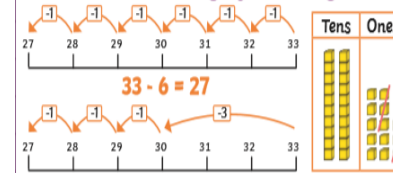
19 - 8 = 11 can be checked using 8 + 11 = 19

## Methods

### Add 2-digit and 1-digit



### Subtract 1-digit from 2-digit



### Add and subtract 1s

24 + 1 = 25

24 + 2 = 26

24 + 3 = 27



37 - 1 = 36

37 - 2 = 35

37 - 3 = 34



### Add 2-digit numbers

34 + 28 = 62

3 tens and 4 ones

add

2 tens and 8 ones

equals

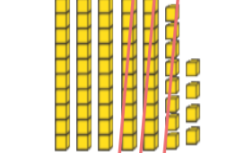
5 tens and 12 ones

becomes

6 tens and 2 ones

### Subtract 2-digit numbers

62 - 28 = 34



6 tens and 2 ones becomes

5 tens and 12 ones subtract

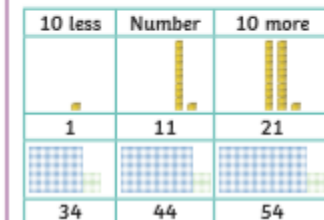
2 tens and 8 ones equals

3 tens and 4 ones

### 10 More or Less



The ones digit stays the same.



### Add and subtract tens

27  
+ 40

67

72  
- 30

42

Take care when  
crossing hundreds:





# Year 1 - Science

Key Vocabulary	
object	A thing that can be used. For example a door, chair, car, table are all <b>objects</b> .
material	<b>Materials</b> are what an <b>object</b> is made from.
hard	Not easily broken or bent.
soft	If something is <b>soft</b> , it is easy to cut, fold or change the shape of.
stretchy	Can be pulled to make it longer or wider without breaking.
shiny	Reflects light easily.
dull	Doesn't reflect light. Doesn't look bright or <b>shiny</b> .
rough	If something is <b>rough</b> , it feels and looks uneven or bumpy.

## Key Knowledge

### Materials:



plastic



wood



metal



brick



fabric



water



glass



paper



stone



plastic toys



wooden furniture



metal tools



drinking water



glass window



paper books



brick houses



fabric clothing



stepping stones

Key Vocabulary	
smooth	Smooth <b>objects</b> have no lumps or bumps.
bendy	<b>Bendy</b> things can be <b>bent</b> easily into a curved or folded shape.
not bendy	If something is <b>not bendy</b> , it can't be bent easily into a curved or folded shape.
waterproof	If something is <b>waterproof</b> , it keeps water out. It keeps things dry.
not waterproof	<b>Not waterproof materials</b> let water in.
absorbent	If something is <b>absorbent</b> , it soaks liquid up.
not absorbent	If something is <b>not absorbent</b> , it does not soak up liquid.
transparent	<b>Transparent objects</b> can be seen through.
opaque	<b>Opaque objects</b> can't be seen through.

# Science – Everyday materials Year 2

## Key Vocabulary

- Materials – what objects are made from
- Suitability – having the properties that are right for a specific purpose
- Properties – This is what a material is like and how it behaves
- Recyclable – some materials can be used again
- Rigid, stiff, hard – harder to change shape
- Flexible, stretchy, soft – easier to change shape
- Hard-wearing - strong
- Fragile – easily broken
- Opaque – you cannot see through it
- Transparent – you can see through it
- Waterproof – water runs off
- Absorbent – water soaks in

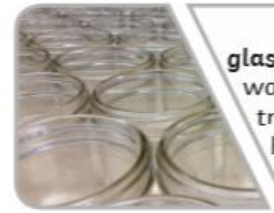
## Key facts:

- Some materials are used for more than one thing (e.g metal can be used for coins, jewellery, cars...)
- Different materials can be used for the same thing (e.g spoons can be made from wood, plastic or metal ).
- The properties of a material determines what it can be used for, suitably.
- You can change the shape of some materials by bending, squashing, stretching, twisting or melting them.
- In the past, people invented new materials. Charles Macintosh invented the first waterproof fabric and John McAdam invented a new material for making roads.

## Properties of Materials



**wood:**  
hard, stiff,  
strong, opaque,  
can be carved  
into any  
shape.



**glass:**  
waterproof,  
transparent,  
hard, smooth.



**plastic:**  
waterproof,  
strong, can  
be made to be  
flexible or stiff,  
smooth or rough.



**metal:**  
strong, hard,  
easy to wash.



**paper:**  
lightweight,  
flexible.



**cardboard:**  
strong, light,  
stiff.



**fabric:**  
soft, flexible,  
hard-wearing,  
can be stretchy,  
warm, absorbent.



**rubber:**  
hard-wearing,  
elastic, flexible,  
strong.

## Key skills to be taught:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing fair tests and gathering / recording data.
- Identifying and classifying different materials.
- Describing properties of materials and evaluating their suitability.



# Geography: Mega structures around the world

**Key facts:**

- There are 7 continents in the world
- There are 5 oceans: Pacific, Atlantic, Artic, Indian and Southern.
- There are mega structures all around the world, in every continent except Antarctica.
- Mega structures are a human feature which means they are man- made. They are also known as landmarks. They are important, unique and well-known and are usually large.

There are well- known mega structures in the **capital cities** of Europe, such as: France (Paris), Italy (Rome) and England (London).

In London, the **capital city** of England, you will find: Buckingham Palace, The Shard, The Houses of Parliament, The London Eye and London Bridge.

**Key vocabulary:**

Oceans – can you name all 5?  
Continent – can you name all 7?  
Country  
Capital city

Mega structure  
Landmark  
Human feature

Map, atlas, globe

**Key skills to be taught:**

**Locational knowledge:** name and locate the worlds 7 continents and 5 oceans

**Geographical skills:** use world maps, atlases and globes to locate the 7 continents and the five oceans. Use locational language (N, E, S, W) to describe their position.

Use aerial photos of London and maps to identify landmarks and create a simple map with basic symbols.

**Enquiry:** ask questions to find out about the Mega structures in each continent.

Continent	Famous Mega structures
Asia	The Great Wall of China (China) Taj Mahal (India)
Africa	The Great Pyramids of Giza (Egypt)
North America	The Statue of Liberty (New York, America) Golden Gate Bridge (California, America)
South America	Machu Picchu (Peru)
Antarctica	-
Europe	The Colosseum The Eiffel Tower Big Ben The Houses of Parliament
Australia	Sydney Opera House



# History – Our local Mega-structure

## Belton House

### Key information:

- Belton House is a local mega structure in Grantham, Lincolnshire.
- It is a stately home because it is a large and impressive building built in the past and it belonged to **aristocracy** (a rich, ruling, important family).
- It was built in 1688 by Sir John Brownlow, he was the **master** of the house.
- In the past, the **master and mistress** of the house would have staff, such as cooks and maids to look after their home. They would live in the **servants quarters**.
- Belton House is now owned by the National Trust (who look after historical buildings) so that people can learn about History and how homes, objects and life has changed.



### Historical terms:

Year 1: A long time ago, in the past, old, modern.

Year 2: centuries, decades, years

### Key Vocabulary:

Stately home

### Features and objects:

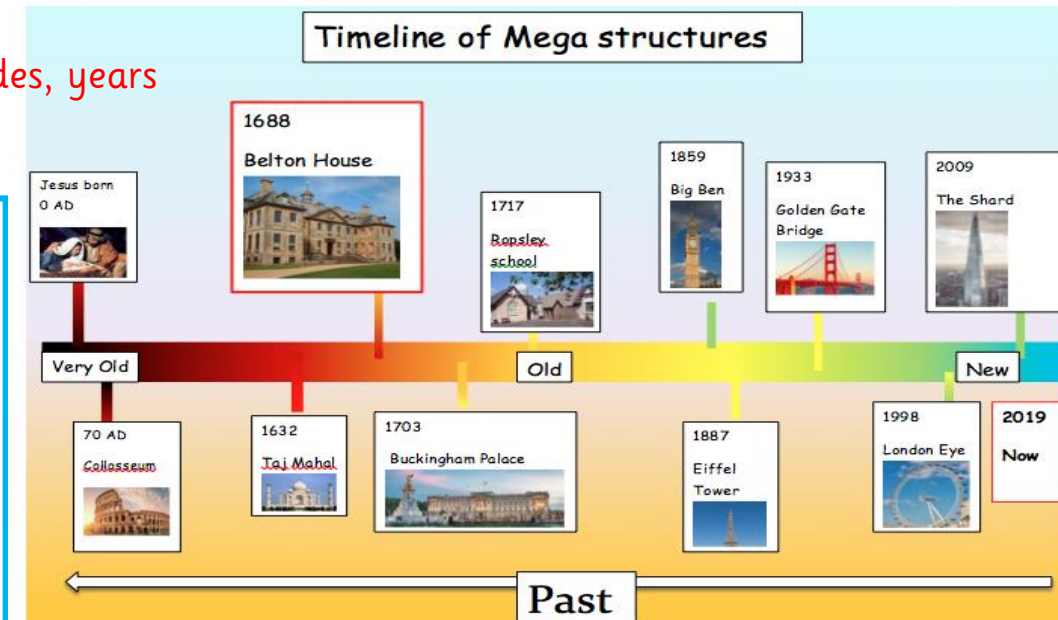
- sash windows
- washstand
- chimneys
- range
- trivet
- companion set
- servant quarters
- grounds
- gardens
- tapestry room
- cellars

### People who lived there:

- Master and Mistress: *the most important man and woman in the house.*
- Servant: *somebody with less money who worked for somebody wealthy*
- Maid
- Cook

### Key skills to be taught:

- Chronology: have an awareness of where Belton House and other mega structures fit on a timeline, in relation to each other and other historical events. Y2 to add dates to a timeline.
- Historical enquiry: using pictures and stories to find out about Belton House and what it was like to live there.
- Comparison / Continuity and change: looking at similarities and differences between the rooms in Belton House and what objects and life was like in the past at Belton House compared to modern day. What changed? Has anything stayed the same?
- Interpreting history: using pictures, information books to find out about life in the past



# Year 2: Being Human – Islam

## Key Vocabulary

**Islam:** A religion followed by **Muslims** who believe in one God called Allah, who created the world exactly how it should be.

**Allah:** Muslim's call God 'Allah'. Allah has 99 names. He cannot be drawn.

**Mosque:** The Islam place of worship.

**Qur'an:** Muslim's holy book, the stories are the word of Allah.

**Muhammad:** Main messenger of Allah. Allah shared the Qur'an with Muhammad.

**Prophets:** People who spread Allah's word through stories.

**Harmony:** When everything is how it should be.

**The five pillars of Islam:** help Muslim's to make good choices (Ahklaq), look after Allah's world and create harmony.

**Shahadah:** a statement Muslim's say and believe: 'there is no God but God, and Muhammad is his Prophet'

**Pilgrimage:** A religious journey to Mecca, to pray to Allah with lots of other Muslims

**Ramadan:** A holy month for fasting ( no food or drink during daylight)

## Key skills to be taught:

- Enquiry: asking questions to find out more.
- Knowledge and empathy: to understand how different religions worship God, respectfully. †
- Communication: sharing opinions and listening to others
- Making connections: looking at similarities and differences between Islam and Christianity
- Reflect on three key themes:
  - believing ( what people think is real),
  - living (actions people do because of what they believe),
  - thinking (what do I believe and how is it different to what others believe?)

## Key learning:



- Muslims believe there is only one God (Tawhid) called Allah.
- Allah cannot be drawn because he is too special. Allah has 99 names to describe how special He is.
- Muslims worship Allah 5 times a day.
- Allah created everything how he wanted it and needs Muslim's to make good choices, stay on a straight path and take care of the world he made.
- Muslim's follow the 5 pillars of Islam to help them make good choices.
- Stories (told by prophets) which can be found in the Qu'ran teach Muslims how to live the way Allah wanted.

## The five pillars of Islam





## Key skills to be taught:

Investigate : how to turn 2D nets into 3D structures, how the shape of materials can be changed to improve strength and stiffness. **Identify the weakest part of a structure and compare the stability of different shapes.**

Designing: use a clear design criteria, draw and build models of their chosen design. **Use sketching, modelling and templates when designing.**

Making: use card, tape and glue to make a stable structure. Follow instructions to cut and assemble the structure of a mega structure. **Make a structure using a design criteria. Create joints and structures from paper / card and tape.**

Evaluating: Does your structure match your design criteria? Is it strong? Can you alter it to make it stronger? What could be better? **Test the strength of your structure and evaluate it's strength, stiffness and stability.**

Red = Year 2 only

# DT - Structures

## Build a mega structure

Key learning:

- Structures are built for strength.
- Different structures are used for different objects but they all need to be strong.
- Materials can be changed to improve strength and stiffness through folding, using joints and through cutting techniques.
- **Structures with wide, flat bases or legs are the most stable.**



## Key Vocabulary:

mega structure  
card  
tape  
glue  
cut  
assemble

joints  
fold  
slot  
flange  
bend  
tab

2d nets  
3d structures  
Shapes

strength  
stiffness  
stability

## Improving mouse skills

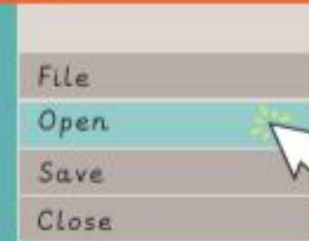
Account	Somewhere our information can be stored and seen safely using a username and password.
Clipart	A collection of images that can be used on the computer.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Log on	To put in a username and password unique to you, to access your personal account.
Log off	To lock your account.
Mouse	A handheld device that is used to move things around on the computer screen.
Password	A secret word made up of letters, numbers and symbols.
Resize	To change the height and width of an object.
Screen (monitor)	A device that shows what is happening on the computer, such as videos, pictures and words.
Software	A series of instructions written for a computer to follow. Also known as apps.
Tool	An object that helps us with a particular task. For example, a ruler helps us measure.
Username	A unique name or email address for your account.

Can you find all the letters of your name on the keyboard?



## Key facts

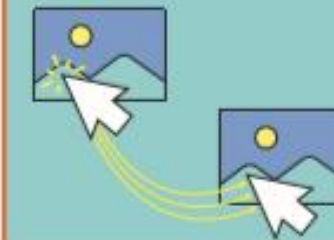
Computer menu:



Computer window:



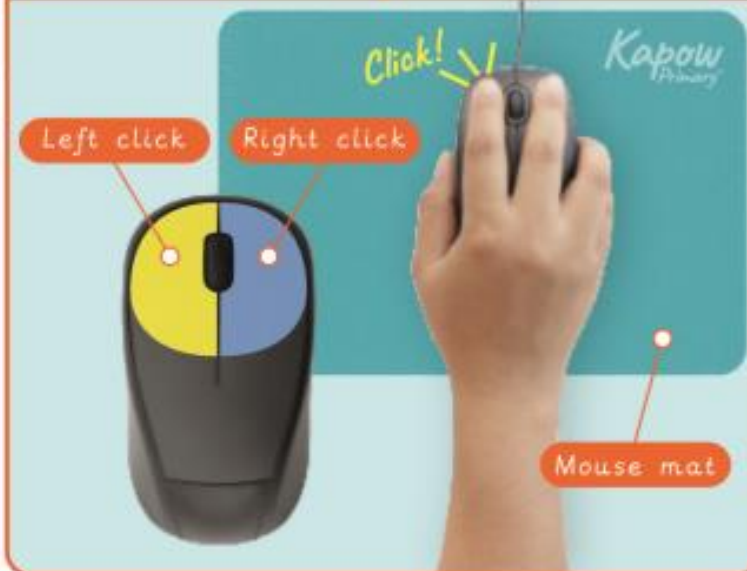
Computer mouse skills:



Click and drag



Drag and drop



# PSHE

## Key Vocabulary

### Staying healthy

Healthy diet  
Benefits  
Oral health  
Healthy choices  
Physical activity  
Sleep  
Rest  
Basic hygiene  
Vaccinations  
Disease  
Every day routines

### Friendship

Special people  
Good friend  
Qualities  
Care  
Feelings  
Problem solving  
Resolve

## Key areas of learning

### Staying healthy

Having a healthy diet, physical activity, sleep, rest and good hygiene helps to keep us well.

Nurses and doctors help to keep us well by offering vaccinations against diseases. People can help us to make healthy food choices too, to ensure we have a balanced diet.

Everyday routines, such as washing our bodies and cleaning our teeth are important, in order to have good hygiene.

### Friendship

- We have special people in our lives who help us feel happy and loved.
- Good friends are caring, helpful and are there for you.
- Sometimes friends have a disagreement and problems arise. If this happens teachers and parents can help to resolve it.
- If people are left out it can make them feel sad and lonely.
- It is important to treat people how you would like to be treated yourself.

### Key skills to develop:

**Reflection** - linking what we are learning about to own experiences

**Enquiry** - asking questions about staying healthy and being a good friend.

**Communication** - discussing and sharing opinions

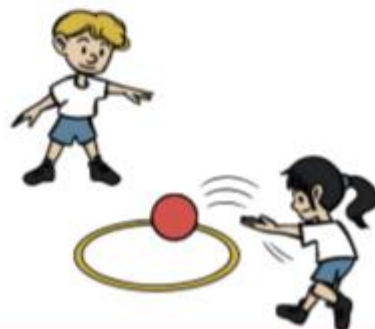
**Empathy** - recognizing that everybody has feelings that we are responsible for.

**Respect** - listening carefully to the opinions of others, even if they are different to yours.

# PE - Invasion

## Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space



**Interception:** Catching a pass made by an opposing player

**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

**Getting free:** When an attacking player moves to lose their defender

## Examples of Invasion Games

Basketball  
Netball

Football  
Hockey  
Lacrosse

Rugby  
Handball

## Key Vocabulary:

### Year 1

safely   defender   dribbling   pass  
attacker   space   points   score   team

### Year 2

possession   send   teammate   chest pass  
received   goal   dodge   bounce pass

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.



# PE

## - Teamwork

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

### Key Vocabulary:

- solve
- teamwork
- lead
- direction
- co-operate
- instructions
- share
- listen
- safely
- travel
- plan
- communicate
- support

### Key Skills: Physical

- Travelling actions
- Jumping
- Balancing



<b>Problem Solving</b> Begin to plan, and with some success, apply strategies to overcome a challenge.	<b>Navigational Skills</b> Understand how to use, follow and create a simple diagram/map.	<b>Year 2</b>	<b>Communication</b> Work cooperatively with a partner and a small group.	<b>Reflection</b> Verbalise when they were successful and areas that they could improve.
<b>Problem Solving</b> Suggest ideas in response to a task.	<b>Navigational Skills</b> Follow a path and lead others.	<b>Year 1</b>	<b>Communication</b> Communicate simple instructions and listen to others.	<b>Reflection</b> Identify when they were successful and make basic observations about how to improve.



# Music

## 1 – Listening: In The Groove

You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk

*Can you dance to all of these styles or move to the pulse? What about the other songs?*

*Are you "in the groove" Where is the groove? It's inside of you!*



## 2 – Musical Activities

### Find the pulse!

- What animal can you be finding the pulse?

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

*Singing* in all the different styles!

**Playing Instruments** using one or two notes – C or C + D. *Which part did you play?*

**Improvise** using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E.

## 3 – Perform & Share

A class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## 1 – Listening: Round And Round

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



## 2 – Musical Activities

### Find the pulse!

- Use your imagination to find the pulse!

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds.

**Singing** and dancing and having fun!

**Playing Instruments** using up to three notes – D or D, F, C + D. *Which part did you play?*

**Improvise** using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

## 3 – Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

# Art

## Artists' work looked at:

Kapow  
Primary



David Hockney  
A modern artist from Britain who is known for his Pop art.

Homage to David Hockney No.1, 2008, Holly Freen  
in © Copyright administrator: Bridgeman Images

Vija Celmins  
She creates photorealistic paintings of the natural environment.



Artwork © Vija Celmins / Matthew Marks Gallery,  
Vija Celmins, Untitled (Ocean), 1968, Photo  
© Gift of Lannan Foundation / Bridgeman Images



Bridget Riley  
A modern artist from Britain. Famous for using shapes and patterns placed together to create optical illusions.

© Bridget Riley 2020. All rights reserved

Jasper Johns  
A modern artist. He creates large and bold abstract pieces and Pop art.



Artwork © Jasper Johns/WAGA at ARS, NY and DACS, London 2020  
Jasper Johns, Numbers in Color, 1958-59,  
Photo © David Lees Photography Archive / Bridgeman Images



Beatriz Milhazes  
A contemporary artist from Brazil in South America. She makes bold and colourful abstract paintings and patterns.

Rosa Nocturna, 2006-2007, Beatriz Milhazes  
in © Copyright holder: Brian Pinkley (@pinkley@jamescohan.com)

## Formal elements of Art

Abstract	Art work made from colour, shape and pattern rather than objects which you recognise.
Composition	Where the shapes or objects are placed in a picture.
Shape	The form of an object.
Photorealism	A painting that is so detailed it looks like a photograph.
Primary colours	Colours which cannot be created by mixing other colours.
Secondary colours	Colours which are made by mixing two primary colours.
Optical illusions	An image that tricks your eyes and brain to see something different from the actual image.
Op art	Optical illusion art
Pop art	A simple style using bright colours and everyday objects.
Modern art	Artwork made between the 1860s and 1970s.
Contemporary	The art of today, made in the second half of the 20th century or in the 21st century.

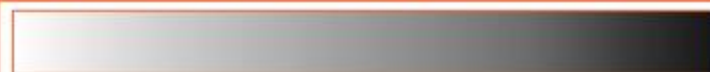
## Key facts

Horizontal lines go from left to right, across the page, like a horizon line.	—
Vertical lines go up and down, the length of the page, from top to bottom.	
Cross hatched lines are overlapping parallel lines which run alongside each other.	⌘
The primary colours are: Red, yellow and blue	● ● ●
The secondary colours are: Orange, green and purple.	● ● ●
Working collaboratively means, to work in a group on the same piece of work.	⋈

## Key facts

Kapow  
Primary

Tone means the darkness or lightness of something.

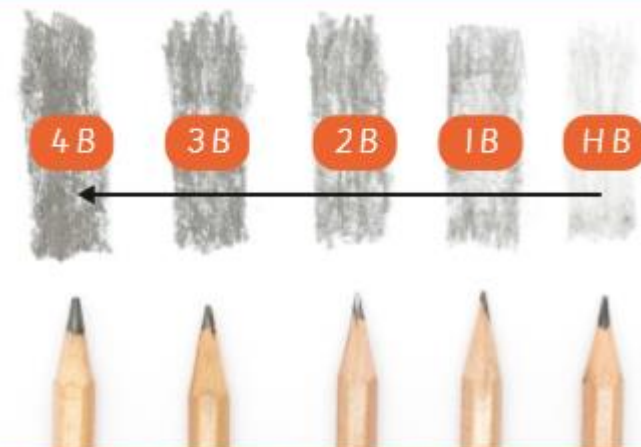


Shading with varied tones makes objects look 3D.



3D Drawing

There are different grades of pencils.  
H for hard and B for black.



The higher the number for black 'b', the darker the shade.