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**Woodlands Primary School Creative Curriculum**

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| **Woodlands_Small_Version_JPEGConnector:** Carnival! | **Year Group:** 2 | **Woodlands_Small_Version_JPEGTerm and cycle:** Summer 2 A |

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| **Teaching** | | | | | | | | | | **Learning** | |
| **Subject** | **Wk1** | **Wk2** | **Wk3** | **Wk4** | | **Wk5** | | **Wk6** | **Outcome** | **Success Criteria** | **Context** |
| **English** | Poetry | Narrative  Marcos Travels | | | | | Report on Brazil | | Multicultural story | Do: Write a story set in a different place  Know: Adjectives and descriptive phrases  Understand: How to bring a setting to life using descriptive language | Brazil |
| **Maths** | Singapore Maths | | | | | | | | Time Challenges | Do: Calculate a range of time problems related to the carnival  Know: How to tell the time on a clock face to five minute intervals  Understand: How to record time | Brazil |
| Chp 14  Time | | | | Chp 15  Volume | | | |
| **Science** | Y2 Plants / Uses of Everyday Materials | | | | | | | | Informative display | Do: Sort animals into species type and by trait (herbivore )  Know: How to classify animals according to similarity  Understand: Why scientists group animals | UK v Brazil |
| **Geography**  Rio The Film | International Non-European Country: Brazil | | | | | | | | Display | Do: Find out about Brazilian life and its environment  Know: Key human and physical features of Brazil  Understand: Similarities and differences between the UK and Brazil | UK v Brazil |
| **Computing** | Internet Research | | | | | | | | Electronic Filing | Do: Create electronic files  Know: How to save data and screen shots  Understand: How to retrieve key information | Brazil |
| **PSHCE** | SEAL - Changes | | | | | | | | Transition Presentation | Do: Performance to Foundation Stage pupils relating to moving into Y1  Know: How to speak clearly  Understand: The purpose of the presentation | Transition |
| **PE** | Athletics | | | | | | | | Gym Sequence | Do: Choreograph a paired gym sequence  Know: A range of movements and balances and how they link together  Understand: Mirroring and opposite techniques | Gym |
| Dance | | | | | | | |
| **Music** | Exploring Instruments and Symbols | | | | | | | | Carnival Songs | Do: Use symbols to record a composition and follow and play using instruments  Know: How symbols represent sounds in music  Understand: That compositions can be planned by using symbols | Invented notation |
| **Art** | Multicultural Art: Carnival Masks | | | | | | | | Carnival masks | Do: Design and make a mask for a carnival  Know: How to use shape and colour for dramatic impact  Understand: The influence of art from other cultures | Brazil |
| **RE** | Y2: it possible to be kind to everyone all of the time? | | | | | | | | Y2: Retell stories | Y2: Do: To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. Know: stories from the Bible Understand: Meanings from the stories | Christianity  Judaism |
| **Challenge** | ECM - Can You Make a Multicultural Meal | | | | | | | | Food festival | Do: Make a range of sweet and savoury snacks  Know: Hygienic cooking techniques  Understand: How different cultures enjoy varying foods | Food event |

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| **Skills Taught and Applied**  **Key:**  **S = Skill**  **L = Level**  **T = Taught**  **A = Applied** | 1 Speak effectively for different audiences.  3 Understand others through talk.  10 Develop a range of mental calculation strategies and apply in different contexts.  15 Use a range of information sources  22 Contribute to small group and whole class discussions.  30 Reflect and critically evaluate their own work.  37 Solve problems faced in learning and life.  44 Manage own and others feelings appropriately | **Cross-Curricular links**  Maths, Geography, DT | **Quality Text**  Handa’s Surprise  Spider Weaver/ The Hunter |
| **Discrete Subjects – Elements of RE, PE and Maths** | |