The Big Question: Why do people celebrate special times?

Launch Assembly :	WOW Day:
	- plan a celebration party in the morning - what do all the children in the class want to celebrate (link to good personal qualities e.g. being good friends, showing kindness, helping others) - prepare for the party (select music, party games, make party food) - have the celebration party in the afternoon

Foley 5: Care and Kindness *Respect* and tolerance	Foley 5: Individuality *Responsibility,* truth and forgiveness	Foley 5: Community *Tolerance* and trust	Foley 5: Resilience strength and weakness	Foley 5: Growth *Respect* and enjoying success and pride	Foley 5: Care and Kindness *Individual rights* and Peace

Everything starts with a read!

Local How are special days celebrated in Kinver?	National What festivals are celebrated in the UK at this time of year?	International How is Diwali celebrated in Indai?
History and Geography **Curriculum links** **Geography** use world maps, atlases and globes to identify countries to identify the United Kingdom and is countries, as well as the countries, continents and oceans studies at this key stage, **History** Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	**New learning** Children will learn about the lives of significant people from the past, such as Guy Fawkes. They will learn about the role that he played in the Gunpowder Plot and how this has led to how Bonfire Night is celebrated today. Children will discover different celebrations that happen all over the world and be able to locate the countries on a map. Children will locate India on the map and Sri Lanka as part of learning about Diwali and Rama and Sita. **Key knowledge / facts:** Guy Fawkes was born in York, in 1570. He wanted to kill the king because he thought that Catholics might then have better lives. After he was caught, he was put in the Tower of London. Guy Fawkes liked to be called 'Guido Fawkes'. He did not actually lead the Gunpowder Plot. There were 13 people involved. Bonfire night, on the 5th November every year, remembers Guy Fawkes and the failed Gunpowder Plot.	**Knowledge rich curriculum** **Building on prior knowledge:** In year 1 children will have learnt about the continents and be able to locate Asia on a map **Skills required:** Locating places on a globe/map. Being able to sequence a simple time line the events of the Gun Powder plot. Show understanding of a variety of different celebrations which happen all over the world and understand the different celebrations that a variety of religions and cultures celebrate, in particular the Sikh and Hindu community celebrating Diwali – the festival of light. **First hand experiences:** Diwali celebration in school. Ask questions to a link teacher/pupils about how they celebrate Diwali. Celebration party. **Key language:** Houses of Parliament, Gunpowder Plot, Tower of London, Bonfire night. Map, atlas, United Kingdom, Asia, India, Sri Lanka

Music **Curriculum links** - listen with concentration and understanding to a range of high-quality live and recorded music - play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**New learning** The children will explore Indian Music. What instruments are used? Investigate these instruments using the internet for images and videos. Offer own responses to the music listened to. Talk about the musical features in the music – graduation of sound – getting louder, softer, higher, lower, faster and slower. Describe the quality of sounds and how they are made and combined. Add movement as you listen to music. Use percussion instruments to develop their own pieces of music inspired by the Indian music they have listened to. Continue to develop own ideas for pictorial musical notation. Use more than/less than style arrows to indicate increase/decrease in volume, use of shapes to denote different instruments. **Key knowledge / facts:** What Indian music sounds like. What instruments are associated with Indian music. How music can change – musical features such as graduation of sound. **Key language:** India, notation, music features –getting louder, softer, higher, lower, faster, slower	**Knowledge rich curriculum** **Building on prior knowledge:** Children have investigated percussion instruments and learnt about the music from Africa. They have learnt to play many percussion instruments and have begun to develop their own ideas about creating simple pictorial notation. **Skills required:** Listening with increasing attention to music Using an increasingly technical vocabulary to describe sounds based on their pitch, volume and tempo. Identify and name basic percussion instruments as well as new instruments. Use a range of percussion instruments. Develop own pictorial musical notation. Work with other children to create and perform short sequences of music. **First hand experiences:** Videos of Indian music. Achoum Achoum! Indian Tradition Children's song
ART **Curriculum links** Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work **DT** **Curriculum links** **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria	**New learning** Children will design and make Indian inspired products. • They will create a clay Diwa to hold a tea light candle • They will design and make a textile collage square which can then be joined using running stitch to other children's squares in order to create a patchwork hanging. **Key knowledge / facts:** **DIWA** - What a Diwa is and what its function is. What a Diwa is made from. How we can manipulate clay to form the shape needed to create our own Diwas. How to make the size right for it to hold a tera light candle. How we can decorate the clay using embellishments, printing techniques and colour. How the clay will change as it dries. **COLLAGE SQUARE -** What stitching and embellishments can be used to create your collage square?	**Knowledge rich curriculum** **Building on prior knowledge:** Children used textiles to investigate printing their own designs on, using printing blocks in Year One. They used clay to create treasure map 'seals' in year one. **Skills required:** **Clay Diwas -** Mould clay, pinching it into pot shape, creating lip. Mould clay to specific size Decorate soft clay pot using technique of printing objects and tools into the clay pressing to create indentations When clay is hardened, choosing paints (metallic) to colour it, attaching embellishments such as sequins. **Textile Square-** Design own square based on Indian textile examples. Make choices relating to stitching and embellishments such as sequins, beads. Use a running stitch to attach the squares together.

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria	What the finished product should like when the squares are sewn together – patchwork How to attach various collage materials to the fabric How to do running stitch **Key language:** Clay, Diwa, form, pinch, shape, design, print, tools, air dry, solidify, decorate Textiles, sew, attach, texture, symmetry, border	**First hand experiences:** Explore fabrics from India Use internet to explore Indian art, artists and artefacts including textiles and Diwas.
Science **Curriculum links** **Animals including humans** - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - Performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.	**New learning** Children will learn how humans grow from babies into adults – baby, toddler, child, teenager, adult, elderly. Children will use photographs to find out more about themselves and others. (observing closely, using simple equipment) They will look to answer the question 'How do humans change as they get older?' (asking simple questions and recognising that they can be answered in different ways) They will learn to spot differences in humans – noticing the differences in eye colour, hair colour, height, foot size, hand spans using observation and measuring. They will record their findings in tables, pictograms and block diagrams to spot patterns or trends. (observing closely, using simple equipment) (using their observations and ideas to suggest answers to questions) (gathering and recording data to help in answering questions) They will learn about the basic needs of humans to stay healthy and safe and learn that to keep healthy humans need to eat a balanced diet. Children will learn to identify and classify foods into different food groups, learning what different foods do to help humans grow and stay healthy (identifying and classifying) Children will learn that exercise helps humans to keep their bodies healthy. They will participate in a series of exercises and investigate how different exercises make their bodies feel, how they affect their breathing and heart beat and how their muscles are used. (perform simple tests) They will also perform a simple test to find out the answer to the question 'Do bananas make you run faster?' (asking	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have learnt to name the basic parts of the human body. They have identified which body parts are used when performing different actions and movements. They have explored the 5 human senses and investigated each of them. **Skills required:** - Observing changes over time by looking at photographs of themselves and their family members at different times in their lives. - Recording different eye/hair colour and feet/hand sizes in tables and present data in pictograms and block diagrams. - Identify, sort and classify food into food groups - Perform simple tests to investigate the effect of exercise on their bodies and the effects of bananas on their speed! **First hand experiences:** - Children will look at photographs of themselves and their families to see differences in themselves and the people they know at different stages of life. - Children will explore the differences between themselves and their peers – looking at eyes, hair, heights, foot and hand sizes. - They will take perform different exercises and observe the effect they have on their bodies (heart rate, breathing, temperature) - They will perform a simple test to find out if bananas make you run faster!

	simple questions and recognising that they can be answered in different ways) (perform simple tests) Children will learn that humans need good hygiene to stay healthy. They will learn about the importance of washing (including handwashing), having clean clothes and brushing their teeth. Children will place damp hands in glitter (to represent germs!) and then wash them all away using soap and water. Using their observation, they will need to ensure all areas of their hands are washed properly. (observing closely, using simple equipment) **Key knowledge / facts:** • A life cycle is the series of changes animals (including humans) passes through as they grow. • Humans need water, air and food to survive. • Humans need to eat a balanced diet in order to stay healthy. • Humans need to exercise to keep their muscles, bones and bodies healthy • Humans need good hygiene by washing regularly, having clean clothes, brushing teeth and hair. **Key language:** **Animals including humans:** adult, air, baby, balanced diet, basic needs, bones, child, exercise, food, growth, healthy, humans, hygiene, lifecycle, muscles, nutrition, skeleton, survival, teenager, toddler, water **Working scientifically:** block diagram, describe, notice, observe, pictogram, question, research, table, tally chart, test	• Children will learn how to wash their hands properly using 'glitter germs'!
Computing **Curriculum links** - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	**New learning** <u>Creating Media – Digital Photography</u> Firstly, children will be introduced to the concept that many different devices can be used to take photographs and that we may choose different devices for different reasons. They will sort devices that can be used to take photographs into 'old' and 'new' and experiment with capturing their own photographs using an iPad. In the next lesson, children will learn that photographs can be taken in portrait or landscape format. They will explore taking photographs in both orientations and explore the reasons why we may use or favour one over the other. Next, children will explore what makes a 'good' photograph. They will learn about composition and critically look at the	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have used the iPads to work on Scratch Jr (coding). They have created digital artwork using a paint program and learnt how to save their work. **Skills required:** • Holding the iPad still in order to take the photograph • Deciding on orientation of the photograph – landscape or portrait • Looking for good composition, changing angles if necessary • Critically looking at photographs and looking for ways to improve them • Understanding the importance of 'good lighting' for a photograph

photographs they take. They will identify areas that could be improved and then improve the photograph by retaking it.

Children will then learn about lighting and focus and how these aspects can affect a photograph. They will investigate the effect that good lighting has on the quality of a photograph. They will also learn how to use the camera autofocus tool to make an object in an image stand out.

We will then explore the concept of image editing. Children will be introduced to some simple photograph editing software and use the adjusting tools to change the effects on their image. They will discuss and explain their choices.

Children will also learn that images can be changed for a purpose. They will look at a range of images that have been changed and through this, develop an awareness that not all images are 'real'.

Key knowledge / facts:
- Photographs can be taken with a range of different devices (such as tablets, phones and cameras). Devices that take photographs have changed over time. In the past, photographs were not digital and devices used film.
- Photographs can be taken in portrait or landscape. We hold our device in different positions to change the format of our photograph.
- When taking photographs, we have to think about the composition. What are we taking a photo of? Where should the main subject of the photograph be? What else is in the background? We need to look at the photograph we have taken to check we are happy. We can adjust and retake if we want to improve it.
- Light can affect our photographs. If there is not enough light, or too much light, it can make our photographs poorer in quality. Sometimes we need to use an artificial light (a flash) when we need more light.
- Photographs can be edited and changed using software or apps on a tablet or computer. We can use different effects to change the photographs we take.
- Not all images are 'real'. Sometimes they have been changed or edited. Sometimes it is hard to see if an image has been edited.

- Using simple photo editing software to make changes to their photographs
- Understanding that photographs can be changed and not every image we see is 'real'

First hand experiences:
- Researching different devices that take photographs (old and new)
- Experimenting with taking photographs using the iPad
- Exploring different angles to be able to compose a good photograph
- Investigating the effect of different lighting on photographs
- Using the autofocus tool on the iPad to make different areas of their photograph stand out
- Use simple editing software to make changes to their photograph and explain their choices
- Look at a range of photographs and critically look at them – understanding that not all images are 'real'.

Key language:
background, camera, capture, composition, device, edit, effects, flash, focus, foreground, improve, iPad, landscape, light, portrait, photograph, subject