



Wow Starter: Watch film of the carnival time in Brazil. Listen to Samba music. Children can talk about their ideas to make their own

Final Event: Brazilian Mardi Gras- whole school party.

Knowledge and Understanding of the World

Design Technology

- (dt11) Explore the sensory qualities of materials.
- (dt12) How materials can be made stronger.
- (dt13) Talk about their ideas, saying what they like and dislike.

Geography

- (ge9) Talk about people and places.
- (ge12) Begin to use globes, maps and plans.
- (ge13) Begin to use secondary sources of information.
- (ge15) With support, discuss what places are like and where they might be located.
- (ge16) Recognise and compare places of study, discussing how they have become the way they are.
- (ge18) Begin to discuss where places are located and about other features in the environment.
- (ge19) Begin to recognise changes in the environment.
- (ge20) Begin to understand how the environment can be improved.

ICT

- (ic15) To begin to plan and give instructions to make things happen.
- (ic16) Begin to try things out and explore different choices in real and imaginary situations.
- (ic17) Begin to present and share ideas effectively in different ways.
- (ic19) Talk about what they might change in the future.

Science 1

- (sc16) To start to make observations and measurements when trying to answer a question.

• (sc17) To start to use simple scientific language to communicate ideas.

• (sc18) To begin to ask questions and decide how to answer them.

• (sc19) To start to think about what might happen before deciding what to do.

• (sc20) To start to recognise what fair testing is.

• (sc21) To begin to consider risks to themselves and others.

• (sc22) To start to use the 5 senses to help make and record observations and measurements.

• (sc23) With support to begin to communicate findings in simple ways including ICT.

• (sc24) With support to start to look for similarities and differences.

• (sc25) With guidance start to compare what they thought would happen to what actually happened using their scientific knowledge and understanding.

• (sc26) Begin to review their work and explain what they did to others.

Science 2

- (sc2110) Name the external parts of the body and plants
- (sc2111) Observe and group living things according to simple features
- (sc2112) Explain how to care for an animal
- (sc2113) Investigate the plants and animals in the local environment

Personal, Social and Emotional Development

PSED Preparing to play an active role as citizens

- (pa8) Know how to apologise and make amends.
- (pa10) Develop understanding of groups they belong to.
- (pa11) Contribute to the life of the class and school.

PSED Developing confidence and responsibility and making the most of their abilities

- (pc18) Take and share responsibility, for example, for their own behaviour.
- (pc19) Make classroom rules and follow them.

PSED Developing a healthy, safer lifestyle

- (ph4) Begin to make simple choices that improve their health and well being.
- (ph6) Begin to understand that certain actions spread disease.

RE - Learning From Religion

- (rf11) Reflect on and consider religious experiences such as thanks and joy.
- (rf12) Ask puzzling questions and respond accordingly.

Creative Development

Art

- (ar7) Respond to a stimuli through the use of colour, texture and shape.
- (ar8) Use a variety of materials and techniques.
- (ar9) Express views about their own and others' work.
- (ar10) Adapt and improve their own work.

Music

- (mu11) Use their voices in different ways.
- (mu12) Perform with an awareness of others.

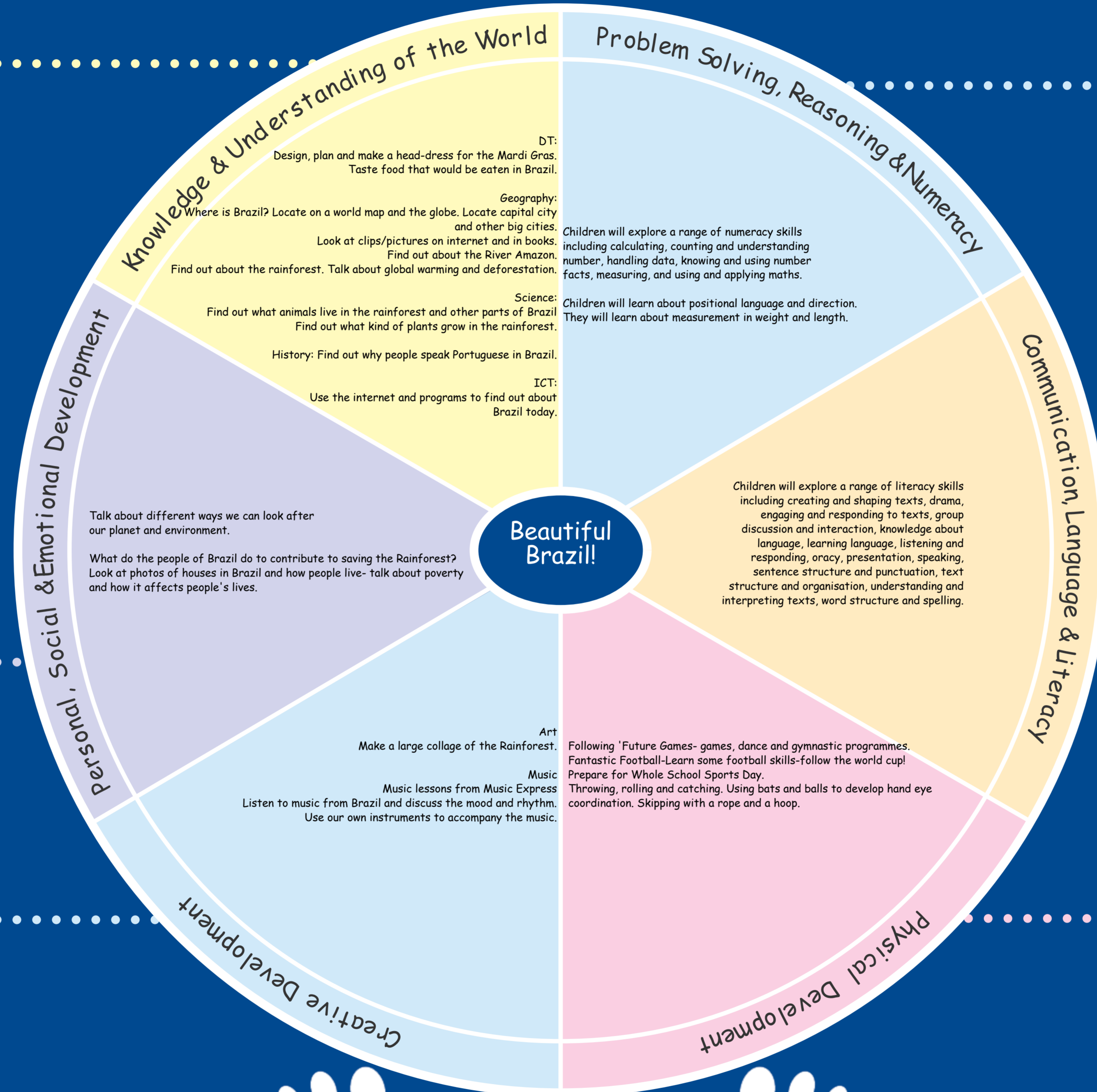
• (mu13) Create and choose sounds in response to given starting points.

• (mu14) Respond to different moods.

• (mu15) Recognise and explore how sounds can be made and changed.

• (mu16) Repeat short, rhythmic and melodic patterns.

• (mu17) Respond appropriately to musical instructions.



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Acquiring and Developing Skills

- (ad2) Explore basic skills, actions and ideas with increasing understanding.
- (ad3) Perform dances using simple movement patterns including those from different times and cultures.
- (ad4) Learn how to travel with, send and receive a ball.
- (ad5) Learn how to perform basic skills in travelling, being still, finding space, both on the floor and using apparatus.

Evaluating and Improving Performance

- (ei2) Observe and copy what others have done.

Knowledge and Understanding of Fitness, Health and Safety

- (fhs2) Know how important it is to be active.

Selecting and Applying Skills, Tactics and Compositional Ideas

- (sa3) Explore how to choose and apply skills and actions in sequences.
- (sa4) Change the rhythm, speed and direction of their movements.
- (sa5) Develop ball skills for simple games.
- (sa6) Choose and link gymnastic skills and actions in short movement phrases.

Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

Beautiful Brazil!

Overarching Dimensions

- Healthy Schools
- Global Dimension
- Sustainable Development
- Community Cohesion
- Enterprise

Art & design	Design & Technology	Geography	ICT	Music	Physical Education	PSHE
<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Exploring and developing ideas 1) Pupils should be taught to: a. record from first-hand observation, experience and imagination, and explore ideas b. ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Investigating and making art, craft and design 2) Pupils should be taught to: a. investigate the possibilities of a range of materials and processes b. try out tools and techniques and apply these to materials and processes, including drawing</p> <p>Evaluating and developing work 3) Pupils should be taught to: a. review what they and others have done and say what they think and feel about it b. identify what they might change in their current work or develop in their future work.</p> <p>Knowledge and understanding 4) Pupils should be taught about: a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space b. materials and processes used in making art, craft and design c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].</p> <p>Breadth of study</p> <p>5) During the key stage, pupils should be taught the Knowledge, skills and understanding through: b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Working with tools, equipment, materials and components to make quality products 2) Pupils should be taught to: b. explore the sensory qualities of materials</p> <p>Evaluating processes and products 3) Pupils should be taught to: a. talk about their ideas, saying what they like and dislike</p> <p>Knowledge and understanding of materials and components 4) Pupils should be taught: a. about the working characteristics of materials [for example, folding paper to make it stiffer, plaiting yarn to make it stronger]</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Geographical enquiry and skills 1) In undertaking geographical enquiry, pupils should be taught to: c. express their own views about people, places and environments [for example, about litter in the school] d. communicate in different ways [for example, in pictures, speech, writing].</p> <p>Geographical enquiry and skills 2) In developing geographical skills, pupils should be taught to: c. use globes, maps and plans at a range of scales [for example, following a route on a map]</p> <p>Knowledge and understanding of places 3) Pupils should be taught to: a. identify and describe what places are like [for example, in terms of landscape, jobs, weather] b. identify and describe where places are [for example, position on a map, whether they are on a river] c. recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street] d. recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom] e. recognise how places are linked to other places in the world [for example, food from other countries].</p> <p>Knowledge and understanding of patterns and processes 4) Pupils should be taught to: a. make observations about where things are located [for example, a pedestrian crossing near school gates]and about other features in the environment [for example, seasonal changes in weather]</p> <p>Knowledge and understanding of environmental change and sustainable development 5) Pupils should be taught to: a. recognise changes in the environment [for example, traffic pollution in a street] b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars].</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Developing ideas and making things happen 2) Pupils should be taught: c. how to plan and give instructions to make things happen [for example, programming a floor turtle, placing instructions in the right order] d. to try things out and explore what happens in real and imaginary situations [for example, trying out different colours on an image, using an adventure game or simulation].</p> <p>Exchanging and sharing information 3) Pupils should be taught: a. how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]</p> <p>Reviewing, modifying and evaluating work as it progresses 4) Pupils should be taught to: c. talk about what they might change in future work.</p> <p>Breadth of study</p> <p>5) During the key stage, pupils should be taught the Knowledge, skills and understanding through: a. working with a range of information to investigate the different ways it can be presented [for example, information about the Sun presented as a poem, picture or sound pattern]</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Controlling sounds through singing and playing - performing skills 1) Pupils should be taught to: a. use their voices expressively by singing songs and speaking chants and rhymes b. play tuned and untuned instruments c. rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].</p> <p>Creating and developing musical ideas - composing skills 2) Pupils should be taught how to: a. create musical patterns b. explore, choose and organise sounds and musical ideas.</p> <p>Responding and reviewing - appraising skills 3) Pupils should be taught how to: a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language</p> <p>Listening, and applying knowledge and understanding 4) Pupils should be taught: a. to listen with concentration and to internalise and recall sounds with increasing aural memory b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end] c. how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment]and described using given and invented signs and symbols d. how music is used for particular purposes [for example, for dance, as a lullaby].</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Acquiring and developing skills 1) Pupils should be taught to: a. explore basic skills, actions and ideas with increasing understanding b. remember and repeat simple skills and actions with increasing control and coordination.</p> <p>Selecting and applying skills, tactics and compositional ideas 2) Pupils should be taught to: a. explore how to choose and apply skills and actions in sequence and in combination b. vary the way they perform skills by using simple tactics and movement phrases</p> <p>Evaluating and improving performance 3) Pupils should be taught to: b. observe, describe and copy what others have done</p> <p>Knowledge and understanding of fitness and health 4) Pupils should be taught: a. how important it is to be active</p>	<p>KS1</p> <p>Knowledge, skills and understanding</p> <p>Developing confidence and responsibility and making the most of their abilities 1) Pupils should be taught: d. to think about themselves, learn from their experiences and recognise what they are good at</p> <p>Preparing to play an active role as citizens 2) Pupils should be taught: f. that they belong to various groups and communities, such as family and school h. to contribute to the life of the class and school</p> <p>Developing a healthy, safer lifestyle 3) Pupils should be taught: a. how to make simple choices that improve their health and well-being c. how some diseases spread and can be controlled</p> <p>Developing good relationships and respecting the differences between people 4) Pupils should be taught: a. to recognise how their behaviour affects other people</p> <p>Breadth of study</p> <p>5) During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to: a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]</p>

Religious Education

KS1

Knowledge, skills and understanding

Learning from religion

2) Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas

Science

KS1

SC1

Knowledge, skills and understanding

Investigative skills

2) Pupils should be taught to:

- ask questions [for example, 'How?', 'Why?', 'What will happen if ... ?']and decide how they might find answers to them
- use first-hand experience and simple information sources to answer questions
- think about what might happen before deciding what to do
- recognize when a test or comparison is unfair
- follow simple instructions to control the risks to themselves and to others
- explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements
- communicate what happened in a variety of ways, including using ICT [for example, in speech and writing, by drawings, tables, block graphs and pictograms]
- make simple comparisons [for example, hand span, shoe size]and identify simple patterns or associations
- compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding
- review their work and explain what they did to others.

SC1

Breadth of study

1) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a range of domestic and environmental contexts that are familiar and of interest to them
- looking at the part science has played in the development of many useful things

2) During the key stage, pupils should be taught to:

- recognize that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

SC2

Knowledge, skills and understanding

Life processes

1) Pupils should be taught:

- the differences between things that are living and things that have never been alive

Humans and other animals

2) Pupils should be taught:

- to recognise and compare the main external parts of the bodies of humans and other animals
- how to treat animals with care and sensitivity
- about the senses that enable humans and other animals to be aware of the world around them.

Green plants

3) Pupils should be taught:

- to recognize and name the leaf, flower, stem and root of flowering plants

Living things in their environment

5) Pupils should be taught to:

- find out about the different kinds of plants and animals in the local environment

SC3

Knowledge, skills and understanding

Grouping materials

1) Pupils should be taught to:

- recognise and name common types of material [for example, metal, plastic, wood, paper, rock]and recognise that some of them are found naturally
- find out about the uses of a variety of materials [for example, glass, wood, wool]and how these are