



Wow Starter: Watch a video of the carnival in Rio de Janeiro.

Final Event: Mardi Gras round the school!

Knowledge and Understanding of the World

Design Technology

- (dt14) Generate and communicate ideas.
- (dt15) Plan what to do next, using a variety of methods.
- (dt16) Select tools, techniques and materials.
- (dt17) Measure, mark, cut out and shape a range of materials.
- (dt19) Use simple finishing techniques.
- (dt21) Talk about their ideas, saying what they like and dislike.

Geography

- (ge21) Ask and begin to respond to geographical questions.
- (ge22) Share their own views about people, places and their effect on environments.
- (ge23) Communicate in different ways using appropriate geographical vocabulary.
- (ge25) Use globes, maps and plans.
- (ge26) Use secondary sources of information.
- (ge27) Make maps and plans.
- (ge28) With support, describe and locate places.
- (ge29) Recognise how places have developed and how they have changed, making comparisons with other places in the world.
- (ge30) Recognise, observe and describe physical and human features and changes they have observed within these.

History

- (hi12) Use common words and phrases related to the passing of time.
- (hi13) Recognise why people did things, and why events happened.
- (hi17) Ask and answer questions about the past.

ICT

- (ic22) To gather information from a variety of sources including basic databases.
- (ic23) To use text images and sound to develop and share ideas.
- (ic24) Confidently be able to use a mouse to select a variety of tools. Be able to select some information and make some changes.

RE - Learning About Religion

- (ra14) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- (ra16) Explore how religious ideas and beliefs can be expressed through the arts.
- (ra17) Communicate their responses to religious ideas and beliefs expressed through the arts.

(ge31) Make observations about where places are located and about other features in the environment.

Personal, Social and Emotional Development

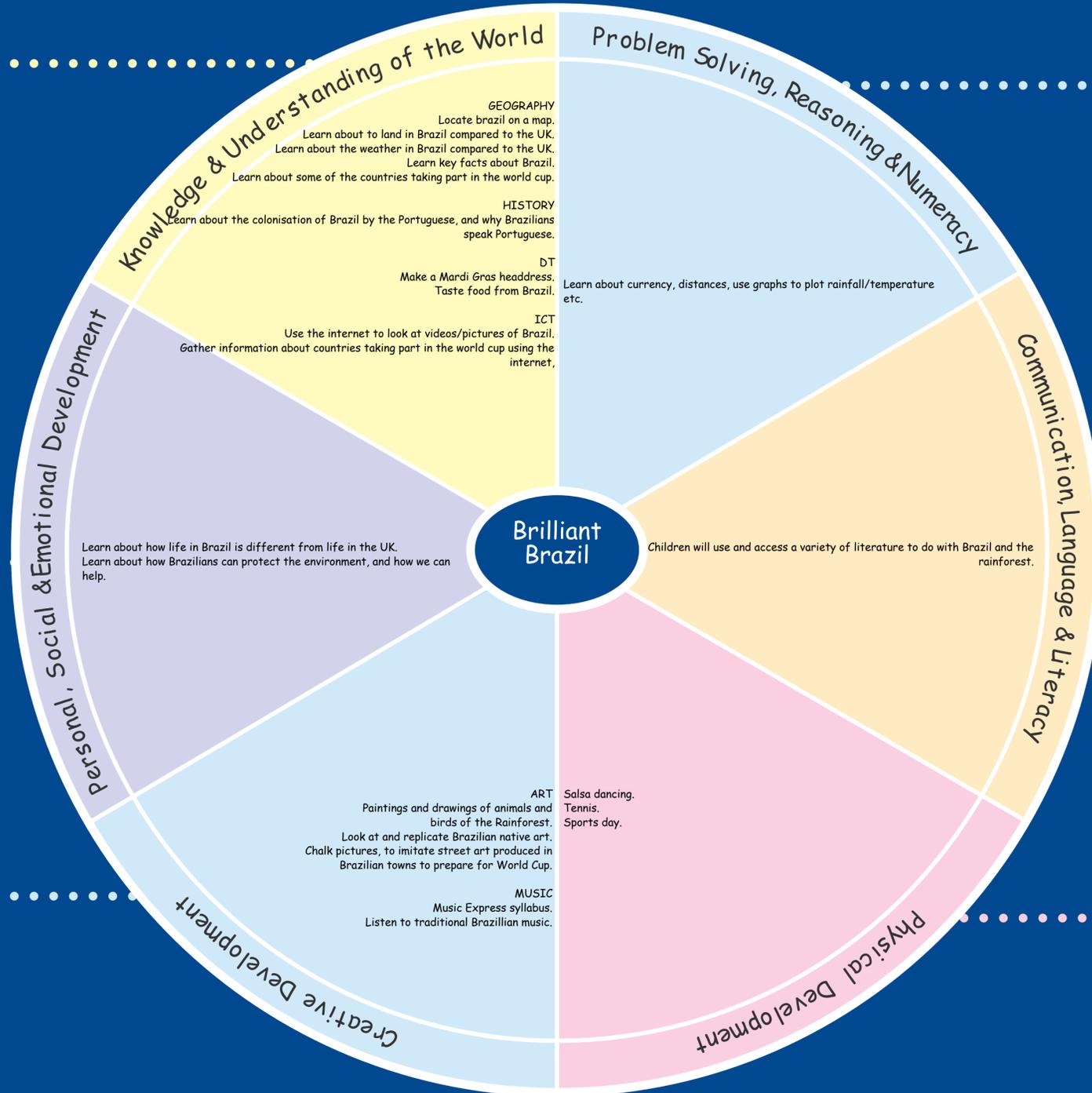
PSED Preparing to play an active role as citizens

- (pa12) Listen and respond in group discussions.
- (pa13) Express own views with increasing confidence.
- (pa15) Identify different choices they can make.
- (pa18) Beginning to understand that they have more responsibilities to meet the needs of living things.

PSED Developing good relationships and respecting the differences between people

- (pr19) Begin to understand what harms their local, natural and built environments.
- (pr20) Recognise how their behaviour affects other people.

Creative Development



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Essentials for Learning & Life

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

Brilliant Brazil

Overarching Dimensions

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

Design & Technology

KS1

Knowledge, skills and understanding

Developing, planning and communicating ideas

- 1) Pupils should be taught to:
- generate ideas by drawing on their own and other people's experiences
 - talk about their ideas
 - plan by suggesting what to do next as their ideas develop

Working with tools, equipment, materials and components to make quality products

- 2) Pupils should be taught to:
- select tools, techniques and materials for making their product from a range suggested by the teacher
 - measure, mark out, cut and shape a range of materials
 - use simple finishing techniques to improve the appearance of their product, using a range of equipment
 - follow safe procedures for food safety and hygiene.

Evaluating processes and products

- 3) Pupils should be taught to:
- talk about their ideas, saying what they like and dislike

Breadth of study

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

- focused practical tasks that develop a range of techniques, skills, processes and knowledge
- design and make assignments using a range of materials, including food, items that can be put together to make products, and textiles.

Geography

KS1

Knowledge, skills and understanding

Geographical enquiry and skills

- 1) In undertaking geographical enquiry, pupils should be taught to:
- ask geographical questions [for example, "What is it like to live in this place?"]
 - express their own views about people, places and environments [for example, about litter in the school]
 - communicate in different ways [for example, in pictures, speech, writing].

Geographical enquiry and skills

- 2) In developing geographical skills, pupils should be taught to:
- use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
 - use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
 - make maps and plans [for example, a pictorial map of a place in a story].

Knowledge and understanding of places

- 3) Pupils should be taught to:
- identify and describe what places are like [for example, in terms of landscape, jobs, weather]
 - identify and describe where places are [for example, position on a map, whether they are on a river]
 - recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
 - recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
 - recognise how places are linked to other places in the world [for example, food from other countries].

Knowledge and understanding of patterns and processes

- 4) Pupils should be taught to:
- recognise changes in physical and human features [for example, heavy rain flooding fields].

Breadth of study

6) During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:

- a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

7) In their study of localities, pupils should:

- study at a local scale

History

KS1

Knowledge, skills and understanding

Chronological understanding

- 1) Pupils should be taught to:
- use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

Knowledge and understanding of events, people and changes in the past

- 2) Pupils should be taught to:
- recognise why people did things, why events happened and what happened as a result

Historical enquiry

- 4) Pupils should be taught:
- to ask and answer questions about the past.

ICT

KS1

Knowledge, skills and understanding

Finding things out

- 1) Pupils should be taught how to:
- retrieve information that has been stored [for example, using a CD-ROM, loading saved work].

Developing ideas and making things happen

- 2) Pupils should be taught:
- to use text, tables, images and sound to develop their ideas
 - how to select from and add to information they have retrieved for particular purposes

PSHE

KS1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

- 1) Pupils should be taught:
- to recognise, name and deal with their feelings in a positive way

Preparing to play an active role as citizens

- 2) Pupils should be taught:
- to take part in discussions with one other person and the whole class
 - to realise that people and other living things have needs, and that they have responsibilities to meet them
 - what improves and harms their local, natural and built environments and about some of the ways people look after them
 - to contribute to the life of the class and school

Developing good relationships and respecting the differences between people

- 4) Pupils should be taught:
- to recognise how their behaviour affects other people

Breadth of study

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

- take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']

Religious Education

KS1

Knowledge, skills and understanding

Learning about religion

- 1) Pupils should be taught to:
- explore a range of religious stories and sacred writings and talk about their meanings
 - identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
 - identify and suggest meanings for religious symbols and begin to use a range of religious words.

