



The Creative Learning Journey

Bem-vindo a

Wow Starter: Watch de Janeiro Carnival, costumes and head-

Knowledge and Understanding of the World

Design Technology

- (dt24) Plan what to do.
- (dt26) Select appropriate tools and techniques.
- (dt29) Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy.

Geography

- (ge36) Use appropriate geographical vocabulary.
- (ge38) Begin to use atlases, globes, maps and plans at a range of scales.

- (ge46) With support begin to recognise some physical and human processes, thinking about how these can cause changes in places and environment.

History

- (hi23) Use sources of information including ICT to find out about events, people and changes.

ICT

- (ic30) Talk about the information needed, where it can be found and how it will be used.

DT Design, plan and make a mask or head-dress, suitable for the Carnival.

Geography Locate Brazil on World map, on a globe and in atlases. Name major cities, rivers and areas of Rainforest. Discuss human activity, and how this impacts on native tribes.

History How early European explorers first went to Brazil

ICT Fact-finding about modern-day Brazil. Compare the lives of children there with our own.

Knowledge & Understanding of the World

Personal, Social and Emotional Development

PSED Developing good relationships and respecting the differences between people

- (pr27) Consolidate understanding of differences and similarities between people.

PSED consider different life-style of native people in the Rainforest and how their needs are different from our own.

Bem-vindo ao Brasil

Personal, Social & Emotional Development

Creative Development

Art

- (ar15) Explore ideas and collect visual and other information for their work.
- (ar16) Investigate and create textures for different purposes.

Music

- (mu26) Begin to perform simple parts rhythmically.
- (mu28) Improvise repeated patterns.

Art Paintings and drawings of animals and birds of the Rainforest. Looking at Brazilian native art, and comparing it with that of the Aborigines of Australia. Chalk pictures, to imitate street art produced in Brazilian towns to prepare for World Cup.

Music Listening to soundtrack of Rainforest sounds. Learn song "Rainforest," by David Williams. Listening to samba and salsa music. Music-making, using classroom instruments - maracas, guiro, cabasa and drum.

Creative Development

Learn basics of Salsa dancing from You Tube video and from visiting teacher.

Learn basic greetings in Brazilian Portuguese

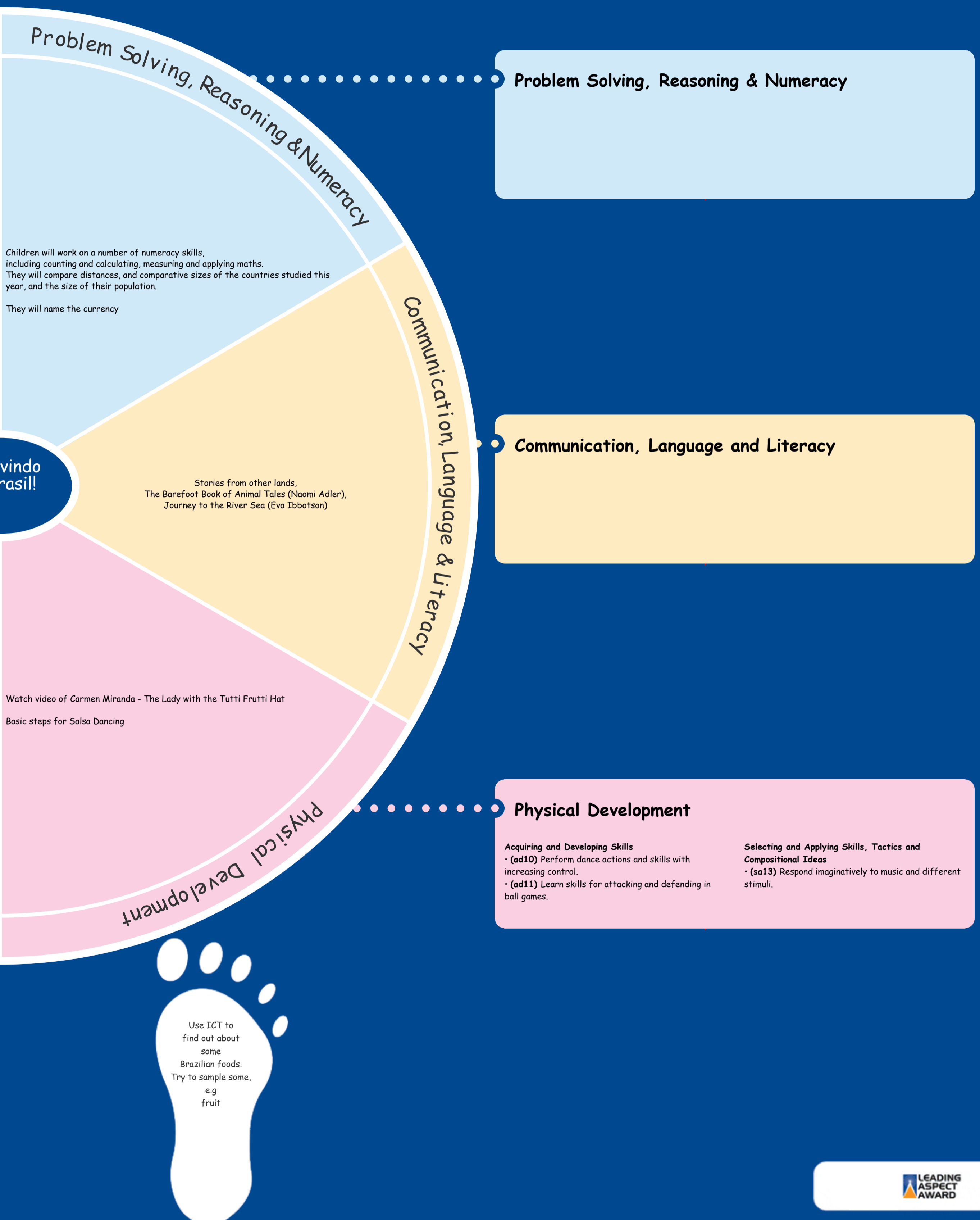
o Brasil!

Teacher: DHince
School: Stanbridge Lower



You-tube video of Rio and discuss elaborate dresses.

Final Event: Our own Carnival celebration - Feathers, Sequins and Sparkle, with music, dancing and party food.



Essentials for Learning & Life

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

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Overarching Dimensions

Healthy
Schools

Global
Dimension

Sustainable
Development

Community
Cohesion

Enterprise

Art & design

KS2

Knowledge, skills and understanding

Exploring and developing ideas

1) Pupils should be taught to:
c. collect visual and other information [for example, images, materials]to help them develop their ideas, including using a sketchbook.

Investigating and making art, craft and design

2) Pupils should be taught to:
a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

Design & Technology

KS2

Knowledge, skills and understanding

Developing, planning and communicating ideas

1) Pupils should be taught to:
c. plan what they have to do, suggesting a sequence of actions and alternatives, if needed

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

2) Pupils should be taught to:
a. select appropriate tools and techniques for making their product
d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately

Geography

KS2

Knowledge, skills and understanding

Geographical enquiry and skills

1) In undertaking geographical enquiry, pupils should be taught to:
a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']

Geographical enquiry and skills

2) In developing geographical skills, pupils should be taught:
a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]

Knowledge and understanding of places

3) Pupils should be taught:
g. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country]and are interdependent [for example, through the supply of goods, movements of people].

History

KS2

Knowledge, skills and understanding

Historical enquiry

4) Pupils should be taught:
a. how to find out about the changes studied from an appropriate sources of information, including [for example, documents, pictures, CD-ROMS, databases, pictures, music, artefacts, historic buildings, museums, galleries and sites]

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Understanding
events, people and appropriate range of including ICT-based sources printed sources, ures and photographs, ildings and visits to es]

ICT

KS2
Knowledge, skills and understanding
Finding things out
1) Pupils should be taught:
a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]

Music

KS2
Knowledge, skills and understanding
Controlling sounds through singing and playing - performing skills
1) Pupils should be taught to:
b. play tuned and untuned instruments with control and rhythmic accuracy
Creating and developing musical ideas - composing skills
2) Pupils should be taught how to:
a. improvise, developing rhythmic and melodic material when performing

Physical Education

KS2
Knowledge, skills and understanding
Acquiring and developing skills
1) Pupils should be taught to:
b. perform actions and skills with more consistent control and quality.
Breadth of study
5) During the key stage, pupils should be taught the Knowledge, skills and understanding through five areas of activity:
a. dance activities
b. games activities
Dance activities
6) Pupils should be taught to:
b. respond to a range of stimuli and accompaniment.
Games activities
7) Pupils should be taught to:
b. use skills and tactics and apply basic principles suitable for attacking and defending

KS 2

Knowledge, skills and understanding

Developing good relationships and respecting the differences between people

4) Pupils should be taught:

f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

