



## 'Lets Celebrate' – Celebrations and Entertainment

### Year 2, Spring Term

This document outlines the key learning and knowledge for each curriculum area linked to Celebrations around the World. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

#### **History**

##### **Key learning:**

Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.

Pupils should develop their knowledge about British, local and world history and make comparisons over time.

##### **Knowledge:**

- Changes in Britain. Europe and the wider world
  - *To develop knowledge on how we celebrate religious and traditional/national holidays, and explore how these have changed over time in Britain and the world*
  - *To identify how traditional celebratory clothing has changed over time e.g. wedding dresses, christening clothes etc.*

##### **Skills:**

- To compare religious celebrations over time – past and present
- To compare traditional clothing over time – past and now
- To use a range of historical sources - photo/video/written/spoken word/objects

##### **Suggested activities:**

- Traditional clothing of different countries/cultures and how they have changed over time.
- Explore a traditional celebration such as Hanukkah or Easter
- Explore how the same holiday is currently celebrated in different countries or cultures and compare the differences, e.g commercialisation, adverts.

#### **Geography**

##### **Key learning:**

Pupils should develop a curiosity about the world and different places. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn about the difference between different geographical places. Pupils should develop knowledge of globally significant places (land and sea).

##### **Knowledge:**

- **Locational Knowledge**
  - *To know how to use maps and atlases to locate continents, countries and oceans*
  - *To know the difference between land and sea*
  - *To name and locate the 7 continents.*
  - *To name and locate oceans*
- **Place Knowledge**
  - *To identify differences between geographically different places, e.g. weather, clothes, features.*

- **Human and Physical Geography**
  - *To identify key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river*
  - *To identify and describe key human features including city, town, village, factory, farm, house, port, harbour, shop*
- To identify and describe some global issues and the impact on the world (poverty, water pollution)
- To identify the four key points on a compass

**Skills:**

- To locate key countries on a map by matching
- To compare geographically different countries
- **Geographical skills and fieldwork**
  - *To use a range of world maps, atlases and globes to identify continents, countries and seas*
  - *To use aerial photographs to identify key features of different places*

**Suggested activities:**

- Study different countries in the context of a celebration (e.g. China – new year, Brazil – carnival of Brazil)
- Key features of countries
- Food eaten in different countries - related to celebratory events
- Carnivals and their origins

**Science**

**Key learning:**

Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Light:**
  - *Knowledge: To recognise that light is needed to see*
  - *Knowledge: To know that light is reflected from surfaces*
  - *Knowledge: To understand that light from the sun can be dangerous and there are ways to protect the eyes*
  - *Skill: To investigate how shadows are formed and find patterns in changes to shadows*
- **Electricity**
  - *Knowledge: To identify common appliances that use electricity*
  - *Knowledge: To identify and name the basic parts of a series circuit (wire, bulb, buzzer, switch, cell)*
  - *Skill: To construct a simple series electrical circuit*
  - *Skill: To test whether a lamp will light or not when making changes to a circuit*
  - *Skill: To test and identify some common conductors and insulators*
  - *Skill: Investigate how to make lamps brighter and buzzers louder in circuits*
  - *Skill: To use recognised symbols when representing a circuit in a diagram*
- **Working scientifically (skill)**
  - *To ask simple questions and recognise they can be answered in different ways*
  - *To observe closely using equipment*
  - *To perform simple tests*

- *To use observations to answer questions*
- *To gather and record data*
- *To identify and classify*
- *To make predictions and draw conclusions*

**Suggested activities:**

- Temperature—Bonfire night
- Light (Diwali)
- Controlled investigations into colour mixing (festival of light – throwing powder paint)
- Electricity - creating a light circuit

**Music**

**Key learning:**

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

**Knowledge:**

- To identify and name a range of musical instruments
- To know that musical instruments can be categorised (strings, rhythm etc.)
- To know that beats and rhythms are used to make music
- To know that instruments and voice can be used purposefully to create music.

**Skills:**

- To use voice expressively and creatively
  - *Rhyme and rhythm*
- To play instruments musically
  - *Using instruments to create different animal sounds*
- To experiment with, create and combine sounds (rain and storm soundscape)
  - *Work together to create a soundscape*
  - *Follow a symbol/picture piece of music to create soundscape*
- To play and perform solo and as part of a group
- To listen to and respond to music

**Suggested activities:**

- Music from different religious celebrations and festivals around the world
- Barnum / The Greatest Showman
- Carnival of the animals – Saint Saens – explore how different instruments are used to create the musical illusions of different animals.
- Music for the Royal fire works – Handel – How music can be used to create a picture and following a graphic score.

**Computing**

**Key learning:**

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

**Knowledge:**

- To identify how technology can be used safely and the risks it can pose.
- To understand the opportunities the world wide web can offer
- To know that computers can be used to create information documents e.g. adverts, invitations, leaflets.

**Skills:**

- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
  - *Create a poster*
  - *Edit a story*
  - *Design an invitation*
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
  - *Create a stop animation film*
- To use search engine technologies effectively
  - *Use the web to search for information to make a non-fiction book*
- To select, use and combine a range of software
  - *Use book creator to make a book with pictures, sound, text and video*
  - *Make a presentation about animals*
  - *Use an iPad to film and photograph*

**Suggested activities:**

- Word processing - writing stories, designing invitations etc.
- Film it—promotional video for a celebration of your choice
- Newspaper articles – Easter (e.g. resurrection of Jesus)
- Computer adverts
- Use the web to search for information to make a non-fiction book

**Art and Design**

**Key learning:**

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

**Knowledge:**

- To name a range of artistic techniques (e.g. impressionism painting)
- To name some famous artists and analyse their work (e.g. Monet, Van Gough)
- To know the intended purpose of a range of tools e.g. paint, brush, roller etc.

**Skills:**

- To use a range of materials creatively
- To use drawing, paint and sculpture to share ideas, experiences and imagination
  - *Landscapes – different techniques*
  - *Firework*
- To experiment with colour, shape, pattern, texture, line, form and space
  - *Animal prints with different materials*
  - *Costume, headdress*
- To use sketch books to record observations, review and revisit ideas.

- Pupils should be taught about a range of artists, craft makers and designers.
  - *Famous landscapes – Monet, Van Gough*

**Suggested activities:**

- Design an invitation.
- Firework art
- Create a carnival costume/ headdress
- Celebrating Nature – landscapes, cityscapes etc

**Design and Technology**

**Key learning:**

Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
  - To design purposeful, functional and appealing products based on design criteria
  - To generate, develop, model and communicate ideas
  - To use research to inform designs
- **Make**
  - To select and use a range of tools to perform practical tasks
  - To select and use a wide range of materials
- **Evaluate**
  - To explore and evaluate a range of existing products
  - To evaluate ideas against design criteria
  - To understand how key events and individuals in design and technology helped shape the world
  - To test, evaluate and refine ideas
- **Technical Knowledge**
  - To build structures, exploring how they can be made stronger, stiffer and more stable
  - To explore mechanisms
  - To explore electrical materials

**Suggested activities:**

- Design and build a religious building.
- Food of the world and different celebrations – cooking and baking
- Carnival of Brazil – design sets and costumes

**RE**

**Key learning:**

Topics in the new RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.

Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing: Religious and spiritual forms of expression; questions about identity and diversity.

Living: Religious practices and ways of living; questions about values and commitments.

**Knowledge:**

- To know about and understand a range of religions and world views
- To know key beliefs of main religions

**Skills:**

- To express ideas and insights about the nature, significance and impact of religions and worldviews
- To gain and deploy the skills needed to engage seriously with religions and world views
- To listen to religious stories and begin to understand the morals

**Suggested activities:**

- Buddhism
- Christianity—Easter
- Holi – festival of colour
- Diwali - Festival of Light
- Exploring weddings/christenings/funerals

**MFL**

**Key learning:**

In learning a modern foreign language students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the French language and its grammar system.

**Knowledge:**

- Ask and answer basic questions;
- Use somecorrect pronunciation and intonation;
- Memorise words;
- Work in pairs and groups, and communicate in the other language;
- Look at life in another culture.

**Skills:**

- To express ideas and insights
- To gain and deploy the skills needed to engage seriously with religions and world views
- To engage in the explorations of traditions and cultures of other countries including costume, food, entertainment etc.

**Suggested activities:**

- Explore the Cirque de France
- Explore the Carnival of Brazil
- Explore the Chinese New year

**RRSA**

**Article 13:** I have the right to find and share information.

**Article 14:** I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance.

**Article 29:** I have the right to an education which develops my personality, respect for others' rights and the environment.