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**Woodlands Primary School Creative Curriculum**

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| **Woodlands_Small_Version_JPEGConnector:** Carnival! | **Year Group:** 2 | **Woodlands_Small_Version_JPEGTerm and cycle:** Summer 2 A |

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| **Teaching** | **Learning** |
| **Subject** | **Wk1** | **Wk2** | **Wk3** | **Wk4** | **Wk5** | **Wk6** | **Outcome** | **Success Criteria** | **Context** |
| **English** | Poetry | NarrativeMarcos Travels | Report on Brazil | Multicultural story | Do: Write a story set in a different placeKnow: Adjectives and descriptive phrasesUnderstand: How to bring a setting to life using descriptive language | Brazil |
| **Maths** | Singapore Maths | Time Challenges | Do: Calculate a range of time problems related to the carnivalKnow: How to tell the time on a clock face to five minute intervalsUnderstand: How to record time  | Brazil  |
| Chp 14Time | Chp 15Volume |
| **Science** | Y2 Plants / Uses of Everyday Materials  | Informative display | Do: Sort animals into species type and by trait (herbivore )Know: How to classify animals according to similarity Understand: Why scientists group animals | UK v Brazil |
| **Geography**Rio The Film | International Non-European Country: Brazil | Display | Do: Find out about Brazilian life and its environmentKnow: Key human and physical features of BrazilUnderstand: Similarities and differences between the UK and Brazil | UK v Brazil |
| **Computing**  |  Internet Research  | Electronic Filing  | Do: Create electronic filesKnow: How to save data and screen shotsUnderstand: How to retrieve key information | Brazil |
| **PSHCE** | SEAL - Changes | Transition Presentation | Do: Performance to Foundation Stage pupils relating to moving into Y1Know: How to speak clearlyUnderstand: The purpose of the presentation | Transition |
| **PE** | Athletics | Gym Sequence | Do: Choreograph a paired gym sequenceKnow: A range of movements and balances and how they link togetherUnderstand: Mirroring and opposite techniques | Gym |
| Dance |
| **Music** | Exploring Instruments and Symbols | Carnival Songs | Do: Use symbols to record a composition and follow and play using instrumentsKnow: How symbols represent sounds in musicUnderstand: That compositions can be planned by using symbols | Invented notation |
| **Art** |  Multicultural Art: Carnival Masks | Carnival masks | Do: Design and make a mask for a carnivalKnow: How to use shape and colour for dramatic impactUnderstand: The influence of art from other cultures | Brazil |
| **RE** | Y2: it possible to be kind to everyone all of the time? | Y2: Retell stories | Y2: Do: To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. Know: stories from the Bible Understand: Meanings from the stories | ChristianityJudaism |
| **Challenge** | ECM - Can You Make a Multicultural Meal | Food festival | Do: Make a range of sweet and savoury snacksKnow: Hygienic cooking techniquesUnderstand: How different cultures enjoy varying foods | Food event |

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| **Skills Taught and Applied****Key:****S = Skill****L = Level****T = Taught****A = Applied** | 1 Speak effectively for different audiences.3 Understand others through talk.10 Develop a range of mental calculation strategies and apply in different contexts.15 Use a range of information sources22 Contribute to small group and whole class discussions.30 Reflect and critically evaluate their own work.37 Solve problems faced in learning and life.44 Manage own and others feelings appropriately | **Cross-Curricular links**Maths, Geography, DT | **Quality Text**Handa’s SurpriseSpider Weaver/ The Hunter |
| **Discrete Subjects – Elements of RE, PE and Maths**  |