



## Carnival!

Year 2 SUMMER 2 | Cycle A

### Can movement represent emotion?

Values [RESPECT](#) | [EMPATHY](#) | [TRUST](#) | [COURAGE](#)

**Overview** In this unit, children will be immersed in three different carnivals from around the world. They will work collaboratively to stage a class carnival inspired by Notting Hill, Rio de Janeiro or Mardi Gras. They will develop their own dance performances based on traditional carnival performances and they will collaborate to create a class float for the carnival celebration. They will experience what it means to be in a team working towards a shared goal. They will make films to document the process from mood board to carnival fiestas. There will be an explicit focus on the positive impact of dance on physical health.

**Engagement** Children are inspired to put on their own carnival through meeting carnival performers and watching performances (both live and recorded). Children will be inspired by the colours and costumes of the carnival to create their own carnival couture for the final performance.

**Celebration** End of year carnival inspired by Notting Hill (2 classes), Rio de Janeiro (2 classes) and Mardi Gras (2 classes). Children will be involved in planning all aspects of this celebration from mood board to the final fiesta. Families will be invited to join their children to celebrate their unique carnivals.

### Curriculum Spotlight

Focus Texts: Because, topic information books, What if, Supertato Carnival Catastro-Pea

#### Place & Time

Geography ▲ GKS1.5a.ii, GKS1.5c

History ◆ HKS1.1c

#### Citizenship & Ethics

PSHE ▲: Personal safety, me and my online identity

#### Arts & Creativities

Art ★: Drawing

Music ★: Musicianship

D&T ▲: DTKS1.5a, DTKS1.5a,

#### Physical & Emotional Health

PE ★◆: Health and Fitness: agility-ball chasing, static balance- floor work

Dance

#### Faith & Belief

RE ★: Judaism

#### Language, Literacy and Oracy

Writing ★: Reports, Narrative, Poetry

#### Science & Technology

#### Habits of Mind

Children develop reciprocity through the idea of developing a team spirit within their set groups. They develop a persevering attitude to set backs when playing, managing set backs and succeeding magnanimously.

#### Oracy & Dialogue

Children practise oracy skills towards presenting their film documentaries.

#### Playful Enquiry

Physical and functional play opportunities through basketball focus. Children play and design their own games.

#### Educational Visits / Enrichment Day

University Zoology Department

Learning Street

Reading area- sports books, magazines, topic related stories

Role play- training camp?

Independent zone- research using QR codes and iPads

Classroom Display

World map highlighting the countries playing in the World Cup.

Children's information posters.

Topic Title: Carnival! Enquiry Question: Can movement represent emotion?

Focus Texts: Because, topic information books, What if, Supertato Carnival Catastro-Pea

Subject		Learning Journey						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Arts & Creativities	Art	★	★	★	★	★	★	★
	Music	★	★	★	★	★	★	★
Language, Literacy & Oracy	Key texts	Because	Atlases, topic information books, web resources		What if	Supertato Carnival Catastro-Pea		
	Writing	Information texts (poster writing with a country/culture focus)	Information texts (poster writing with a country/culture focus)	Information texts (poster writing with a country/culture focus)	Rhyming Poetry	Comic strips	Comic strips	Publishing
	Spelling	The /ɔ:/ sound spelt after w	The /ɜ:/ sound spelt after w	Adding -ed, -ing, -er and -est to a root word	Adding -ed, -ing, -er and -est to a root word	Y2 Exception words	Y2 Exception words	
	Grammar	Paragraphs	Paragraphs	Sentence types	Expanded noun phrases	Speech marks	Review	Review
Mathematics	Maths	Measurement (Weight and Volume)	Measurement (Weight and Volume)	Fractions of number	Time	Geometry: Position & Direction	Problem Solving Investigations	Problem Solving Investigations
Science & Technology	Science (No SY2.3b, SY2.3b for 2017 due to previous coverage)	SY2.3a Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	SY2.3a Describe the importance for humans of exercise.	SY2.3a Describe the importance for humans of eating the right amounts of different types  *Film Producing	SY2.3a Describe the importance of hygiene  SY2.3b use the basic principles of a healthy and varied diet to prepare dishes.  *Film Producing	SY2.3a Describe the importance of hygiene  SY2.3b use the basic principles of a healthy and varied diet to prepare dishes.  *Film Editing	SY2.3a Describe the importance of hygiene  SY2.3b use the basic principles of a healthy and varied diet to prepare dishes.	
	Computing	Purposeful manipulating, using and storing digital media – creating films about curriculum learning.						
Place & Time	Geography ✦	GKS1.5a.ii Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. SY2.3c understand where food comes from. GKS1.5c 1a Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						
	History							
Physical & Emotional Health	PE	Warm up: scramble madness Skill: ball chasing Skill application: tunnels	Warm up: scramble madness Skill: ball chasing Skill application: develop ball chasing combinations	Warm up: scramble madness Skill: ball chasing Skill application: tunnels	Warm up: the hairy, scary woods Skill: floor work Skill application: reverse formation in front support	Warm up: the hairy, scary woods Skill: floor work Skill application: front curling game	Dance performance	
Citizenship & Ethics	PSHE	Recognising if I am feeling safe or unsafe  Safe profile	Asking for help, trusted adults and networks of support	How my actions affect the right of others to feel safe	Safe and unsafe secrets  Recognise when something they see or hear online makes them feel uncomfortable	Recognising and reporting abuse  Know what to do when something they see or hear online makes them feel uncomfortable	Processing and evaluating learning Transitions to new year	

	Philosophy for Children	★	★	★	★	★	★	★
Faith & Belief	RE	What is the best way for a Jew to show commitment to God?	When are you old enough to decide your religion?	Ten commandments	Bar/Bat Mitzvah	Faith/Commitment	Faith/Commitment	Wheel of Commitments






# CARNIVAL

Year 2 SUMMER 2| Cycle A

## THEMES

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		Science	Geography	PE
	PRIVILEGE	POWER	POWER	POWER
	PLACE	CARIBBEAN	CARIBBEAN	CARIBBEAN
	PEOPLE	HEALTH	HEALTH	HEALTH

## OUTCOMES

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Costumes and headwear for carnival, learnt dance routine, final carnival parade

## VOCABULARY

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Science: nutrition, balanced diet, exercise, hygiene, vitamin, fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans

Geography: map, plan, atlas, field work, symbol, key

PE: dance, move, rhythm, salsa, samba, mambo

## INTERDISCIPLINARY

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Writing- Caribbean poetry

Performing arts- Carnival performances

## PROGRESSION ACROSS YEAR GROUPS:

### SCIENCE

#### YEAR ONE KNOWLEDGE

##### Declarative

Health education Year 1

1.2d Identify, name and label the basic external sexual parts of the male and female human body

2.3b Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

2.3c Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### WS: REVIEW – investigating handspans

Using their observations and ideas to suggest answers to questions

#### YEAR TWO KNOWLEDGE

##### Declarative

\*Health Education Year 2 RSE SY

2.3a Notice that animals, including humans, have offspring which grow into adults

2.3b Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

2.3c Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### WS: REVIEW – investigating handspans

Using their observations and ideas to suggest answers to questions

- Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.

- The children recognise 'biggest and smallest', 'best and worst' etc. from their data.

#### YEAR THREE KNOWLEDGE

##### Declarative

4.2a Describe the simple functions of the basic parts of the digestive system in humans.

4.2b Identify the different types of teeth in humans and their simple functions.

##### WS: REVIEW – digestion and teeth

Using straightforward scientific evidence to answer questions or to support their findings.

- Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources.

Identifying differences, similarities or changes related to simple scientific ideas and processes

- Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.

### GEOGRAPHY

#### YEAR ONE KNOWLEDGE

##### Declarative

GKS1.4c- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

GKS1.4d- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

##### .Disciplinary

- To use simple compass directions and locational and directional to describe the location of features and routes on a map
- To devise a simple map; and use and construct basic symbols in a key
- To use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.

#### YEAR TWO KNOWLEDGE

##### Declarative

GKS1.4c- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

GKS1.4d- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

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#### YEAR THREE KNOWLEDGE

##### Declarative

GKS21.4a- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

##### .Disciplinary

- To use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies

**YEAR ONE KNOWLEDGE****Declarative**

- Pupils are to perform dances using simple movement patterns.
- Use movement imaginatively, responding to stimuli, including music and performing basic skills
- Change rhythm, speed, level and direction of their movements
- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feeling

**.Disciplinary**

- Children move to music and copy dance moves. They can perform dance moves and move around the space safely.
- Children make up a short dance and move imaginatively.

**YEAR TWO KNOWLEDGE****Declarative**

- Pupils are to perform dances using simple movement patterns.
- Use movement imaginatively, responding to stimuli, including music and performing basic skills
- Change rhythm, speed, level and direction of their movements
- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feeling

**Disciplinary**

- Children can change rhythm, speed, level and direction. They can dance with control and co-ordination whilst making a sequence by linking sections together.
- Children link some movement to show a mood or feeling.

**YEAR THREE KNOWLEDGE****Declarative**

- Pupils perform dances using a range of movement patterns

**.Disciplinary**

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## SEQUENCE OF LEARNING

Week 1	
Enquiry question	What is Mardi Gras/ Rio de Janeiro/ Notting Hill carnival and how is it celebrated?
Key learning objectives	To identify key themes of the chosen carnival
Success criteria	- Discussion of key themes
Vocabulary	Carnival, celebration, salsa, samba, joyful, parade
Sequence	<ul style="list-style-type: none"> <li>- Explore images, sound clips, videos and artefacts from chosen carnival. What stands out? What do we see/hear? How does it make us feel? How are the people at the carnival feeling? How do we know?</li> <li>- Create a whole class word cloud based on the carnival.</li> <li>- Look at images from carnival again. Ask the children to sort them into groups, discussing what categories they are using to make their choice.</li> </ul>
Outcome /Assessment	Children to add images/words/collage to a whole class mood board based on chosen carnival- this will be referred to throughout the project whole class Carnival project (Rio, Notting Hill, Mardi Gras

Week 2	
Enquiry question	What is special about carnival wear?
Key learning objectives	Identify key features of the costumes featured in the Mardi Gras/ Rio de Janeiro/ Notting Hill carnival
Success criteria	Can the children identify features that relate to carnival costumes?
Vocabulary	Costume, elaborate, embellished, headdress, mask, bold, vivid, feather
Sequence	<ul style="list-style-type: none"> <li>- Gather a number of images of costumes from chosen carnival. Ask the children to sort them into groups, discussing what categories they are using to make their choice.</li> <li>- If children have not noticed any of the costume features then draw their attention to colours/embellishments. Can you find any that look like this?</li> <li>- Introduce carnival- what do the different colours symbolise?</li> <li>- Show images of initial designs for costumes. What do people need to consider?</li> <li>- Can the children design their own mask/headdress for the carnival- Children could paint or use vivid oil pastels to produce their own designs</li> </ul>
Outcome /Assessment	Mask/headdress design Children to create a resources form looking at their design what will they need?
Additional Geography lesson to be taught this week- fieldwork	

Week 3	During playful enquiry children are to make their mask/headdress
Enquiry question	What is a carnival dance?
Key learning objectives	<ul style="list-style-type: none"> <li>- To describe a piece of music and identify different sounds used in it</li> <li>- To respond creatively to music</li> <li>- To learn a dance routine based on Rio De Janeiro/Mardi Gras/Notting Hill</li> </ul>
Success criteria	Can the children identify key features of carnival music and dance?
Vocabulary	Music, salsa, samba, dance, rhythm, instruments, joyous
Sequence	<ul style="list-style-type: none"> <li>- Listen to music from chosen carnival- close eyes- what images come to mind?</li> <li>- Give children pencil crayons/felt tips/oil pastels- can they respond to the music as it is played?</li> <li>- Watch clips of dance performances at the carnival- what stands out?</li> <li>- Play music- children to respond with their own movements</li> <li>- Begin choreographing a short dance routine (can be repeated through the music) for music from chosen carnival. This will be revisited throughout the topic</li> </ul>
Outcome/ Assessment	Art piece showing response to carnival music

Week 4	Continue practising carnival dance routines Continue making and embellishing masks/headdresses
Enquiry question	Why are carnivals so colourful?
Key learning objectives	Identify key features of the costumes featured in the Mardi Gras/ Rio de Janeiro/ Notting Hill carnival
Success criteria	Can the children identify features that relate to carnival costumes?
Vocabulary	Costume, elaborate, embellished, headdress, mask, bold, vivid, feather
Sequence	<ul style="list-style-type: none"> <li>- Revisit images of costumes from chosen carnival. Explore images with children and draw their attention to colours/embellishments.</li> <li>- Revisit carnival- what do the different colours symbolise?</li> <li>- Explain that today we are going to be creating our 'carnival couture'- children to use t-shirt/pillow case template to design their costume- ensure children are using vivid colours and considering embellishments.</li> <li>- Children to turn their t-shirt/pillowcase into carnival couture- this will be added to and embellished during playful enquiry sessions.</li> </ul>
Outcome/ Assessment	Children to use fabric pens/paints, haberdashery resources, embellishments to create their carnival couture
Additional Geography lesson to be taught this week- fieldwork	



Week 5	Continue practising and polishing carnival dance routines Playful enquiry- continue embellishing headdresses/masks/costumes
Enquiry question	What does Samba music sound like?
Key learning objectives	To learn a simple samba rhythm
Success criteria	- Children can identify different instruments within a piece of music - Children can name and describe simple percussion instruments - Children can make their own percussion instrument
Vocabulary	Percussion, rhythm, shake, make, samba
Sequence	- Listen to music from chosen carnival- close eyes- what images come to mind? - What instruments can the children hear within the u=musical piece? - Gather a collection of simple percussion instruments for the children to investigate. - Samba bands are made up of many sections of different percussion instruments, which all have their own particular rhythms to play- If traditional instruments are not available, the ganzes are easily replaced with shakers, the tamborims with hand drums of any size, pandeiros with large tambourines and surdos with the biggest drums available. - Use percussion rhythm cards to practise typical patterns for each type of instrument. - Initially, have each section playing their pattern on their own. Then combine all the instruments together, making sure to count the four beats of the bar aloud to keep everyone in time. - Play along with a recorded piece of samba music
Outcome/ Assessment	Performances of learnt rhythms
Additional Geography lesson to be taught this week- fieldwork	

Week 6	Playful enquiry- final touches to costumes and headwear Carnival week- final celebration and performance
Enquiry question	Use this week to make final preparations for the carnival- decorate the inner circle, rehearse the parade and the dance performances.
Key learning objectives	
Success criteria	
Vocabulary	
Sequence	
Outcome/ Assessment	

## ASSESSMENT

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	Method of assessment	S	M
Geography	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Children's topic books</li> <li>• Responsive Teaching Journal Notes</li> <li>• Subject assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>- Use of symbols on maps</li> <li>- Discussion about human and physical features</li> </ul>	
Science  Working scientifically  Declarative knowledge	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Children's topic books</li> <li>• Responsive Teaching Journal Notes</li> </ul> Subject assessment sheets	<ul style="list-style-type: none"> <li>- Discussion around healthy lifestyles</li> <li>- Naming body parts and talking about functions</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate WHY things happen</li> <li>- Testing own hypotheses</li> </ul>
PE	See Jasmine PE assessment wheel		

## RESOURCES

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Images of carnivals. Costume images, music and video clips from carnivals, mask making resources, headdress making resources, t-shirts, haberdashery, fabric paint/pens, musical instruments