

Class: EYFS & KS1

Theme: Carnival of Colour!

Length of time: 6 weeks

Big question: What can I learn about our colourful world?

<u>Key learning Outcome for theme</u>		<u>Maths links</u>	<u>Key Vocab essential to comprehension and learning</u>
<p><u>National curriculum objectives</u></p> <p><u>Science:</u> Seasonal Changes</p> <p>Year 1 - Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>History:</u> Significant individual Guy Fawkes and the history of Bonfire Night.</p> <p>Year 1 & 2 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><u>DT:</u> Sewing</p> <p>Year 1 & 2 - Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to</p>	<p><u>National curriculum key skills</u></p> <p><u>Science:</u> Can I observe changes in weather and the seasons? Can I make tables and charts about the weather?</p> <p><u>History:</u> Year 1 - Can I talk about my own life and those of people I know? Can I use the terms, 'now' and 'then' when I talk about my experiences? Year 2 - Can I talk about and describe events in the life of a well-known historical person?</p> <p><u>DT:</u> Year 1 - Can I talk about and/or use words and pictures to plan my design? Can I talk about what I am doing/making? Can I use simple tools and materials with support, eg. scissors to cut paper? Can I use my senses to explore and talk about materials?</p>	<p>Statistics: Creating tables and charts.</p> <p>Story sequencing link Sequence events in chronological order using language.</p> <p>Christmas – presents: 3D shape.</p>	<p>Observe, change, season, spring, summer, autumn, winter, signs of seasons.</p> <p>Weather, sun, rain, spitting, drizzling, pouring, hail, storm, wind, breeze, gust, hurricane, snow, ice.</p> <p>Guy Fawkes, Houses of Parliament, King James, plot, Catholic, Protestant.</p> <p>Sew, thread, seam, fabric, felt, needle, needle eye.</p> <p>Design, create, evaluate.</p> <p>Oil pastel, line, texture, pattern.</p>

<p>perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p> <p><u>Art:</u></p> <p>Diwali Art</p> <p>Year 1 & 2</p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><u>English:</u></p> <p><u>Computing:</u> (link to E-safety week)</p> <p><u>Music:</u></p> <p>Christmas Production</p> <p>Year 1 & 2 -</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Can I use my senses to explore a wide range of familiar products?</p> <p>Can I talk about familiar products and what they do?</p> <p>Can I talk about what I am making and what I have done?</p> <p>Year 2 -</p> <p>Can I use knowledge of existing products to support my plan for a similar product?</p> <p>Can I include some knowledge of materials and techniques in my design?</p> <p>Can I use construction kits, pictures and captions to plan my design?</p> <p>Can I talk about and describe the tools and materials I need and order the key tasks within my plan?</p> <p>Can I use simple tools to cut and join a range of materials, eg. scissors, stapler, masking tape?</p> <p>Can I use a range of simple ways to improve the appearance of my product?</p> <p>Can I talk about and describe features of existing products?</p> <p>Can I talk about what I am doing and what I might do next?</p> <p>Can I suggest ways in which I could improve my work?</p> <p><u>Art:</u></p> <p>Year 1 & 2</p> <p>Can I explore mark-making with oil pastels (sugar paper)?</p> <p>Can I explore qualities of line and texture?</p> <p>Can I explore smudging with dry pastels (use cotton buds) use them for colour mixing?</p> <p><u>Music:</u></p> <p>Year 1 -</p> <p>Can I find my singing voice and sing melodies accurately at my own pitch?</p>		
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Can I sing with awareness of pulse and rhythm (keeping in time)?

Can I sing expressively (using loud and quiet, getting louder/quieter)?

Can I rehearse a song and perform it to others?

Year 2 -

Can I sing in tune within a limited pitch range and perform with a good sense of rhythm?

Can I follow pitch movements with hands to show shape of melody or high, medium and low?

Can I start to blend my voice showing awareness of other singers?

Elicitation Task: