

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>
<u>National curriculum objectives</u> <u>Science:</u> Seasonal Changes Year 1 - Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <u>History:</u> Significant individual Guy Fawkes and the history of Bonfire Night. 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. <u>DT:</u> Sewing 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	<u>National curriculum key skills</u> <u>Science:</u> Can I observe changes in weather and the seasons? Can I make tables and charts about the weather? <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? <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?	Statistics: Creating tables and charts. Story sequencing link Sequence events in chronological order using language. Christmas – presents: 3D shape.	Observe, change, season, spring, summer, autumn, winter, signs of seasons. Weather, sun, rain, spitting, drizzling, pouring, hail, storm, wind, breeze, gust, hurricane, snow, ice. Guy Fawkes, Houses of Parliament, King James, plot, Catholic, Protestant. Sew, thread, seam, fabric, felt, needle, needle eye. Design, create, evaluate. Oil pastel, line, texture, pattern.

<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: