

Mereworth CP School: Medium Term Thematic Curriculum Plan

Teaching Team Julia Dickinson Helen Hearn		Year Group 2
Theme Title	Festivals and Celebrations <u>Week 1: Diwali</u> <u>Week 2: Gunpowder Plot</u> <u>Week 3: Remembrance Day</u> Parent Consultations <u>Week 4: Hanukkah</u> <u>Week 5: St Andrew's Day</u> <u>Week 6: Christmas</u> KS1 & EYFS Party Friday 16.12.16 (pm) <u>Week 7: Christmas</u> Nativity Performance	Weeks in unit 6 (7 week Term but taking into consideration Christmas activities)

	Wk No	Key Learning Objectives linked to NC POS Key Success criteria	Key Questions & Activities	Resources	
	Geography	1 Diwali	<p><u>Cross Curricular Links to geography</u> Show children a P Point about India which introduces the festival of Diwali and shows India flag, weather, what India is like, map etc. Look at which countries Hindus live in on World map to see where Diwali celebrated</p>		
Foundation Subjects	History	2 Gunpowder Plot	<p>To understand who Guy Fawkes was and his significance to Bonfire night.</p> <p>To be able to place the main events of the Gunpowder plot in chronological order.</p>	<p>Ask the ch: <i>What do you know about bonfire night?</i> Ask them to talk about their experiences <i>What do you do & see?</i> Ask the ch. <i>Do you know why we have bonfire night?</i> Discuss their ideas. Put up some pictures of Guy Fawkes. <i>Can you describe him?</i> Read the story of Guy Fawkes & the Gunpowder Plot using power point http://www.woodlands-junior.kent.sch.uk/customs/guy/history.htm Ask the children related questions. Ask children: <i>Can you pick out the similarities/ differences between then and now?</i> Watch BBC Video 'Famous People' on Guy Fawkes <u>AA:</u> Children have set of pictures & place in chronological order & record sentences underneath to explain picture Extension to complete word search activity <u>MA:</u> Children have selection of pictures & captions to match together & place in order in their books Extension to complete word search activity <u>BA:</u> Children have selection of cards with pictures & captions too cut out & place in books in chronological order Extension to complete word search activity <u>Plenary:</u> Share that it is 400+ years since Gunpowder Plot Play '<i>Who wants to be a millionaire quiz?</i>' to assess level of knowledge & understanding</p>	<p>http://www.bbc.co.uk/history Gunpowder Plot story. Pictures/photographs of Guy Fawkes Load Gunpowder plot Quiz Word search</p>
		Eval	<u>Success Criteria:</u>		

		<p>All children are able to show prior knowledge about bonfire night</p> <p>Most children are aware of the cause and origin of bonfire night</p> <p>Some children are able to correctly time sequence the events of the gun powder plot chronologically</p>
	<p>3</p> <p>Remembrance Day</p> <p>History & RE & Music</p>	<p>To understand why we have remembrance Sunday.</p> <p>To show empathy for others.</p> <p>BRITISH</p> <p>Ask the ch</p> <p><i>What do you know about remembrance Sunday?</i></p> <p>Discuss their ideas.</p> <p>Read the big book & discuss with the children how families might have felt.</p> <p><i>How would they have felt if their families had to leave them to go to war?</i></p> <p>Children listen to last post & discuss mood music creates</p> <p><i>How does the music make you feel? What is its tone?</i></p> <p><i>What sort of music did they will hear on Sunday on TV or in Church etc for Remembrance Day? Why?</i></p> <p>Children complete sentences to describe a selection of images.</p> <p>Use word bank for vocabulary specific to this festival</p> <p>BA supported by CT, verbalise ideas which CTs writes into sentences for them to copy</p> <p><u>Plenary:</u></p> <p>From Sing up children learn WWI Marching song 'It's a long way to Tipperary'</p> <p><i>What does this Music make you feel like doing?</i></p> <p><i>When might it have been used in a war?</i></p>
	Eval	<p><u>Success Criteria:</u></p> <p>All are able to empathise with the other people</p> <p>Most can identify the significance of some images about Remembrance Day</p> <p>Some can record their ideas in more detail</p>
Geography	3	<p><u>Cross Curricular Links to geography</u></p> <p>Remembrance Sunday. Look at UK in relation to France & Germany & Allies USA & Europe</p> <p>Present conflicts (Afghanistan, Libya, Syria, Iraq)</p>
	4 Hannukah	<p><u>Cross Curricular Links to geography</u></p> <p>Syria and Israel</p>
	5 St Andrew's Day	<p><u>Cross Curricular Links to geography</u></p> <p>St. Andrews Day - Scotland and the Scottish flag</p>
	6 & 7 Christmas	<p><u>Cross Curricular Links to geography</u></p> <p>Christmas - North Pole and Lapland</p>

RE (From Kent Syllabus)	1	To understand the meaning of the festival of Diwali	<p>Recap learning on Hinduism and ask children to recall any facts they remember. Show children a P Point about India which introduces the festival of Diwali.</p> <p>Explaining that Diwali is a festival of light celebrated by Hindus. Watch a second PowerPoint which shows how it is celebrated and tells the story of Rama and Sita. Ask children: What do you think the story is telling us? Why do Hindu's carry lights still in Diwali?</p> <p>The story reminds us that good conquers evil and that light destroys darkness. Why is the message of this story helpful to Hindu's in their everyday life?</p> <p>Provide the children with some Rangoli patterns to colour (they will be making some of their own in Art).</p>	P Points of India and Diwali Rangoli patterns to colour
		<p><u>Success Criteria:</u> Use words and phrases to identify some features of Diwali and its importance for some people. Suggest meanings for symbols of light, darkness and fire</p>		
	2	To talk about what is important to them and how they show this. Begin to identify what influences them and make links between their own values and others' experiences.	<p>What is worship? Talk about how some things are more important to us than others and how some things have a very special value e.g. favourite toy, special gift/an experience/relationship with someone special e.g. grandparent. Discuss: how do you show that these things are important to you? (Put in a special place/take care with/tell them you love them etc.)</p> <p>Activity - record in drawing/writing things that are special to them.</p> <p>Plenary - discuss Christians what do they worship? How? Remind them about Christian worship in the church (prayer, singing hymns, listening to readings from the bible) and ask them to name some symbols of Christianity seen in church which are very special to people who believe in God.</p>	
	Eval	<p><u>Success Criteria:</u> Ask and respond sensitively to questions about their own and others experiences of worship. (AT2)</p>		
	3	Begin to show awareness of symbols	<p>Talk about the importance of remembrance in different religions (spirit houses for Buddhists). Introduce the idea that Remembrance Day is special and that services will be held in churches to remember those killed by war. Remembrance in the UK today is very different to that of 100 years ago. People are able to take part in a wide variety of Remembrance events, whatever their political or religious beliefs. The Royal British Legion produces special tokens of</p>	

		Identify how remembrance is expressed in different ways.	<p>Remembrance to include people of no faith and those of different faiths to be able to remember individuals - family, friends and loved ones - in their own way.</p> <p>What is a symbol? Something that represents or stands for something else by association; especially a material object used to represent something invisible.</p> <p>THE STORY OF THE POPPY During the First World War (1914 - 1918) much of the fighting took place in Western Europe. Previously beautiful countryside was blasted, bombed and fought over, again and again. The landscape swiftly turned to fields of mud, bleak and barren scenes where little or nothing could grow. Bright red Flanders poppies (<i>Papaver rhoeas</i>) however, were delicate but resilient flowers and grew in their thousands, flourishing even in the middle of chaos and destruction. In the spring of 1915, shortly after losing a friend in Ypres, a Canadian doctor, Lt Col John McCrae was inspired by the sight of poppies to write a now famous poem called "In Flanders Fields":</p>	
	Eval	<p>Success Criteria: Suggest meanings for signs and symbols.</p>		
	4	Know the key features of the story of the festival of Hanukkah	<p>How and why is Hanukkah celebrated? Discuss with the children the difference between ordinary holidays and religious festivals,</p> <p>Show P Point telling the story of Hanukkah. Ensure the children know that Jews believe that God has performed miracles in Jewish history. Tell them that light is seen as representing the presence of God</p> <p>Children are given images of gelt, the Menorah and Dreidel to colour and label.</p> <p>Eat doughnuts which are a treat at Hanukkah (fried foods) because they are cooked in oil.</p>	
	Eval	<p>Success Criteria: Identify Hanukkah as a Jewish festival Understand that the miracle of the oil symbolised that God was always with the Israelites Understand that light represents the presence of God Talk about the importance of light</p>		
	5	Know the story of St Andrew and about his work as a disciple of Jesus.	<p>St. Andrew's Day Who was St. Andrew and why is St. Andrew's Day celebrated in Scotland? Tell the children the story of St. Andrew. Ensure that the children understand that he was a very ordinary man, a fisherman, when he was selected by Jesus as a disciple. Link with PSHE - what sort of friends would you choose to follow you?</p>	Printed story
		<p>Success Criteria: Understand the importance of St. Andrew in Scotland</p>		

		Retell the story of Jesus choosing Andrew as a disciple.		
	6	To understand why light is used as a symbol at Christmas	<p>Make a class list of things that the children would consider being 'good news' (a new baby born in the family, a parent getting a new job, a problem which has been solved etc).</p> <p>How do we spread good news? Remind the children that in our work on festivals and celebrations there have been fireworks and lighted candles.</p> <p>How would news be spread at the time of Jesus' birth? Read the story of "Baboushka"</p> <p>Was the star, above the stable where Jesus was born, a sign of good news? Ask the children why the star was important to the Kings in the Christmas story.</p> <p>Angels bring good news to quite a number of people in the Christmas story. Some believe it, some don't (Mary and the shepherds believe, Zechariah doesn't). The Bible tells us that they appeared in a bright light. Ask the children how they would feel if an angel brought them good news.</p> <p>Give children a piece of paper. They write 'Light' in the middle. Then, around the outside, write the different ways light is used at Christmas. (tree lights/advent candles/rows of electric lights /street decorations etc).</p> <p>Explain light is used all over the world to express feelings and beliefs, when something is used like this it is known as a symbol.</p>	Paper Story of "Baboushka"
	Eval	<p><u>Success Criteria:</u> Understand the importance of light in religious festivals and celebrations.</p>		
Science	Elements of the Scheme of work for Year 2: Plant Habitats Life Cycles Materials - wood		<p>Plants: How do we know that plants are living things?</p> <p>How does a habitat provide for the needs of the plants that live there?</p> <p>Life Cycle of a Poppy</p> <p>Compare and Contrast deciduous and evergreen</p>	

PSHE			Celebrating Differences Different people different talents Same and Different You are special Diversity Rich and poor Who lives in my house?	
PE		Scheme: C2C Agility Coordination		
	1 Art RE & Maths (Symmetry)	To create a Rangoli picture to celebrate the Hindu festival of Diwali	As a class look at a range of images of completed Rangoli pictures. <i>What do you know about diwali? & rangoli patterns?</i> <i>Where might you see these images?</i> Discuss with the children why they are placed outside the front of Hindu homes. Look at the different images and symbols used in the art. <i>What do you notice about these images? (symmetrical)</i> Children to draw on black paper their simple Rangoli pattern. Children to use coloured chalks to fill in their pattern or chalk to colour in stencil outside on each classroom external door <i>Which symbols will you use?</i> <i>What colours will you use? Why?</i>	http://www.snaitprimary.eril.net/rang.htm http://www.diwalifestival.org/rangoli-patterns-design.html Black card, Coloured sands, White chalk, Images of Rangoli art., PVA glue Rangoli, Pattern, Sand, Design
	Eval	<u>Success Criteria:</u> All can create a basic Rangoli pattern using a stencil Most can make the pattern symmetrical Some can create their own Rangoli pattern		
	1 DT	To design & make their own Diwali lamp	Class look at images of Diwali lamps & discuss <i>What do diwali lamps mean?</i> <i>What are the main features of diwali lamps?</i> <i>When are they lit?</i> Children draw lamps & plan how to make Children make lamps using clay & tea lights (make coil pots & blend together & then shape around tea light)	Images of diwali lamps Clay tea lights moulding pattern making tools
	Eval	<u>Success Criteria:</u> All can make a coil pot Some can shape a coil pot into a diwali lamp A few can ensure that the patterns on their lamp consistent with a diwali lamp		
Art & DT	2	To be able to create a class piece of art	With the class talk about the right conditions in which to see fireworks. (i.e. NIGHT TIME!!!!) <i>When can you see fireworks the most clearly?</i> Talk about colours and shapes and patterns that fireworks make in the sky and with the	Paint Paper Cotton buds Pastels & chalks

		inspired by fireworks.	<p>class model how to make these effects.</p> <p>What shapes do fireworks make in the sky?</p> <p>How would you describe them?</p> <p>During art work children listen to Handel's Fireworks Music & discuss</p> <p>What type of fireworks do you think the music is suggesting? Why?</p> <p>As a class create a large fireworks display by creating a montage of individual pieces</p> <p>Children to create with paint and cotton buds & chinks & pastels</p> <p>LINKS IN WITH LITERACY FOR POETRY WRITING & handwriting (pattern making)</p>	
	Eval	<p>Success Criteria:</p> <p>Most children work collaboratively to create a class piece to display</p> <p>Some can explain the impact of music on children's drawing</p> <p>A few can explain how the interpretation of music influence the art work</p>		
	3 Art & RE	<p>To make a poppy to commemorate Remembrance Sunday.</p> <p>To create a class display board</p>	<p>Remembrance Sunday:</p> <p>Show children pictures and paintings of fields of poppies. (Claude Monet)</p> <p>What flowers can you see?</p> <p>What are the main colours?</p> <p>Talk about why the image of a poppy has been used to commemorate Remembrance Sunday.</p> <p>Class display board:</p> <p>Children to all make a poppy using stiff red card and green for the leaf suitable size to mount A4 poem from ICT</p> <p>Children to draw around template for petals cut out and stick together with glue.</p> <p>Children write name of someone that has died that they want remember</p> <p>In 4 groups children make tissue paper wreaths to place on school roll of honour board & display on board</p> <p>How can we add texture to the wreath using tissue paper?</p>	<p>Claude Monet (Poppies)</p> <p>Red card</p> <p>Green card</p> <p>Red tissue paper</p> <p>Card board wreath</p>
	Eval	<p>Success Criteria:</p> <p>All can follow a simple set of instructions to create a poppy</p> <p>Most can follow a simple set of instructions to create a wreath</p> <p>Some can explain the significance of creating a display about Remembrance day</p>		
	4 DT	To be able to make a Hanukkah wreath	<p>Show children pictures of a Hanukkah wreath</p> <p>What are the main colours? Why?</p> <p>How are the hands used? W</p> <p>What do you think the significance of this is?</p> <p>Discuss how hands can be used to draw round in different coloured card & how they need to be placed for wreath</p> <p>Children practise drawing round cutting out & placing hands before assembling their wreath</p> <p>At each stage photograph output for use in ICT</p>	<p>Blue & white card</p> <p>Scissors</p> <p>31 x round blank wreaths</p> <p>Glue</p> <p>Images of Hanukkah wreaths</p>
	Eval	<p>Success Criteria:</p> <p>All can follow instructions to make their own Hanukkah wreath</p> <p>Most can draw & cut round hands accurately</p>		

		A few can position hands correctly on wreath		
	6 & 7 Art	Children to be able to make a Christmas card for a member of their family	Children develop skills to make a moving mechanism for a Christmas card & then design their own card choosing the mechanism they prefer Look at images of Christmas symbols (trees, stars, snowmen etc) & discuss materials & colours What materials are used? In what colours? What colours work well together & why? (contrast & compliment)	
		<u>Success Criteria:</u> All children can make a Christmas card with a basic moving mechanism Most can add festive images / symbols Some can use complementary / contrasting colours to good effect A few children can make a Christmas card using more complex moving mechanism		
French	1	To be able to identify & say the names of parts of the face	Discuss different parts of our face & label in English Ask if any children can remember French names for parts What part of the body is this? How do we say that in French? Add French labels for parts of face to picture & get children to repeat. Ask Q: What is this? Qu'est-ce que c'est? Children respond: C'est le/la/les.. Children label own picture of face cutting & sticking labels <u>Plenary</u> children Qs: about face What colour are your eyes? Children respond:	La tête, le nez, le main, le pied, le taille, la jambe, le bras, le genou Head - la tete Shoulders- Les epaules Knees -les genoux Toes -les doigts de pied Ears - les oreilles Eyes - les yeux Mouth - la bouche Nose - le nez
	Eval	<u>Success Criteria:</u> Most can identify & name parts of face in French. Some can respond to questions about parts of their face		
	2 French & Music	To be able to identify & say the names of parts of the body	Discuss different parts of our body & label in English Ask if any children can remember French names for parts What part of the body is this? How do we say that in French? Add French labels for parts of the body picture & get children to repeat. Game - each team sticks labels on correct body part when called out. Body sheet - cut labels and place onto correct part. <u>Plenary:</u> Sing song 'Head & Shoulders' in French	La tête, le nez, le main, le pied, le taille, la jambe, le bras, le genou Head - la tete Shoulders- Les epaules Knees -les genoux Toes -les doigts de pied Ears - les oreilles Eyes - les yeux

			Continue with song when time available during term to reinforce children's knowledge	Mouth - la bouche Nose - le nez Picture of body on IWB & labels 30x differentiated pictures of body
	Eval	<p><u>Success Criteria:</u> Most can identify & name parts of the body in French Some can sing 'Head & Shoulders' in French</p>		
	3	<p>To be able to identify & say the names of members of the family</p>	<p>Explain that there are different types of family in the World & ask children to name people who could be part of a family</p> <p>What member do we have in a family?</p> <p>Label members of a family & children repeat names</p> <p>Working only with parents & brothers & sisters children describe their immediate family by passing Teddy round circle</p> <p>C'est mon soeur, Comment s'appelle sa sœur ? Elle s'appelle Rebecca Comment s'appelle son frère ? Il s'appelle Paul</p> <p>Children draw picture of immediate family members onto tree & record names</p> <p><u>Plenary</u> Children share examples of their work so far in French</p>	<p>Mon frère Ma sœur Mon père ma mère</p> <p>Tu as des frères? Je n'ai pas de J'ai un(e) ... Voici ma mère Vocabulary cards for family 30x Mon arbre généalogique</p>
	Eval	<p><u>Success Criteria:</u> Most can identify & say names of immediate family members in French Some can talk about the names of their immediate family A few can record their family members on a family tree in french</p>		
	4	<p>To be able to identify & say the names of members of the family</p>	<p>Review family names from week 3 & extend</p> <p>What other people do you have in your family?</p> <p>to Grand parents & aunts & uncles</p> <p>Continue activity from Wk 3 to Grandparents & Aunts & Uncles</p> <p><u>Plenary</u> Children share examples of their work so far in French</p>	<p>Mon grand-père ma grand-mère Mon oncle ma tante Mes cousins Vocabulary cards & continue Mon arbre généalogique</p>
	Eval	<p><u>Success Criteria:</u> Most can identify & say names of extended family members in French Some can talk about their family in French A few can record their family members on a family tree in French</p>		

	5	<p>Birthday months & link to age & numbers</p>	<p>Discuss birthdays</p> <p>When is your birthday?</p> <p>What month?</p> <p>What season?</p> <p>& use flash cards for months of year</p> <p>Children can recognise & say the month their birthday is in</p> <p>Ask</p> <p>Quelle est la date de ton anniversaire?</p> <p>Quelle âge a tu ?</p>	<p>BBC primary french website</p> <p>Anniversaire</p> <p>Janvier Février Mars Avril</p> <p>Mai Juin</p> <p>Juillet Aout</p> <p>Septembre</p> <p>Octobre</p> <p>Novembre</p> <p>Decembre</p> <p>Month birthday cakes</p> <p>Candles for name & birth date</p>
	Eval	<p>Success Criteria:</p> <p>Most respond to song 'Quelle est la date de ton anniversaire?'</p> <p>Some can reinforce Q & A about age too</p> <p>A few can say months of year & respond to Q Quelle est la date de ton anniversaire?</p>		
	6	<p>To be aware of how Christmas is celebrated in France</p>	<p>Discuss children's Christmas traditions in the UK</p> <p>Presents</p> <p>Ask children:</p> <p>If they can remember from Yr1 any French traditions for presents (shoes)?</p> <p>Talk to children about Les cadeaux de noel</p> <p>6.12 Feast of St Nicolas or 31.12 la Saint Sylvestre</p> <p>Talk about the sapin de Noel dating from 14th century in Alsace decorated with apples, paper flowers & ribbons</p> <p>Children begin to make card Christmas tree to decorate in traditional French style with drawn items (apples, paper flowers & ribbons)</p> <p><u>Plenary</u></p> <p>Learn Jingle Bells in French</p> <p>'Vive le Vent'</p>	<p>http://www.culture.gouv.fr/culture/noel/angl/noel.htm</p> <p>Un ange - angel</p> <p>Une carte de Noel -Christmas card</p> <p>Un chant de Noel - carol</p> <p>Le Réveillon Christmas Eve</p> <p>Le jour de Noel</p> <p>Un cadeau de Noel, le sapin de Noel, Joyeux Noel Happy Xmas, La Messe de minuit</p> <p>Père Noel</p>
	Eval	<p>Success Criteria:</p> <p>Most can talk about an aspect of how Christmas is celebrated in France</p> <p>Some can make Christmas card which reflects a French tradition</p>		
	Computing	<p>Esafety</p> <p>Programming</p> <p>Images using 2 simple</p>		
Music	<p>Nativity Singing & Performance</p> <p>Handel's Firework Music</p>			

	War Songs for Remembrance Week (marching - It's a long way to Tipperary - focus on the beat / rhythm)
<p>English:</p> <p>Writing-</p> <ul style="list-style-type: none"> • Key objectives and skills to be covered • Genres covered 	<p><u>Information texts</u></p> <p><u>Unit Overview</u></p> <p>Pose questions and record these in writing, prior to reading. Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways. Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand. Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopedia. Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing. Write simple information texts incorporating labeled pictures and diagrams, charts, lists as appropriate. Draw on knowledge and experience of texts in deciding and planning what and how to write. Maintain consistency in non-narrative, including purpose and tense. Create an alphabetically ordered dictionary or glossary of special interest words.</p> <p>Festivals and celebrations (Guy Fawkes, Remembrance Sunday, Diwali, St Andrew's Day)</p> <p>Safety leaflets</p> <p>Newspaper article: Birth of Jesus with headline 'Good News'</p>
<p>Reading-</p> <ul style="list-style-type: none"> • Comprehension skills • Class texts • Group Reading Texts 	<p>Daily Guided reading: and comprehension tasks</p> <p>Non-fiction books on festivals and celebrations (distinction between fact and fiction).</p> <p>Fiction - Owl Babies, Can't you sleep little bear? White Owl, Barn Owl. Night poems,</p> <p>Class Text "The Owl Who was Afraid of the Dark"</p>
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Key Skills to be covered • S&L Opportunities • Drama • Story telling opportunities 	<p>Celebrations and emotional responses; reasons for celebrations and rituals / traditions; creating topic book and word lists</p> <p>Performing the story of Rama and Sita with puppets</p> <p>Christmas performance</p>
<p>Maths</p> <ul style="list-style-type: none"> • Key Objectives to be covered 	<p>Number & Place Value Addition & Subtraction Multiplication & Division</p> <p>Fractions</p> <p>Statistics</p> <p>Time & Measure</p> <p>Problem Solving</p>
<p>Learning Experiences;</p> <ul style="list-style-type: none"> • To launch • To Celebrate at end • Visits • Outdoor Learning • Visitors in to school 	<p>Indian Dance Workshop (£6 contribution requested)</p> <p>Drama4all workshop (free)</p> <p>Key Stage 1 Christmas Performance</p>

