


## Reception and Year One: Hedgehogs

### Spring 1: How do people express themselves during the Rio Carnival?

<p><b>Prior Knowledge/Skills:</b> The children have learnt about the polar regions and how these are the coldest parts of the world because they are far away from the Equator. They have also explored how artists use colour in their work to express different feelings and moods.</p>	<p><b>New Sticky Knowledge/Skills:</b> Children will now learn about hot places around the world (specifically Brazil) and that these places are usually hot and moist because they lie close to the Equator. They will also learn about how people can express themselves through other art forms such as dance, music and costume.</p>
<p><b>Key Texts:</b> Rio (film) Steve Goes to Carnival What is Mardi Gras Little Gobetrotters Brazil Time for Kids Amazon Rainforest</p> 	<p><b>Key Vocabulary:</b> continent, ocean, equator, humid, moist, climate, South America, Brazil, Rio de Janeiro, landmarks, Sugarloaf Mountain, Christ the Redeemer, The Amazon Rainforest, habitat, layers, reptile, mammal, carnival, samba, portuguese, design, headdress, texture, collage, dip, evaluate.</p>
<p><b>Wow Beginning:</b> Watch the film Rio and identify famous landmarks of Brazil such as Sugarloaf Mountain, The Amazon Rainforest and Christ the Redeemer.</p> <p>Have Blue the Parrot arrive in school with a letter explaining how he is going to teach the children all about Brazil and how they celebrate the Rio Carnival.</p>	<p><b>Celebration:</b> Class Rio Carnival celebration (bringing together all of the learning).</p>
<p><b>Elicitation Task:</b> Fact file about Brazil.</p>	<p><b>Final Assessment:</b> Children repeat the elicitation.</p>

<p style="text-align: center;"><b>The Learning Journey</b>  <b>SELF: HOW WE EXPRESS OURSELVES</b></p> <p style="text-align: center;">How can we express ourselves through various art forms?                      How do people express themselves during the Rio Carnival?</p>				
<p><b>Question - the knowledge and understanding</b> you want the children to acquire.</p>	<p><b>Subject area</b> - which subject/s will best answer this question?</p>	<p><b>Learning Intention</b>                      (Refer to subject specific skills progressions for annual coverage).</p>	<p><b>Lesson Content</b> - what the children do during the lessons to develop the skill – what is produced at the end?</p>	<p><b>Assessment</b> – how will assessment of the lesson take place? What next steps have been identified?</p>
<p><b>Where has Blue come from?</b></p>	<p><b>Geography</b></p>	<p>I can name the 7 continents and seas of the world.</p> <p>I can locate these on a world map.</p>	<p>Explain that Blue is from The Amazon Rainforest which spans part of Brazil in South America. Locate it on a world map. Recap on the other continents of the world and play a matching pairs game to revisit prior learning.</p> <p>Give children copies of the world map from the CUSP unit (slide 21) and ask them to plan a route to visit Blue where they visit all 7 continents and sail on all 7 seas.</p> <p>Look at the PowerPoint of Rio de Janeiro and discuss famous landmarks such as Sugarloaf Mountain, Christ the Redeemer and Copacabana Beach (these were all in the film too!).</p>	<p>Children to explain their route back to Brazil. Can they name the continents and the seas?</p>
<p><b>What is it like where Blue lives?</b></p>	<p><b>Geography</b></p>	<p>I can identify the equator on a globe or world map.</p> <p>I can name continents that lie above or below the equator.</p>	<p>Recap on the southern and northern hemispheres of the world and where the equator lies. Does South America sit above or below the equator or span both? Would Brazil be a hot or cold country? What would you pack in your suitcase if you were going to go and visit Blue and his friends?</p>	<p>Children explain why they have packed certain things in their suitcase. Can they explain why Brazil is</p>

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		I can name some hot and cold countries.	Cut and paste activity. Pack a suitcase to visit Blue and his friends.	a hot and moist country?
<b>Who are Blue's friends?</b>	<b>Geography Science</b>	I know what the temperatures are like for different places around the world.  I can group and name different animals that live in The Amazon Rainforest.	Display a scale from CUSP to show how the temperature changes according to the distance from the equator. What does the dashed line represent? Position images (slide 36) to show where certain places could be located. Repeat with different animals: reindeer, lion, panda, kangaroo, penguin, polar bear and toucan.  Look at the PowerPoint about the different layers of The Amazon Rainforest. Display pictures of different animals that can be found there and group them into reptiles, mammals, birds etc. Which layer of the rainforest do you think they live in?  Children complete a cut and paste activity to show where Blue's friends live in the rainforest. Put in some animals such as an arctic fox, a penguin and a polar bear to challenge their thinking.	Which animals do not live in the rainforest? Where would they live?
<b>What is the Rio Carnival?</b>	<b>Geography Art</b>	I know what happens at the Rio Carnival.	Explain that Blue's favourite time of the year in Rio de Janeiro is when they celebrate the carnival. Share the PowerPoint presentation and watch videos to gain a deeper understanding about the traditions. As a class, plan our own celebration. Write a list of things we should include: costumes, food, samba music and dance.  Set a date for our carnival and children write invites for their parents.	What information about the carnival will you include in your invite?

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<p><b>What costumes do people wear at the carnival?</b></p> <p><b>4 sessions</b></p>	<p><b>Art</b></p>	<p>I can design and create a headdress using collage and printing techniques.</p> <p>I can evaluate my work.</p>	<p>In groups children look at a selection of costumes people wear to the carnival. What are they like? Focus on the elaborate headdresses and discuss what materials they have used. What textures and colours can you see?</p> <p>Children explore different materials and printing techniques to create texture before designing an animal headdress. What rainforest animal will you be? What colours will you use? Do you need to use colours that compliment each other or use a mixture? What textures do you want to create?</p> <p>Over the next few sessions, children design and create their headdresses.</p>	<p>Assessment of art skills.</p>
<p><b>What food do people enjoy at the carnival?</b></p> <p><b>3 sessions</b></p>	<p><b>DT PSHE</b></p>	<p>I can say what I like and dislike.</p> <p>I can follow a plan to make a dip.</p> <p>I can use cooking tools safely.</p> <p>I can work hygienically.</p> <p>I can evaluate my work.</p>	<p>Share pictures of some of the traditional foods that are eaten during carnival. Explain that we are going to make the cheese bread and a salsa dip to enjoy together after our class carnival.</p> <p>Show the children a selection of dips (chunky and smooth) and ask them to try them (provide breadsticks, chips and vegetables or them to dip in). Which ones did you like/not like? If we were to make a dip for our carnival, how do you think it should look?</p> <p>Provide a selection of bright, colourful foods for the children to taste. Ask them to design their own dip for carnival. Model how to work safely and hygienically while the children make their dips (a day or two before our celebration).</p>	<p>Assessment of food preparation skills.</p>

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During our music and PE lessons children will learn about Samba. They will explore the instruments and compose their own Samba music by layering different rhythms. They will also learn a Samba dance to perform at our class carnival.