

Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
1	Talk about their own and others' work identifying strengths or weaknesses.	Look at a variety of parades (see cornerstones 'Carnivals around the world'. Discuss the similarities and differences in costumes/masks/headdresses. Explore the colours and textures of carnival by designing a Carnival mask. Choose from a range of materials including ribbons, feathers, sequins, coloured and glittered net, different coloured and metallic papers, paints. Have a selection of materials for children to think about using on their design. Children design their mask, labelling where necessary. Children to collect the materials they have chosen and keep them safe in a plastic wall with their name on a sticky label, remind chn that they must only take materials/amount of materials they have put in their design.
2	Describe the sensory properties of a range of different materials and decide which ones to use when making something.	Using the materials children chose yesterday. Choose a selection of children to share the materials they chose. Ask children to describe the sensory properties of the different materials, record ideas on the wipeboard. Give each child a white mask. Chn to create their design. Remind chn they must stick to their design. Extension Use coloured feathers to make a headdress for a samba parade. Choose a variety of different colours and sizes to stick onto a card band. Measure the size of their own heads and decorate their card bands with jewels, sparkling glitter and beads.
3	<ul style="list-style-type: none"> •To identify some percussion instruments and know that these only create a rhythm not a tune. •To use their bodies to find the beat/pulse of a piece of music. •To know the difference between live music and pre-recorded music. 	<p style="text-align: center;">Carnival Day</p> <p>Listen carefully to samba music as played at the Rio de Janeiro carnival. Experiment with ways of moving their body to its rhythms. Practise shaking, wiggling, stepping, skipping, twisting and turning. Can they move to the beat? Use drums to create a samba rhythm. Play a clip of live samba music and compare to a recorded piece. Dress up with headdress and mask, listen to the music and choose specific movements. Possibly use the hall, have children in rows of 5/6. As the music plays each row to walk down the hall showing their movements. Repeat for other rows.</p>
4	<ul style="list-style-type: none"> •To describe a piece of music to someone else. •To say whether they like a piece of music and why. •To experience listening to a variety of genres of music. •To know that different instruments make different sounds. •To experience playing lots of different instruments, discovering the different sounds each can make. 	<p>Listen to the music of Brazil and see how many instruments they can hear (samba is mainly played with percussion instruments). Find out the dictionary definition of 'percussion'. Can they be played in more than one way?</p> <p>Teacher Note <i>Ask questions such as... How many percussion instruments did you find? Can you name every instrument? Where do you think this instrument originates from? You could download a selection of copyright free Samba style music samples using Audio Network.</i></p> <p>Whole class - In groups of three visit different parts of the school on a percussion treasure hunt, experiment playing the instruments. Take a photo or video using an ipad. Can they be played in more than one way to create different sounds? Play along to the samba music they have been listening to with percussion instruments.</p>

	<ul style="list-style-type: none"> •To play an instrument loudly and quietly. •To play a rhythm fast and slow. 	
5	Identify the similarities and differences between the local environment and one other place.	<p>Look at a world map or globe to locate Brazil and its capital city, Brasilia. (see cornerstones 'All about Brasilia' presentation. Look at pictures and maps of Brasilia: talk about its human features (buildings, roads) and think about what it might be like to live there. Compare with life in their own area.</p> <p>Teacher Note <i>Provide children with lots of images, photographs and maps for them to explore.</i> Children to sequence the story in pairs and stick into the correct order. Children to ensure the story makes sense through shared reading. If time, children to add more detail to the story.</p>
6.	<p>Reading Listen with concentration to books and discuss what they have heard. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. I can sequence a story.</p>	<p>Listen to the Brazilian legend of Vitoria-Regia, (audio on Cornerstones). Look at the online story book. Talk about what happens in the story using pictures to aid recall. Sequence the story's events using pictures or sentence cards. Children to order the picture cards in groups of 4. Children to then retell the story in their own words (encourage use of story language) and act it out, each child taking on different roles. Discuss use of imagination to bring the story to life</p>
7	<p>Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement. Participate in discussions, presentations, performances, role play, improvisations and debates. I can participate in role play and take on the role of a character.</p>	<p>Listen to the Brazilian legend of Guarana, (audio on Cornerstones). Look at the online story book. Talk about what happens in the story using pictures to aid recall. Sequence the story's events using or sentence cards. Children to order the picture cards in groups of 4. Children to then retell the story in their own words (encourage use of story language) and act it out, each child taking on different roles. Discuss use of imagination to bring the story to life.</p>
8.	<p>Say sentences out loud to an adult or peer before writing. Compose a sentence orally before writing it</p>	<p>Introduce the children to some of the amazing characters from Brazilian mythology, like Saci Perere, the playful wish granter, and Curupira, the little red-haired, green-toothed dwarf! After looking at pictures of each of the characters on the interactive whiteboard, children to choose one of the characters and talk with talk partner about words to describe (adjectives) one of the characters. Create a whole class list of adjectives. Question children to get greater selection of words. Children to choose one of the characters and to write adjectives all around the picture of the character. Children to then put some of the adjectives into sentences.</p>
9.	<p>Describe events and experiences using appropriate topical vocabulary. Give well-structured descriptions, explanations and narratives for different</p>	<p>Explain to children how they are going to create their own mythical creature! Give each child a piece of paper. Children to draw a head, then fold over paper and pass around the tale to the next child. A body is drawn next and folded over, then passed on etc. until mythical creature is complete. When the final part has been drawn and passed on, the child opens the paper and that is their mythical creature! Discuss what characteristics are. (Look again at mythical creature pictures and descriptions from Wednesday.) <i>Scribe the children's ideas as they make their suggestions to build up the mythical character. Read back their descriptions so they can listen to an</i></p>

	<p>purposes, including for expressing feelings. I can use adjectives in a sentence.</p>	<p><i>account of their finished creation. Consider whether any further details are needed to make him or her super-interesting!</i></p> <p>Children to create a mythical creature and give it a name. Children to talk about the different characteristics their creature has. Discuss. Children to write a character description of their creature. Ask the children to comment on looks, personality and special powers.</p>
10.	<p>Say sentences out loud to an adult or peer before writing. Compose a sentence orally before writing it</p>	<p>Remind children about the amazing characters from Brazilian mythology, like Saci Perere, the playful wish granter, and Curupira, the little red-haired, green-toothed dwarf!</p> <p>Look again at the pictures of each of the characters on the interactive whiteboard, look at the character the children chose last week and discuss the adjectives collected. Ask children to think about the character of their chosen mythological creature. What magical powers does he/she have? Etc. Children to write a character description of their mythological creature. Remind chn. about capital letters, full stops, use of adjectives etc.</p>
11.	<p>Describe events and experiences using appropriate vocabulary.</p>	<p>Re-cap on yesterday's work. Discuss character descriptions. Tell chn. they are going to create a story with their character in. Show chn. stories on the IWB to generate ideas. Chn. to discuss ideas with each other and to jot down ideas for a story involving their mythical creature.</p>
12.	<p>Describe events and experiences using appropriate vocabulary. Write in full sentences using correct punctuation. Use adjectives in writing.</p>	<p>Recap on yesterday's work. Discuss Children to continue with their first draft of their story until complete. Teacher to read out some of the children's completed story from previous day. Ask children to think about what the 2 stars and a wish would be for the stories. Discuss how we can make the stories even better. Discuss with children the improvements made. How do we know it's better? Re-cap on work. Teacher to read out some of the children's drafts. Children to think of 2 stars and a wish for the work read out.</p>
13	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher. Read aloud their own writing clearly and audibly. Describe events and experiences using appropriate topical vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Have a look with the children at some websites about Brazil. Look particularly at Rio. Watch video and film footage of tourist adverts for Brazil. Talk about what the adverts show and how they are made to excite the viewer</p> <p>Tell chn. they are going to do some reading using the i-pads and information books to find out about things that you can do in Brazil and places they would like to visit. Chn. to spend time using the i-pads and looking through a range of non-fiction books about Brazil, reading particularly about Rio. Make a list of all the things they would like to do if they visited. Look at holiday brochures. <i>Share the children's ideas by asking them to read them aloud a short section to others in the group.</i></p>
14	<p>Link what they read or hear to their own experiences. Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</p>	<p>Read the postcards sent to them from Alfredo (a boy) and Yara (a girl) from Rio. Read the postcard together and talk about what Yara or Alfredo have been doing in their home city. Think about things they might like to see or do on a trip to Brazil. Relate to previous day. Chn. to correct the few mistakes that are contained in the postcards. Mistakes include CL, FS, factual errors and spelling mistakes.</p> <p>Chn. to use their knowledge from research carried out yesterday to correct factual errors or to use i-pads/books to check information.</p>

15	<p>Compose a sentence orally before writing it Say sentences out loud to an adult or peer before writing.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters using the correct movement sequence.</p>	<p>Re-cap on previous two day's activities.</p> <p>English Tell children that they are going to pretend they are on holiday in Brazil - Rio and they are going to send a postcard to a friend to let them know what they have been doing.</p> <p>Give children a time to discuss with their partner the things that they would like to include in their postcards. Where would you like to visit? What is it like there?</p> <p>Draft a postcard for a friend or family member imagining they are holidaying in Brazil. Compose sentences describing where they have been and what they have done. What key adjectives might we want to include?</p> <p>Chn.to draw a picture on the other side of their postcards.</p> <p><i>Children to be provided with a template for writing their postcards. Encourage them to read their sentences aloud to check that they make sense.</i></p>
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