**Project Phases**

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| **Focus 1** | How do we celebrate? |
| **Focus 2** | The world |
| **Focus 3** | Harvest and Thanksgiving |
| **Focus 4** | Dia De Los Muertos and Halloween |
| **Focus 5** | Light Celebrations |
| **Focus 6** | How can we celebrate? |
| **Focus 7** | Christmas |

**Essential Question: How can we celebrate?**

**Project & Exhibition: Plan and hold a celebration (invite visitors from community, governors and 2 nominated children from each class )**

**Enhancements: Lillys Tea Rooms, Keelby to make celebration favours, food designing and tasting, church visit, mock wedding, singing Happy Birthday in French, Hindu visitors**

**Project Based Learning Timeline**

Year 2

Term 1

2015-2016

**Common celebration themes to be studied throughout the project - Use this as our toolkit**

* **Food - purpose / reason for celebration**
* **Games - gift giving**
* **Rituals**
* **decoration**

**Hook**

**Invitation to George & Floras Big Party.**

**Read the story, Children to decide what they would need from a range of artefacts to hold the celebration.**

**Make bunting, etc to decorate the classroom in anticipation of a party.**

**Birthday Cake Baking**

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| **Focus 1**  - How do we celebrate weddings?  **Basic – What happens at a wedding?**  **Advancing – Why do weddings have…..?**  **Deep – Would you like to get married? Why?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise  Book – Scarecrows Wedding Wedding Celebration Trip to St Michaels Church |
| **Focus Outcome:** To hold a Mock Wedding (RE focus)  **Subjects, Opportunities** **&** **Activities:**  **RE – Study the beliefs, celebrations and festivals of Christianity –** Visit to a church, Understanding a wedding celebration and how this links to Christianity.  **Reading – become familiar with a wide range of texts –** reading recounts, researching weddings  **RE – Study the beliefs, celebrations and festivals of Christianity –** Re - enacting a wedding  **Writing – write recounts –** write a recount of the wedding celebration |
| **Focus 2 The World**  **Basic – Can you locate…?**  **Advancing – Can you identigy which countries have which celebrations?**  **Deep – Can you choose a country to celebrate in. Why?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** A labelled world map to show where festivals and celebrations take place (Geography focus)  **Subjects, Opportunities** **&** **Activities:**  **Geography – Use world maps, atlases and globes** – locate continents, UK and countries which will be studied during the project  **Geography – investigate the worlds continents and oceans** – learn the names and locations of all continents  **Geography – Use simple compass directions** – Looking at places in relation to each other  **Maths – Use language to describe position, direction and** movement – following instructions, Beebot app |
| **Focus 3 Harvest & Thanksgiving**  **Basic – What is Harvest?**  **Advancing - Can you compare Harvest to Thanksgiving?**  **Deep – How is making soup a good way to celebrate harvest?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise  Books – The Enormous Turnip, Oliver’s Vegetables |
| **Focus Outcome:** Design and Make Harvest Soup and Bread (DT focus)  **Subjects, Opportunities** **&** **Activities:**  **Reading – Listen to a range of traditional tales** – Read The Enormous Turnip  **Writing – Write stories that use the language of traditional tales** – Write own traditional tale  **Maths – use and apply in practical contexts a range of measures** – weighing ingredients for harvest soup  **Personal Development – to understand** others – to collect donations for the harvest festival (Doorstep charity)  **History – key events in the past that are significant nationally and globally, particularly those that coincide with** festivals – studying Thanksgiving celebration and the history behind it  **DT – Use the basic principles of a healthy diet to prepare dishes, understand where food comes from** – design and make vegetable soup |
| **Focus 4 -**  **Dia De Los Muertos and Halloween**  **Basic – What is Halloween?**  **Advancing - Can you compare Halloween to Dia De Los Muertos?**  **Deep – Is it ok to celebrate someone who has died?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise  Film – The Book of Life |
| **Focus Outcome:** Produce a Dia De Los Muertos mask (Art focus)  **Subjects, Opportunities** **&** **Activities:**  **Reading – Listen to a range of traditional tales** – Mexican traditional tales about gods  **Writing – Write descriptions that use the language of traditional** tales – write a character description of one of the gods from the Book of Life  **Geography – compare and contrast a small area of the United Kingdom to that of a non-European country** – Compare how we celebrate Halloween to how Mexican people celebrate Dia De Los Muertos  **Art – use experiences and ideas as an inspiration for** **artwork** – use bright colours to design and paint Dia De Los Muertos mask. |
| **Focus 5 Light Celebrations**  **Basic – Which festivals use light?**  **Advancing – How is light used to celebrate Diwali and other festivals?**  **Deep – How does light make people feel in different celebrations?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise  Religious Story – Rama and Sita |
| **Focus Outcome: Coding a light celebration**  **Subjects, Opportunities** **&** **Activities:**  **RE – Study at least one other religion** – Hinduism – Learning about Diwali – Story of Rama and Sita  **History – The lives of significant individuals in Britain’s past** – Bonfire night – compare and contrast bonfire celebration to Diwali  **Reading – build up a repertoire of poems to recite** – learn – remember remember & others  **Writing - write poems that use pattern, rhyme and** description – write a firework poem  **Science – Look at sources of light and reflections** – recognising sources of light |
| **Focus 6 How can we celebrate?**  **Basic – What elements do you need in a celebration?**  **Advancing – Why have you chosen these particular elements in your celebration?**  **Deep – How are people going to feel after being at the celebration?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** To hold a celebration (prepare for the exhibition )  **Subjects and Opportunities**:  **Writing – present information** - design and make invitations  **Maths – count and calculate in a range of practical contexts –**  **Maths – to use and apply maths in everyday activities**  **Maths – to add and subtract using mental and formal written methods**  **Maths – to multiply and divide using mental and formal written methods in practical contexts**  **Activities:**  Plan and design their celebration – work out how much things cost |
| **Focus 7 - Christmas**  **Basic – How is Christmas celebrated?**  **Advancing – Which parts of the Christmas celebration are similar to Hannukah and which are different?**  **Deep – How does a Christian feel when celebrating Christmas, How does a Jewish person feel when celebration Hannukah?** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** a how to celebrate Christmas guide  **Subjects and Opportunities**:  **Writing – present information** - design and create a how to guide  **History – key events in the past that are significant nationally and globally, particularly those that coincide with** **festivals** – studying the Christmas celebration and how the celebration has changed over time.  **RE – Study the beliefs, celebrations and festivals of Christianity –**Understanding the Christmas celebration and how this links to Christianity.  **RE – Study at least one other religion** – Judaism – Hannukah |