<ul> <li>Make marigold flower garlands</li> <li>Design and make a mod-roc Mexican Day of the Dead mask</li> <li>Samba band</li> <li>Performance of Samba band with masks and decorations</li> </ul> Creativity	<ul> <li>Follow instructions and write own – recipes/candle making/crafts</li> <li>Identify facts from the narrative 'Day of the Dead' and create fact files/leaflet</li> <li>Simplify text to 6- or 8-part comics strip of the text, identifying the most significant parts of the text         <ul> <li>Create similes</li> <li>based on examples in the text</li> </ul> </li> </ul>		<ul> <li>Money – value (link to life skills)</li> <li>Addition and subtraction using money</li> <li>Budgeting – multiplication for saving money</li> <li>Time - night and day, months of the year, terms relating to time</li> </ul> Reasoning
<ul> <li>Make candles – coloured appropriately to evoke a meaning: purple – pain, white – hope, pink - celebration</li> <li>Design and make Papel Picado (paper decorations)</li> <li>Make/taste tamales and/or mole</li> </ul> Experiences	Spring Spring 2.1 3 weeks	KS3C Topic: South American Carnival Key Text: Day of the Dead, by Tony Johnston and Jeanette Winter	<ul> <li>Smell, taste and touch marigold petals</li> <li>Create a sensory corner to evoke the atmosphere of a carnival e.g. music/bright colours/smells/ costumes/music</li> <li>Sensory materials e.g. sand, heater, bright fabric, music etc</li> <li>Dress up box/bright fabrics</li> </ul> Sensory Sensory
<ul> <li>Dance battles (west side story theme/ day of the dead theme)</li> <li>Gymnastics- movements to dance</li> <li>Trampolining to music</li> </ul> Movement	<ul> <li>Looking after family and friends</li> <li>Charity and sharing resources</li> <li>Life Skills – Home Management – cleaning, storage, hygiene. Personal finance.</li> </ul> Myself		<ul> <li>Investigate Dia de los Difuntos: Day of the Dead beliefs and customs</li> <li>Explore similarities and differences between Aztec beliefs and those of the Day of the Dead</li> </ul> Our World