



Celebrations



About this topic

Curriculum link: Year 1, Animals, including humans

SUMMARY:

This topic uses the theme of celebrations to explore a number of curriculum areas, including everyday materials, plants and light. There are a number of activities to choose from, all offering opportunities for cross-curricular work.

UNITS:

2.1: Our celebration: light

2.2: Our celebration: music

2.3: Our celebration: food

ACTIVITY RESOURCES:

- 2.1: Hand shadows
- 2.2: Bottle top clackers

- 2.3: Kazoo
- 2.4: Ice cube tray xylophone
- 2.5: Tin can drums
- 2.6: Are you ready to cook?
- 2.7: Charoet
- 2.8: Chinese spring rolls
- 2.9: Stuffed dates
- 2.10: Christingle

ONLINE RESOURCES:

Teaching slides (Powerpoint) : Celebrations

Interactive activity: Celebrations

CPD video: Celebrations

Pupil video: Celebrations

Word mat: Celebrations

Editable Planning: Celebrations

Topic Test: Celebrations

Learning objectives

This topic covers the following learning objectives:

- Say which part of the body is associated with each sense.
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Identify and describe the basic structure of a variety of common plants, including trees.

Working scientifically skills

This topic develops the following working scientifically skills:

- Observe things using simple equipment.
- Identify and classify.
- Perform simple tests.
- Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.



CROSS-CURRICULAR LINKS

This topic offers the following cross-curricular opportunities:

English

- Children re-tell their own experiences of celebrations, write sentences, use Easi-Speak microphones, etc.
- Plan a party: design and make invitations, choose presents, prepare food and produce entertainment for the whole class and possibly parents and carers.
- Comparative words, e.g. *bright*, *brighter*, *brightest*.
- Read and follow instructions. Learn and recite a poem linked to celebrations.

- Re-tell stories or role play a celebrations story, e.g. Rama and Sita (Hindu).

Numeracy and mathematics

- Measure cooking ingredients for celebration recipes using non-standard and standard measurements.
- Compare weights when cooking.
- Use language relating to weeks and months.

Music

- Music from different kinds of celebrations.
- Play instruments used in different celebrations.
- Make and use musical instruments.

Drama and dance

- Re-enact stories.
- Script and perform a shadow puppet play.
- Explore emotions.

RE

- Understand celebrations from world religions.
- What is common between different celebrations?
- Children share their experiences, bring in photographs, special clothes, gifts.
- How do we celebrate in our class and school?

Computing / ICT

- Use Paint program to draw celebration colour explosions, e.g. fireworks.
- Use digital cameras to take photographs.
- Use publishing package to make a celebration card.

Design and technology

- Design, make and use musical instruments, masks, candle holders.
- Design and make puppets, e.g. using wooden spoons, felt puppets, card puppets with dowel.
- Design and make a theatre, e.g. cardboard box.

Art

- Diwali Rangoli patterns using chalk or coloured sand – outdoors.
- Weaving, e.g. paper plate weaving.
- Marbling – celebration colours, for wrapping paper.
- Stamping using different foods to make celebration patterns, e.g. okra, potato, apple.
- Make a Christingle.
- Design and make celebration banners.

History

- Historical stories behind celebrations. Timeline of family celebrations, e.g. birthdays, wedding anniversaries, Christenings.
- Timeline to show when light is used in personal and family celebrations in children's lives.
- History of lights, e.g. candles, gas lamps, electric lights – using a timeline.

Geography

- Celebrations from around the world. Different celebrations and the country, e.g. Diwali and India.

- Using maps to find countries.
- Organisers of local celebrations.
- Food from different cultures eaten during celebrations.
- Celebratory language and greetings in other countries, e.g. Happy New Year in Chinese: 'Kung Hey Fay Choy'.



STEAM (SCIENCE TECHNOLOGY ENGINEERING ART AND MATHS) OPPORTUNITIES

Invite into class

- People from different communities to talk about their celebrations, the senses and food.
- Local fire officers – safety during celebrations, e.g. fireworks.
- Poets and storytellers to use and develop descriptive language linked to the senses, light and dark, material, etc.

Visit

- A supermarket to find out about different fruits and vegetables.



HEALTH AND SAFETY

In this topic, lighted candles are used. This should be under adult supervision and checks relating to setting off smoke alarms should be made. See current *ASE Be Safe!* book for further safety advice. Some activities include cooking and tasting food. Check for children with specific allergies and follow guidance for cooking in science in *ASE Be Safe!* book.



SUBJECT KNOWLEDGE

Light

Whilst the topic Light does not appear in the National Curriculum it is used here as a context for working scientifically and to provide a bridge between children's experiences in EYFS and Year 3. Many celebrations during the autumn and winter months have the theme of light. You could begin

this activity by setting up a table full of different kinds of candles: tall, short, thin, thick, birthday, night lights, etc. For greater impact, and if possible, darken the room and light the candles before children enter.

Shadows

The aim of this series of activities is to help children understand how shadows are made. At this level, children are not required to know that light travels in straight lines, even though it is an important and helpful idea. Because of this, when it hits an object, e.g. a child, light cannot get through, so the area behind is less well-lit and a shadow is formed. The shadow is the same shape as the object (the child) blocking the light. When children make shadows in the following set

of activities, encourage them to explain how they think the shadow is made.



FOOD AND OUR SENSES

Foods vary according to the celebration and the culture. These examples have been chosen to develop children's understanding of key scientific ideas. Once children have tried out the recipes here, they can decide what to make for their own celebration.

'Are you ready to cook?' (Activity Resource 2.6) can be laminated and used repeatedly. The cookery recipes are for children to use under the supervision of an adult. When using the recipes with a group, the aim is for children to work independently. The role of the adult is to focus observation and discussion on some key scientific ideas.



SCIENTIFIC VOCABULARY: CELEBRATIONS

It is assumed that most children know, from their EYFS experience, words such as *sound*, *light*, *eyes* and *ears*, although they might not know how to write and spell them. You can download a Word mat of essential vocabulary for this topic from *My Rising Stars*.

illuminate: brighten up with light

light source: something that gives out light

opaque: a material that does not let light pass through

reflect: when light hits an object and bounces off

translucent: a material that lets some light through but you cannot see through it clearly

transparent: a material that lets light through and you can see things very clearly through it

shadow: the dark shape that an object makes, e.g. on the ground, when it is between the light source (e.g. a torch) and the surface (e.g. the ground)

sound: a vibration that travels through the air and can be heard by the ear

source of sound: an object that makes a sound

vibration: sounds can be made by vibrating an object; something that moves backwards and forwards

key words: bark / battery / bright / bulb / candle / cool / dark / dull / fast / flame / flower / fruit / high / hot / leaf / leaves / light / liquid / loud / low / mirror / observe / plant / quiet / root / senses / shoot / slow / solid / texture / torch / wax / wick



PREPARE THE CLASSROOM

Area 1: Science laboratory

- Lab coats (white shirts) and goggles
- Pictures of scientists, including scientists at work
- Sound makers
- Torches and objects for shadow making
- Kaleidoscopes
- Electric circuit resources, e.g. batteries, bulbs, wires
- Mirrors
- Glow sticks, fibre optic torches

Area 2: Chinese restaurant

- Chinese lanterns
- Menus with photographs
- Paper plates with different meals painted on them
- Chopsticks
- Pieces of food to eat with chopsticks

- Chinese writing / characters on display
- Pictures or models of Chinese dragons

Area 3: Festival outside area

- Dressing-up clothes
- Large pieces of fabric, e.g. to make a Chinese New Year dragon
 - Musical instruments, MP3 or CD player
 - Masks, e.g. animals
 - Sound makers, e.g. rain sticks
 - Cameras
 - Recording Pegs, Easi-Speak microphones

Area 4: Shadow theatre

- Shadow puppets
- Object for making shadows
- White backdrop, e.g. wall, card, sheet
- Torches

