

Year 1 & 2: Come and Join the Circus!

WOW: Kevin the Clown & Our Circus assembly		
LC1: Where has the circus come from?		LC2: What would a day at the circus be like?
<p>Geography: Children located countries around the world using maps and atlases. The countries they located were those who the most famous circuses have visited or where founded in.</p> <p>History: Children looked at how the history began and travelled along the timeline looking at main events in circus history.</p>		<p>Literacy: Children wrote sentences which described what they would see, hear, taste, touch and see if they were to visit the circus.</p> <p>History: Children researched the different animal acts which performed at the circus and wrote a brief description of each of the animal acts.</p> <p>Design and Technology: To understand how the big tops would have been constructed, Children created design criteria. They then used this to design their own big top tent. Children experimented with different materials</p>
LC3: Where would the circus travel?		LC4: What jobs does a Ring Master do?
<p>Geography: Children then located cities within the United Kingdom where the Moscow circus had visited to track their movements.</p> <p>History: Children looked briefly at the modes of transport the circus would have used to travel from city to city or even county to county. This was then compared to house the circuses would travel now.</p>		<p>History: Children discussed the different jobs that each member of the circus would have. They designed a job advert for some of the jobs or acts at the circus.</p>
LC5: A day at the circus – which skills would you learn?		LC6: What would you hear at the circus?
<p>Wow: Kevin the clown came to visit the children. He began with a performance for us to see what it be like to go to a real circus! Then each class had the experience to use the circus equipment the circus would use!</p>		<p>Music: In groups, children listened to different samples of music played or preformed at the circus. They discussed the tempo used, the feelings and the musical instruments that were used. They then composed and created their own piece of circus music which was suitable for different circus acts. After they have performed these to the rest of the class, the children completed peer and self-assessment.</p>
Reflection		
<p>Extra Curriculum Links:</p> <p>Numeracy: Children made a clown face on a paper plate using different 2D shapes. Children then wrote which shapes they had used and some of the properties each of these shapes has.</p> <p>Literacy: Children wrote their own poems based on the circus. Books were all linked to the circus.</p>		