

Lauriston
School



Daubeney
Primary
School

Curriculum at Blossom Diversity and Anti-Racism

Blossom Federation

Daubeney, Sebright and Lauriston



Curriculum Intent

The uniqueness of every child in our school is recognised and valued. Our curriculum embraces the community, recognising and celebrating our children's diverse backgrounds and experiences. We recognise children's strengths, interests, diversity and learning needs, in order to promote a culture of acceptance, with PSHE, mental well-being and Growth Mindset at the heart of all lessons.

We constantly reflect on our learning journey to ensure that it meets the current needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich curriculum to ensure that all pupils are well equipped for the next stages in their education.

Early Years Foundation Stage (Nursery and Reception)

High quality Texts

We aim to foster a lifelong love of reading

- I like Myself
- Ruby's Worry
- Hello Friend/Meesha
- Makes Friends
- Stanley's Stick
- Pirates Love Underpants
- Mr Big
- Hair Love
- I Love My Hair
- Funnybones

Black History Month –
Motown music
Celebration of Black artists – Kehinde Wiley

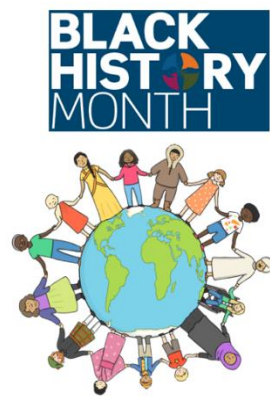
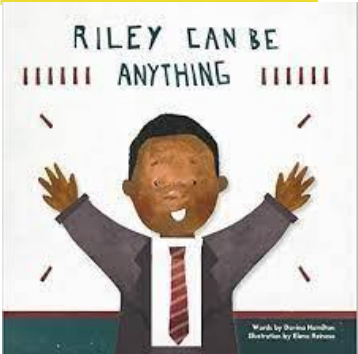
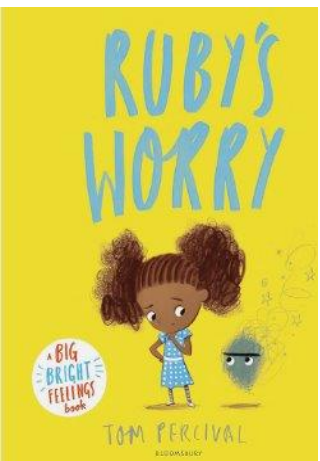


What things make us different?

- Eye colour
- Skin colour
- Hair colour
- Height
- Type of family
- Body shape




Diversity



EAD - Discovering about an new artist

Kay Davis

Who is Kay Davis?
Let's have a look at her work.



London artist Kay Davis – Reception children met her and re-created some of her art

Early Years often theme their learning and they use high quality text and/or people to inspire the children and evoke development of oracy.

Literacy

We choose a range of texts to be used across the year as stimuli for writing.

Literacy - Reading Quality texts linked to topic Whole Class Reading	I Survived the San Francisco Earthquake, 1906	Mystery of the Egyptian Scroll	The Secret Lake	The River Singers	Beowulf	Lost Words
Literacy - Reading Quality texts linked to topic Whole Class Reading	King of Cloud Forest	Greek Myths Who Let the Gods Out	Series of Unfortunate Events	Harry Potter	Coming to England	Benjamin Zephaniah
Literacy - Reading Quality texts linked to topic	The Magic Bojabi Tree	The Man on the Moon	How to Live Forever	Where The Forest Meets the Sea	Vlad and the Great Fire of London	Michael Rosen
Literacy - Reading Quality texts linked to topic Whole Class Reading	The Great Kopak Tree The Explorer	Stone Age Boy	Nelly and the Pirates	The Firework Maker's Daughter	Romans on a Rampage	Heard it in the Playground – Allan Ahlberg
Literacy - Reading Quality texts linked to topic/ Whole Class Reading	Floodland	Once, Then	The London Eye Mystery	Journey to the Rivers Sea	Children of the Benin Kingdom	Overheard in the Tower Block - Joseph Coelho
Literacy - Reading Quality texts linked to topic	Three Little Pigs Little Red Riding Hood	Jack and the Beanstalk Cinderella Jolly Christmas Postman	Iggy Peck Architect	Paddington Greta and the Giants Monkey Puzzle (science link)	You Can't Take an Elephant on a Bus	The Puffin Book of Fantastic First Poems

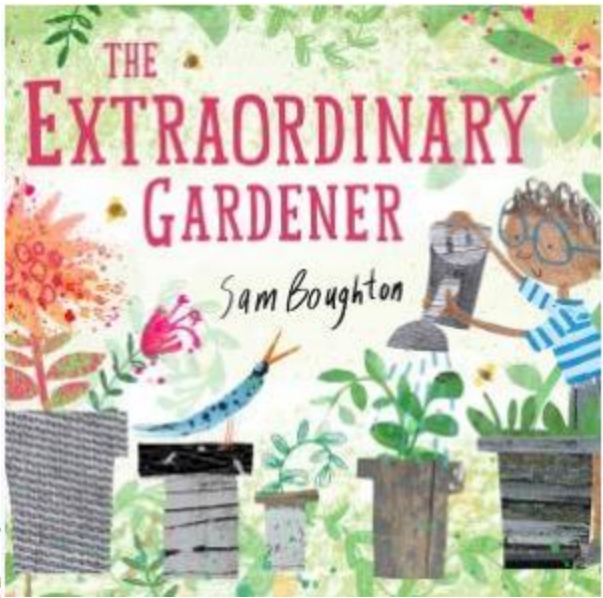
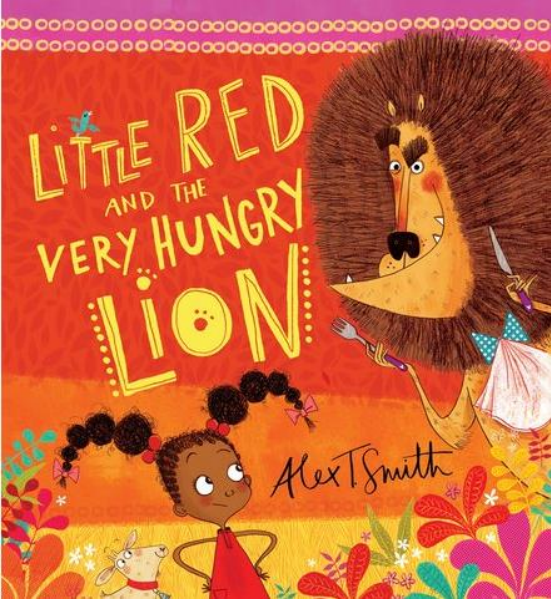


We're continually developing our book corners and continually looking to add books to the school and classrooms that raise awareness of diversity and the importance of representation.

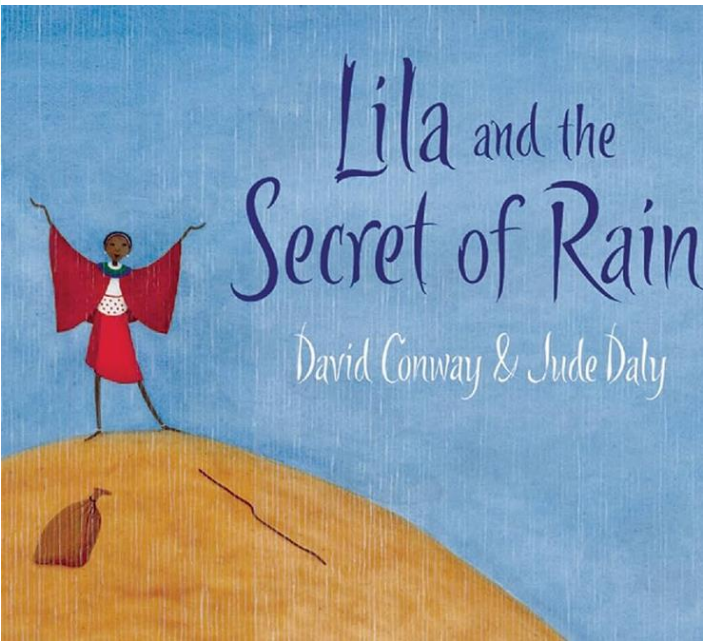
Literacy

Book Fortnight

The whole school reads the same book and uses it as a stimulus for writing. It can range from sequencing the story to re-telling the story to changing the setting/characters/ending in their writing.



Written and illustrated by Emmi Smid



Literacy - Black History Month and World Poetry Day

Black female scientists:

Alice Ball - chemist
 Mae Jemison - astronaut, physician
 Patricia Bath - ophthalmologist
 Annie Easley - computer scientist
 Jane Cooke Wright - surgeon
 Mamie Phipps Clark - psychologist



Possible activities:

- Create a fact file
- Write a biography
- Role play interviews
- Try an experiment
- Write stories about their lives

Black authors:

Malorie Blackman - chapter books for kids
 Nikki Grimes - books for younger children
 Georgie Badiel - author and activist
 Benjamin Zephaniah - poet
 Jacqueline Woodson - books for younger children
 Grace Nicholls - poet
 John Agard - range of children's books



Possible activities:

- Retell the story
- Illustrate for their books
- Act the story out
- Write something similar
- 500 word challenge
- Create project based on the countries/cultures in their stories

Black artists:

Jean-Michel Basquiat - graffiti art
 Kara Walker - contemporary art
 Jacob Lawrence - painter
 Kehinde Wiley - portrait painter
 El Anatsui - sculptor



Possible activities:

- Research and create one of their pieces (TBD style)
- Make a gallery
- Do a presentation
- Using ICT, create a bio
- Draw portraits of artists

Black creators/inventors:

Madam CJ Walker - developed cosmetics and hair care, first black millionaire
 Benjamin Banneker - invented a clock
 Lewis Latimer - created light bulb with durable filament
 Thomas Elkins - patented improvements to commodes and refrigerators
 Shirely Ann Jackson - earned a doctorate
 Garrett Morgan - invented 3 position traffic light
 Mark Dean - inventor and computer engineer



Possible activities:

- What improvements/inventions can you make?
- Fake news item
- Make 3D models of some of the inventions- can you make them functional?



Black musicians:

Shirley Bassey - singer
 Stevie Wonder - musician
 Aretha Franklin - soul singer
 Miles Davis - jazz musician
 Etta James - soul singer
 Marvin Gaye - soul singer



Possible activities:

- Listen to the music
- Write a poem about their music
- Draw what you hear
- Research the lyrics and back story - present your ideas.

Black sports/athletes:

Tessa Sanderson - javeline thrower
 Micheal Jordan - basketball player
 Serena Williams - Tennis player
 Muhammad Ali - boxer
 Jesse Owens - sprinter and long jumper
 Althea Gibson - tennis player
 Jessica Ennis Hill - heptathlon
 Colin Kaepernick - quarterback



Possible activities:

- Try one of their workouts
- Have an awards ceremony
- Make sports top trumps for these people
- Write about their story

National Poetry Day falls during Black History Month, so we provided teachers with stimuli to create lessons for the children that centre around influential Black people in various fields.

DAUBENEY RELIGION AND WORLD VIEWS YEARLY OVERVIEW 2023-2024




Year	AUTUMN 2023		SPRING 2024		SUMMER 2024	
	A1 – Thurs 12 th Oct	A2 – Thurs 7 th Dec	SP1 – Thurs 1 st Feb	SP2 – Thurs 21 st March	SM1	SM2 – Thurs 11 th July
Year 1	How and why do people celebrate harvest? Hymn/song, words, food packets Thank you cards Dialogue a collage	How and why do Christians celebrate Christmas? Images of Jesus, carols Nativity Nativity story, precious gifts Precious gifts, advent calendar	Who are the Muslims in our community? 5 pillars or fingers of Islam Adhan (call to prayer) Halal scenarios Speech bubbles/diaries	What does Diwali teach Hindus about good and evil? Diwali story Ideas about 'good' Diwali celebrations Diwali card Symbolism of good in Diwali	RE Trip Church	What is important to Jews? Abraham's story and Shema Shema and Shabbat table Kippah or Mezuzah
Year 2	What do Hindus believe? Roles and characteristics Images/stories of Ganesh Images/stories of Krishna Comparison of Avatars and Role Models	What Values Does Hanukkah teach? Hanukkah story Hanukkah and Jewish people today Dreidel and Hanukkah	What does it mean for a Christian to belong to the church? Collage of beliefs and symbols Symbols of cross/crucifix Features of a church building Infant baptism ceremony	Why do Christians celebrate Jesus' resurrection at Easter? Why Jesus is special to Christians Events in Jesus' life Easter card How cards show beliefs about Jesus	RE Trip Mosque	How do we know what is right or wrong? Rules for living; beliefs about heaven, hell, forgiving and temptation; Buddhist Wheel of Life and prayer Symbolic clothing, temptation, a world without forgiveness Temptation 10 commandments
Year 3	What is special about Guru Nanak? Birth ceremonies, stories and images of Guru Nanak Birth cards, Guru Nanak images	What can we learn from the Bible? When Bible read, own stories Parables, prayers, psalms Bible cover design, Storyboard Prodigal Son	Who are the Jews? Stories of Abraham Abraham and Refugees Research Temple and festivals Jewish identity collage Abraham and Jewish Identity	How do features of a mosque help Muslims pray? 5 pillars, mosque features wudu, plan of a mosque local mosque prayer mat and mosque design	RE Trip Synagogue	Why do believers go on pilgrimage? Special places Pilgrimage sites Brochures Hajj
Year 4	How does the synagogue show what is important to Jews? 10 commandments, Torah Synagogue Tour guide, Torah question Torah cover, synagogue feature	How do those who believe build a relationship with God? Beliefs, Murtis symbols, places of worship Mandir Inside a Mandir Murtis	How do different Christians show their beliefs? Features in/of different churches Tour guide or leaflet for a church Visit to a church Investigate template of a feature	Why is the Qur'an special to Muslims? Muhammad pbuh and Surah Speaker/Videos Qur'an questions Letter to library	RE Trip Mandir	What happens when we die? Poem, Research funeral practices Thought logs/personal responses Poem Own beliefs
Year 5	What did the Buddha teach about living a better life? Anicca and 4 Noble Truths Kira and Buddhist Teachings Haiku and eightfold path	What happened to Islam in the Middle Ages? Maps, inventions, Crusades Presenting research, 5 Pillars War	What are some of the beliefs and values of Sikhism? Sikh prayer, 5 K's, Gurdwara Beliefs and values in Sikhism Sikh beliefs and values in our society	What can we learn from the past? Seder/Plate Speaker/survivor stories Lisa's story Museum teachings and responses Memorials	RE Trip Gurudwara	How are women valued and treated in religion and beyond? Hero's stories, religious texts, quotes Heroes Interviews Heroes changing beliefs and values
Year 6	What do Jews believe are their responsibilities to God? Shema, Adhan, Genesis, teachings on charity and environment Charity Charities Leaflet	How does being in a community help Buddhists to follow the Buddha's teachings? Dhama, Metaphor of Raft Monastic life and Buddhist temples Buddhist Temple Buddhist Shrine	Hajj and Id-ul-Adha	Lent and Easter	RE Trip Buddhist Temple	How did the world begin? Creation accounts, inc Genesis Own creation story and celebration Personal response to ultimate questions Explanations of creation theories Persuasive arguments

Science

We created a unit whereby we study various scientists and explore the person as well as their field of science (and potential careers!).

George Washington Carver
 Mary Seacole
 Marie Curie
 Lewis Howard Latimer
 Stephanie Wilson
 Birbal Sanhi

Revision/Scientists and Inventors




Vocabulary: fish, amphibians, reptiles, birds, mammals, pets, carnivores, omnivores, herbivores, materials, wood, plastic, metal, rock, fabric, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, transparent, opaque, crumble, squash, bend, stretch, twist, waterproof, absorbent, spring, summer, autumn, winter, warmer, cooler, daytime, sun, wind, rain
Jobs: plant scientist, engineer, zoologist, doctor, weather reader




What do I remember from my learning this year?

Revision/Scientists and Inventors




Vocabulary: health, grow, strong, change, life cycle, hard, soft, shiny, dull, rough, smooth, bendy, absorbent, opaque, transparent, recycling, sort, material, melt, plastic, rubber, metal, wood, measure, amount, freeze, liquid, solid, squashing, bending, twisting and stretching, water, light, soil, nutrients, illnesses, injuries, temperature, pollution, climate change, warming, greenhouse gases
Jobs: gardener, florist, botanist, farmer, doctor, zoologist, veterinarian, zoo keeper, builder, architect, product designer, engineer, environmental scientist




What do I remember from my learning this year?

Revision/Scientists and Inventors




Vocabulary: pollination, fertilisation, germination, seed formation, dispersal, fossils, layers, sedimentary, nutrient, vitamin, mineral, fat, protein, carnivore, herbivore, omnivore, carbohydrates, skeletons, vertebrates, invertebrates, movement, joint, muscles, pull, contract, relax, biologist, veterinarian, doctor, radiographer, physiotherapist, opaque, translucent, transparent, block, absence of light, magnetic, force, push, pull, direct contact, magnet (bar, ring, button, horseshoe), north pole, south pole, opposite, attract, repel, magnetism
Careers: Magnetic engineer, botanist, geologist, palaeontologist, optical scientist




What do I remember from my learning this year?

Revision/Scientists and Inventors




Vocabulary: food chains, predator, prey, producer, omnivore, herbivore, carnivore, solid, liquid, gas, changes, melt, boil, freeze, heating, temperature, evaporation, condensation, water cycle, states, particles, solidifying, water vapour, steam, electricity, insulator, conductor, loudness, pitch, low, high, vibrations, source, wave, classification keys, vertebrates, invertebrates, categories
Careers: sound technician, electrician, environmentalist, nutritionist.




What do I remember from my learning this year?

Revision/Scientists and Inventors



Vocabulary: reproduction, asexual, sexual, life cycle, offspring, soluble, insoluble, solid, liquid, sieve, filter, evaporate, condense, rotate, orbit, axis, air resistance, water resistance, friction, surface, movement, baby, toddler, adolescent and adults
Careers: astronaut, biologist, conservationist



What do I remember from my learning this year?

Revision/Scientists and Inventors



Vocabulary: fossils, classification, vertebrate, invertebrate, micro-organism, amphibian, reptile, bird, mammal, circulatory system, heart, blood, veins, arteries, pulse conductor, insulator,
Careers: cardiologist, evolutionary biologist, palaeontologist, microbiologist, electrical engineer



What do I remember from my learning this year?

Migration



What is migration?

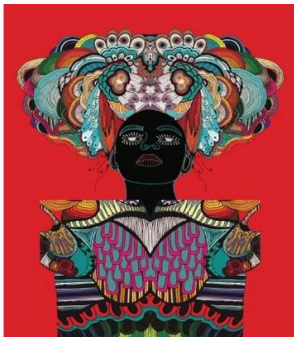
- movement from one part (country/place) to another

Why do people migrate?

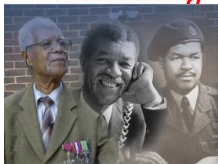
- war
- trade
- resources
- unemployment - to get work
- better prospects - better 'life'
- natural disaster - earthquakes
- social and political changes
- better health care and education



Caribbean culture



Sam King



Harold Phillips (Lord Woodbine)



Who are they? Floella Benjamin



Aldwyn Roberts (Lord Kitchener)



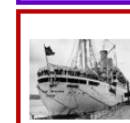
Connie Mark



Claudia Jones



How was The Windrush a turning point in British history? The Windrush



Vocabulary: migrant, migration, British Empire, Caribbean, The Empire Windrush, voyage, passenger, departure, arrival, Windrush generation, prejudice, racism, inequality, injustice, legacy, multiculturalism, National Health Service



Previous learning in History

In Year 4 I learned about _____

I remember _____

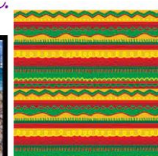
Historical Knowledge:	Me	T
I know that migration means moving places and that people migrate because of war, trade and resources.		
I know people were invited to migrate from the British colonies in Caribbean, after WW2: The call.		
I know that some Caribbean Countries were part of the British Empire.		
I know their expectations vs reality upon arrival were different.		
I know people experienced unexpected prejudice in all aspects of life, homes, work, education, social.		
I know that The Windrush was the first boat that started mass migration to Britain from the Caribbean in 1948.		
I know the contribution that the people of the Windrush made to the UK e.g. of Eddie Nobel, Sam King, Floella Benjamin, Harold Phillips.		
I know what the experiences of people arriving on The Windrush was like.		
I know people from The Windrush generation chose Hackney as a place to live.		
I know that The Windrush generation was essential in building the NHS workforce from 1948 onwards.		

History

Task: design and make mosaic to celebrate Caribbean culture in Hackney

In your sketchbooks, design what you want your mosaic to represent and what it should look like. Think about:

colour
pattern
images



The images on the left show the warm welcome and good conditions that Caribbean migrants were expecting and hoping for when they arrived in Britain. The images of the right show what was often the reality when they arrived in Britain.

What was it like?

When people from the Caribbean arrived in Britain, their experience was far from what they expected. Despite being invited to Britain, many people face racist discrimination. Many Black people also faced racism and harassment.

Despite labour shortages, many Black people were refused jobs because of the colour of their skin and often had to take jobs for which they were overqualified.

It was also difficult to find housing, as many white landlords refused to rent rooms to Black people. The accommodation that was available was often in poorer areas.

Social housing helping migrants

Social housing has a long and proud history of housing migrants, which includes the Windrush generation. Our member Metropolitan Thames Valley (MTV) is now a big, mainstream housing association, but was set up to provide housing for the Windrush generation.

More than 50 years ago, MTVH founder Lady Molly Huggins established a charitable organisation to provide safe and affordable homes for the people who came to rebuild Britain in the 1950s.

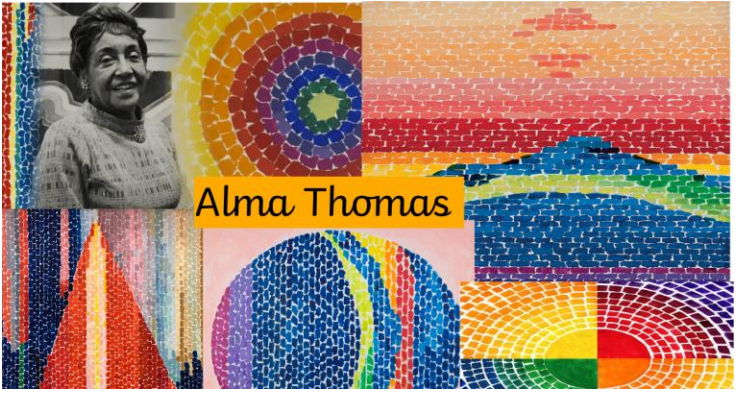
As one of just six out of 500 housing associations in the UK to specifically house migrants in 1952, Lady Molly was bold and courageous in her work. She stood against injustice and invested in the people who make Britain what it is today.

"The community where I lived was a bit cold. I thought, probably the weather... then I realised this was because I was black actually. Some of the people, the neighbours, weren't very welcoming. Getting a place to live was difficult. The only people we could get places to rent from were the Jewish people. I think they were the saviours of the black community because they would let us in."

"I remember the day I started secondary school. They had streaming 1A to 1D and the top stream was 1A. I got to the school. In the first year they separated us out - they sit you there and ask you a few questions, and if you spoke with a Jamaican accent you went right into 1D, except if you were exceptionally intelligent and then you might be put at class up."

We wrote a unit that fit into the KS2 history curriculum focusing on The Windrush.

Art



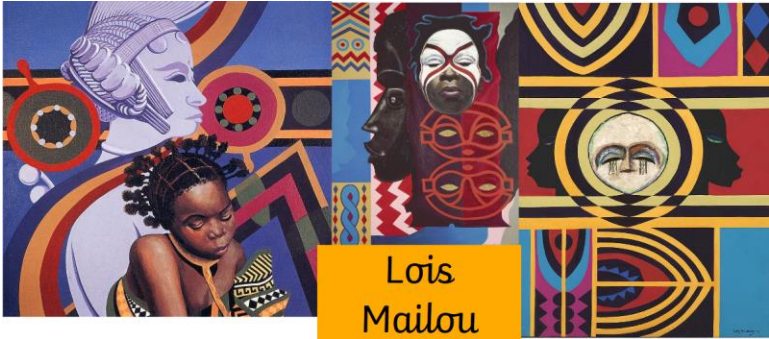
Alma Thomas

EYFS Spring Term



Adriana Varejão

Year 1 Spring Term



Lois Mailou Jones

Year 2 Spring Term



Jean-Michel Basquait

Year 3 Spring Term



Rithika Merchant

Year 4 Spring Term



Bisa Butler

Year 5 Spring Term



Pamela Phatsimo Sunstrum

Year 6 Spring Term

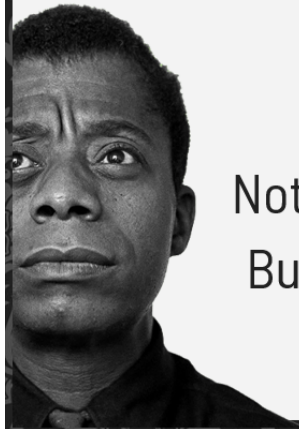


We participate in 'The Big Draw' termly. We've teach the art skills through first exploring an artist and their background and then their art. Children use their art as inspiration and apply their skills in creating their own piece of art.

AN INTRODUCTION TO RACISM IN EDUCATION

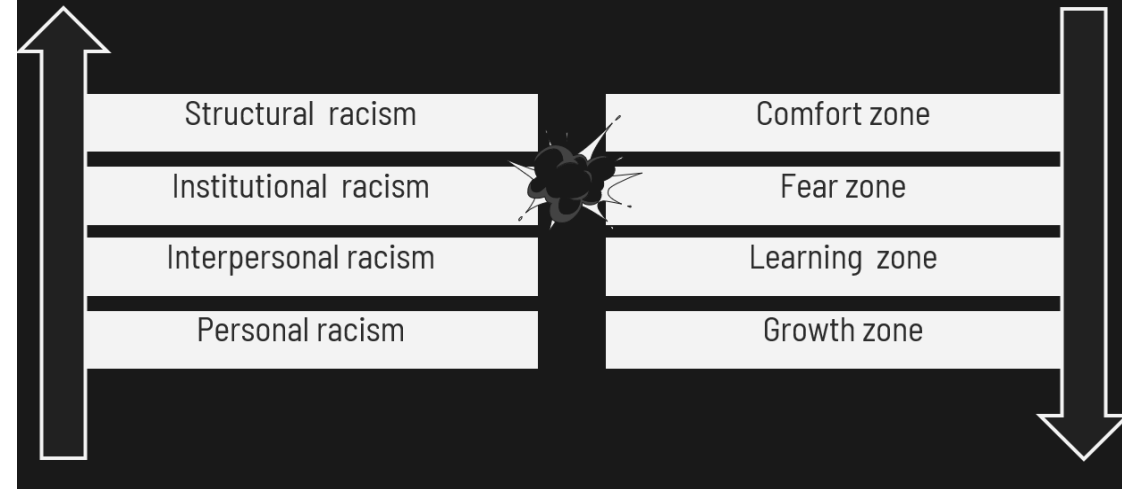


JAMES BALDWIN



Not everything that is faced can be changed.
But nothing can be changed until it is faced

THE FOUR LAYERS OF RACISM



Since very few whites exist who actually believe they are racist, then basically no one is racist and

disappears more quickly than we can describe it.

class__13

We're brought in Class 13 to lead INSET training for our staff, as well as internally led training centring around anti-racism and inequality.

Training/Policy

Blossom Federation

Daubeney, Sebright and Lauriston



The Black Nursery Manager

The 4 E's of the anti-racist framework are something that she believes all Early Years environments should foster:

Embrace all children's racial, cultural and religious backgrounds.

Embed a culture of belonging and value amongst practitioners and children.

Ensure that practice is culturally sensitive and that the child is positioned as the expert of their own identity.

Extend learning opportunities for the child by showing interest, expanding conversations and using diverse resources.

Anti Racist Policy

November 2023

Talking to Children about Racism - [NSPCC](#)



On this page

- [What is race and racism?](#)
- [Types of racism and racial discrimination](#)
- [How racism affects children](#)
- [How to talk to children about racism](#)
- [Worried about racial bullying?](#)
- [Childline: support for young people](#)

How to talk to children about racism

Children and young people will have seen images and stories in the news around Black Lives Matter. They may also have heard or taken part in recent conversations around racism since the murder of George Floyd and many others in the US. However, some children may not fully understand what's happening and may have questions. It's important to encourage positive and open conversations about race and racism with children and young people. And to have them often, not just when Black Lives Matter is covered in the news, to keep the conversation going. We have advice to help.

Learn about race, racism and privilege



Have open conversations regularly



Try to make conversations age-appropriate



While many parents may be worried about speaking to younger children in an age-appropriate way, research shows that children can internalize racial bias between ages 2 and 4.⁹It can help to describe racism in a way that your child will be able to understand. For example, you could talk about fairness, being kind, accepting others for who they are.

For older children, let them lead the conversation so they feel confident sharing their ideas or experiences. It's important to provide a safe and comfortable environment for them to express themselves in by listening and asking questions without judging them.

Talk about recent history and culture



Encourage children to appreciate diversity



Talking to Children about Racial Bias - [HealthyChildren.org](#)

Tips for Talking About Racial Differences & Racism

Talking about race is not racist. It's OK—and important. From a young age, children may have questions about racial differences and parents must be prepared to answer them. But, it's important to keep your child's developmental readiness in mind.

- For preschoolers:** At this age, your child may begin to notice and point out differences in the people around you (i.e., at the grocery store, at the park, etc.). If your child asks about someone's skin tone, you might say, "Isn't it wonderful that we are all so different!" You can even hold your arm against theirs to show the differences in skin tones in your family.
- For gradeschoolers:** This is the age that is important to have open talks with your child about race, diversity, and racism. Discussing these topics will help your child see you as a trusted source of information on the topic, and he or she can come to you with any questions. Point out stereotypes and racial bias in media and books such as villains or "bad guys" in movies.
- If your child makes comments or asks you questions about race based on school incidents or something they read or watched:** Further the discussion with questions such as, "How do you feel about that?" and "Why do you think that?" This is also helpful if your child heard something insensitive or if your child experienced racial bias themselves. Before responding to his or her statement or question, figure out where it came from and what it means from his or her perspective. See [Talking to Children About Tragedies & Other News Events for more information.](#)

These conversations begin to lay the groundwork for your child to accept and respect everyone's differences and similarities. As children mature, the answers to questions will become more complex. These are moments to learn what your child understands or is struggling to understand about racial bias.

Remember:

To create a culture of inclusiveness, we all must look at and acknowledge our biases, so we can do something about the ones that are unfair or cause harm to others—like racial bias. Understanding the way people feel about and behave toward those outside their own group can help communities heal after a tragedy, as well as prevent future ones.



Cultural Days

Pupils dressing to represent their culture - sharing with their class their traditions and where they come from. Parents bring food in and there's a food sharing opportunity for parents socialise and get to know each other in the playground.



Belonging...

- Junior teams
- Ambassadors
- School Council
- Pupil Voice
- Website, highlights
- Displays, pictures, floor books
- Class Charter
- Pride Team
- Golden Achievers
- Newsletters, Socials



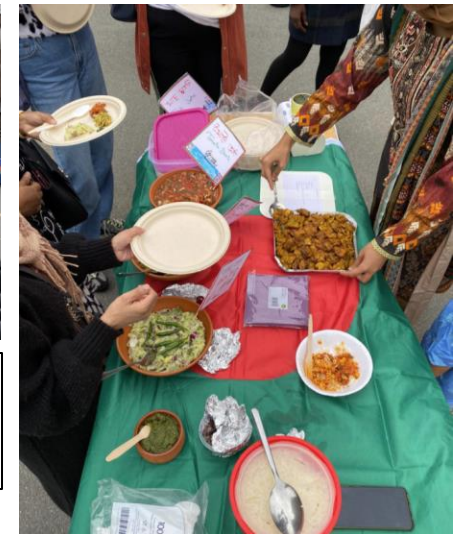
Pride Month Celebrations



L30% accessing same learning as their peers



Multicultural food sharing events



The Nest provision

Parent Partners

- Parent readers
- Hop Garden
- Workshops
- Golden Achievers
- Quiz Nights
- Parent Consultations
- Volunteers/DSR
- The Gates
- Reception parent child lunch times
- Postcards home
- Daytime and evening parent evenings
- Whatsapp groups
- Summer/Winter Fair
- Daubeney Village (PCTA)
- Surveys & Questionnaires
- Parents Leading assemblies



Phonics Workshops



Strengthening Families graduation



Parents volunteering to read



Reception Lunches



Parents volunteering to read

Assemblies

Previous pupils coming back and leading assemblies – sharing their life experiences



Amida Deen – artist (oil painter)



Amida
Year 6



Assembly Rota Spring 2 2023 - 2024

	Monday Word/Expectation/Breath of the Week/Attendance	Tuesday	Wednesday	Thursday	Friday Golden Achievers
KS1	19 th Feb Gregory Welcome Back	20 th Feb Sara Int. Mother Languages Day	21 st Feb Hannah Golden Expectations	22 nd Feb Cheryll Story Time	23 rd Feb Raj - Golden Achievers
KS2	Gregory Welcome Back	Sara Int. Mother Languages Day	Matt Golden Expectations	Amy DT Celebration	Ebony - Golden Achievers
KS1	26 th Feb Classroom Assembly	27 th Feb Brian Music	28 th Feb Seema OPAL	29 th Feb Cheryll Story Time	1 st March Cheryll - Golden Achievers
KS2	Classroom Assembly	Lois Anthro Juniors	Seema OPAL	Kinfisher Class (host Sandra)	Matt - Golden Achievers
KS1	4 th March Classroom Assembly	5 th March Violeter British Science Week	6 th March Parents' Afternoon	7 th March Bluethroat Class (host Katie)	8 th March Raj - Golden Achievers
KS2	Classroom Assembly	Brian Music		Violeter British Science Week	Matt - Golden Achievers
KS1	11 th March Classroom Assembly	12 th March Brian Music	13 th March Seema OPAL	14 th March Ebony WBD Best Dressed	15 th March Cheryll - Golden Achievers
KS2	Classroom Assembly	No Assembly (Hall in use)	Ebony WBD Best Dressed	Toucan Class (host Ismail)	Matt - Golden Achievers
KS1	18 th March Classroom Assembly	19 th March Jacinta St Patrick's Day	20 th March Nargis First Day of Spring	21 st March Parakeet Class (host Jacinta)	22 nd March Raj - Achievers of the Term
KS2	Classroom Assembly	Brian Music	Trisha First Day of Spring	Raj Junior SEND Team	Matt - Achiever of the Term
KS1	25 th March Classroom Assembly	26 th March Sultana What is Easter?	27 th March All – Ideas for what to do on Holiday	28 th March School Ends 1:30pm	Easter Holiday
KS2	Classroom Assembly	Ismail What is Easter?	All – Ideas for what to do on Holiday		



Sharing assemblies

THE FANDANGO KID STUDIO X SEBRIGHT X BOW ARTS

A two year ongoing project exploring the theme of social justice using art and design to explore its complexities.

Each year group has a different focus within the theme of social justice, and will learn different creative skills to explore this.

Year 5: Compassion and Empathy : learning and understanding other cultures using visual storytelling and textiles.

Year 6: Social Justice (race, equity, inequity, institutionalised racism, intersectionality) exploring colour and painting.

Year 4: Allyship (empathy into action) looking at photography and collage to develop creative responses.

THE FANDANGO KID STUDIO X SEBRIGHT X BOW ARTS

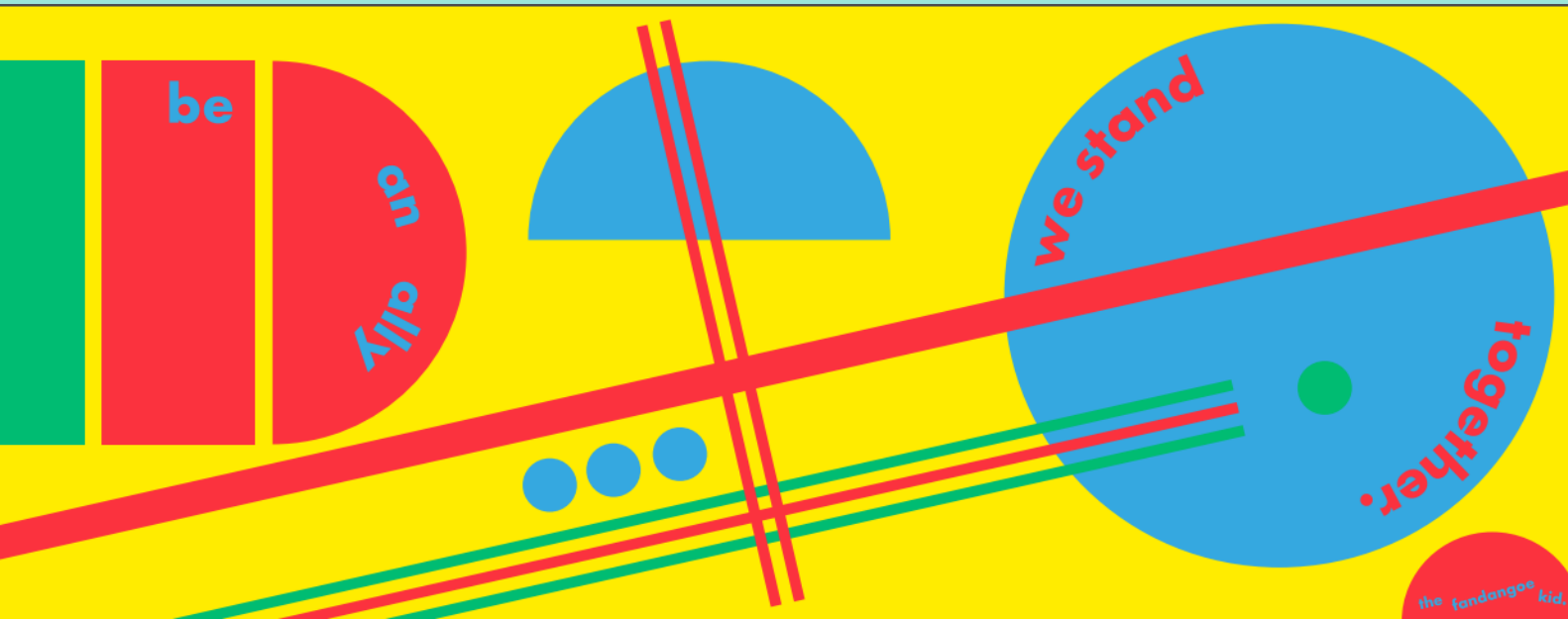
CPD training for teachers:

Year 3: Equity/Inequity + Year 2: Race : exploring use of colour and architecture/space.

Exploring these aspects with painting with Year 3 and photography and collage with Year 2.

Year 1: Culture + EYFS : Community : using graphic design, colour and composition to tell stories visually.

Exploring these aspects with textiles with Year 1 and with 3D structures with EYFS.



We collaborate with different people to build depth and breadth into our curriculum. This collaboration at Sebright focused on social justice and opened the door to many meaningful conversations.

Mural in Sebright Hallway created by The Fandango Kid (now known as *Annie Frost Nicholson*) inspired by the learning of the children during this project.

Windrush 75

ITN news report on Windrush 75 in the Hall of Fame



WINDRUSH 75

IN THE

HALL OF FAME

TUE 17 OCT SHOW STARTS AT 6PM

HACKNEY EMPIRE

HE HACKNEY EMPIRE
hackneyempire.co.uk

OUR BLOSSOM FEDERATION PUPILS PAYING HOMAGE TO OUR WINDRUSH HEROES ON THE HALLOWED HACKNEY EMPIRE STAGE

Performance put on in a local theatre by The Blossom Federation celebrating The Windrush Generation.



All of these experiences help to develop the cultural capital of our children.

They give our children a wide range of experiences, all in the effort to stimulate their minds and give them the skills to learn independently and think critically.

We aim to educate children in a rounded, holistic way to ensure that we are meeting the needs of all of our children.



Year 1 stage a protest for a better library



Ambassadors



Eco team helping their local area



Thank you for listening