

Languages, Literacy and Communication

Stories from the African culture
Stories with patterned language and alliteration
Character studies - Masai and I/Enormous Crocodile/
Anansi the spider
Story mapping and retelling - Masai and I/ Enormous
Crocodile /Anansi the spider
Instructions : African dishes/fruit
African folktales - predicting, comparing heroes
Animal riddles, animal fact cards
Non chronological reports - animals/ African places
Letter writing



Pip Philipps Tasker 1 Summer 2017

Maths and Numeracy

Partitioning numbers into tens and ones
Ordering numbers and placing on number line
Counting on and back in steps of 10, 5, 2
Doubling and halving: 10/20
Adding and subtracting multiples of 10
Addition and subtraction: HTU
Finding the inverse operation
Pairs of numbers to 10
Addition facts for numbers to at least 15
Repeat patterns - continuing, spotting mistakes
Describing and sorting shapes
Measures - weight, capacity and length
Block graphs/Jit
Money skills: sorting coins/shopping for class meal

Science and Technology

- ✚ Use senses to investigate African fruits - look at flesh, count seeds, taste etc
- ✚ African habitats - Savannah - wild life and vegetation - Explore the variety of animals living in the Savannah.
- ✚ Grouping/Sorting of savannah animals, giving reasons for their grouping e.g. have fur, they fly
- ✚ Animal's use of camouflage for protection - Pupils to identify predator/prey animals. What do you think the prey animals might do to avoid being caught? Discuss ideas - run fast, camouflage, trickery, physical/chemical combat, excellent senses.
- ✚ Choose an African animal and put it in the middle of the plate. Using collage materials build up a habitat around it so it is camouflaged. Explain what camouflaged means.
- ✚ Look at some camouflage pictures - spot the animals. Why do you think some predators are also camouflaged?
- ✚ To use softase paint to create a camouflage picture
- ✚ To create own version of Jackson Pollock's 'Yellow Islands'. Use 'dusty/earthy' colour for the line and fill with blue. Little islands of water in hot dusty Africa!
- ✚ Tourist poster - Holiday brochure advertising Mombasa
- ✚ Pupils to login to computer and open up Internet Explorer. Children to navigate to Google Images and type in Africa to find pictures of Africa. Pupils to copy and paste images into Microsoft Word.
- ✚ To create an iMovie linked to class stories

Humanities

<http://www.atozkidsstuff.com/africa.html>

<http://www.sendacow.org.uk/lessonsfromafrica/resources/>

- ✚ KWL Grid - What do pupils already know about Africa?
- ✚ Locate continent of Africa on globe - Explain that Africa is a CONTINENT and not a country. That means it is made up of lots of different countries
- ✚ Identify geographical features of Africa - Mount Kilimanjaro, Rainforest and desert areas, and equator?
- ✚ Learn how village life in rural Africa differs to life in Pembrokeshire Draw a scene from a typical rural village in Africa - label/write sentences to explain how it differs to their street.
- ✚ African artefacts and photos
- ✚ To learn about the climate and features of the African Savannah. Explain that as Africa is so large it has many habitats, so just going to focus on Savannah Make large scale group collages of the Savannah - add wild life and vegetation
- ✚ African cities and slums
 - ✚ To learn that not all African people live in the countryside.
 - ✚ To understand the problems created by too many people moving to the cities. Discuss reasons why people are moving to the cities in Africa. What problems might this create? Has anyone heard the term slum? Have a look at some images from there and discuss - compare to the images of Nairobi
 - ✚ Discuss why it is so difficult to improve conditions in the slums.

Tourism

- ✚ To learn about the importance of tourism in some African countries. Have a look at images of the beaches and hotels at Mombasa. Discuss why they think tourism is so important. Money! Would they like to visit Mombasa? Why?
- ✚ Use holiday brochures and the internet to design a poster advertising Mombasa as a tourist destination.
- ✚ Compare and contrast Pembrokeshire to Botswana and create a fact file.

Health and Wellbeing

- ✚ To realise some countries have no clean water.
<http://www.bbc.co.uk/education/clips/zhp34wx>
<http://www.bbc.co.uk/education/clips/z3j6sbk>
- ✚ Ask children to think what it must be like. Tell the story of Napoga (Water aid) who lives in Ghana and discuss what her life must be like. How does it compare to their lives? Record round image of Napoga how no clean water affects her life.
- ✚ Thought shower all the things we use water for
- ✚ To learn how the quality of the environment can be sustained and improved. To learn that there are organisations to help, such as Water aid, Oxfam
- ✚ Give children a selection of photographs, some in places where help has been given and some in places where no help has been given. Sort and give reasons i.e. How do you know this village has had help? How do you know the water here is still dirty?
- ✚ How to look after themselves:/personal hygiene: hair/body/teeth care

Poverty in Africa
Animal conservation
Zoos - good or bad?
Relationships
Ball skills - throwing, catching, kicking, receiving

To develop independency when engaging in a variety of athletic skills with minimal adult support: shot putt, javelin throwing, obstacle course, multi skills activities

To listen to individual instructions given and follow them in a variety of settings: swimming, athletics, and multi skills activities: inclusion lessons


To develop hand/ eye coordination with control when using various equipment: shot putt, javelin, bean bag throwing/aiming etc.

Expressive Arts

- ✚ African patterns - acrylic paint
- ✚ Adinkra printing onto fabric
- ✚ Design/Create brightly coloured necklaces
- ✚ Print using corn, maize field collages
- ✚ Earth toned chalk pastel patterns
- ✚ Creating characters from class stories using a variety of recycled materials
- ✚ Savannah collages: chalk, paint, coloured paper
- ✚ Sunset painting
- ✚ Camouflage plates
- ✚ Collage of African city skyline
- ✚ Exploring instruments and symbols
- ✚ Identify sounds made by different instruments
- ✚ Create controlled sounds on instruments
- ✚ Perform with others
- ✚ Follow musical instruction
- ✚ Change sounds
- ✚ Organise sounds in different ways

Homework:

- **HOM:** Persisting.

- **RRS:** To good food and water. 

Homework: Linked to class topic, Learning Journals.

Daily reading books with parents/guardians.