

**Food of the world, art and their traditions: Traveling the world - comparing Wales and Kenya/Africa.**

**Health and Well-being- Are Kenya and Wales similar or different?**

At the beginning of the new term, we will be spending quality time getting to know each other and learning how best to support each child when needed. We will be completing individual one-page profiles and collaboratively working with parents to ensure each child's health and well-being is nurtured. We will have a class discussion, discussing images that innovate imagination linked to our theme, in order to map out our theme, following 'pupil voice'.



Children will discuss and learn about whole school routines and become familiar with the class timetable- we will work collaboratively to create a class timetable that's meaningful to the children to understand. We will be developing our understanding of the concept of time by using vocabulary such as: before/after and we will be singing the song 'Days of the Week' to learn the days of the week. Linking to time- we will be comparing our class timetable to a school in Affrica, and discussing how they are different/similar.

Children will be immersed in number nursery songs and rhymes, to better their understanding of numbers and quantities, focussing on counting forwards and backwards e.g. pump crocodile etc. The children will use mud (used on some African houses), to form numbers outdoors and we will be ordering and comparing numbers on different type of houses, comparing houses seen in Wales and Africa. Whilst completing number-based activities, we will be recognising, counting and understanding the value of numbers, by counting African animal footprints using mud and linking the value to the correct number.

We will be comparing Wales to Kenya, starting with comparing the country's map/flag. What is similar and what is different? We will be using our creative skills to design and decorate the flags using pompoms, to support our fine motor skills development. The children will listen and read the story Handa Surprise, where we will better our understanding on the African culture. We will learn the story and re-tell the story through the method of Pie Crobett. The children will research and look at an artist's work from Kenya, who focusses on work which promotes everybody being equal no matter our skin colour. We will have a class discussion, looking at how we are similar/different to each other.

**Expressive Arts- What does poverty look like?**



We will be researching, discussing, and looking at food traditions in Africa. We will complete rice art and fruit silhouette paintings. Whilst working on food traditions, the children will have the opportunity to develop their skills of measurement, by comparing the weighing and size of their favourite foods they eat, to traditional foods in Africa.

The children will learn African vocabulary whilst listening to African music/songs. We will focus on an artist named Michael Armitage, who is from Africa and designed the £1 coin for the UK. Alongside learning about the artist, we will role play in our African fruit shop and deal with money.

We will have a class carnival, following on from African traditions, where we will work collaboratively to create a dance to follow the beat to African drums. This will also develop the children's understanding of movement, by following instructions of moving through dance e.g. forward/backwards etc. We will also have a go at playing African drums and following simple beats. There will be several 'stalls' available in the carnival to complete activities such as: rice art and African jewel making. We will try traditional African snacks whilst listening to African music. The ICT E-safety focus will be 'my creative work' and our DCF focus will be 'creating music'. We will use digital resources to listen to and create our own African music tunes and share our work with our class friends.

### Humanities - How would we feel without trees?



The children will complete numerous activities based on developing their phonological skills, Tric a Chlic knowledge and ChATT activities. We will research Wangori Mathai who planted trees in Kenya and focussed on the 'Green Belt Movement' campaign. We will have circle time to discuss our feelings around this aspect. The children will develop their physical skills by listening and following 2/3 step instructions to move in certain positions e.g. on/ under etc, to balance items on our heads. This will also develop fine/gross motor skills.

We will have an entrepreneur week where we will sell art we have created in our school museum. We will discuss our work with parents/family and discuss the steps we took to complete the task. We will be selling the artwork and will deal with money whilst doing this, understanding the value of things.

We will be discussing and looking at the effect of deforestation in a country called Ojiek. We will use digital mapping tools, to view the country and compare the issue they are dealing with to a forest in Wales. The forest we will be looking at is Pembrey Country Park. We will go on a trip here, to see the forest and to have a picnic in the forest. Whilst in the forest, we will count the trees we can see, counting in sets e.g. 10's/2's. We will be comparing the size of trees- tallest/shortest tree etc. The children will learn the effects of deforestation on people and animals' health and wellbeing. The DCF focus will be 'introducing the camera' where the children will have the opportunity to imitate the artist's work 'Boniface Maina' on JIT, whilst applying filters. The main focus this artist portrays is deforestation.

### Science & Technology- What is the weather like today?



The children will compare the weather in African to here in Wales. We will complete a STEM science investigation looking at how does water effect sound. Whilst completing this, the children will develop their knowledge of measuring, focussing on capacity e.g. full/empty etc.

We will work collaboratively to build a sculpture/statue to sell in the museum. We will include shapes in our work, whilst focussing on pattern.

Whilst researching water, we will discuss different materials, focussing on how things freeze/melt and describe materials e.g. solid/liquid etc.

We will look at where African animals live, focussing on those who live near water. We will complete an investigation on helping the animals cross the water safely. To do so, we will use objects to build a bridge.

*The E-safety focus will be "sending an email". We will send an email to a school in Africa, discussing their weather and compare how it differs to ours day to day and at certain times of the year. Whilst practicing for sports day, we will run races and compare positions e.g. 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> etc. We will record and collate the data to analyse who won overall.*

**Four Purposes** - We will be discussing and looking at the effect of deforestation in a country called Ojiek. We will use digital mapping tools, to view the country and compare the issue they are dealing with to a forest in Wales. The forest we will be looking at is Pembrey Country Park. We will go on a trip here, to see the forest and to have a picnic in the forest. Whilst in the forest, we will count the trees we can see, counting in sets e.g. 10's/2's. We will be comparing the size of trees- tallest/shortest tree etc.

During Forest school sessions the children will develop a vegetable patch where they will plant, grow and observe changes.

We will have an entrepreneur week where we will sell art we have created in our school museum. We will discuss our work with parents/family and discuss the steps we took to complete the task. We will be selling the artwork and will deal with money whilst doing this, understanding the value of things.