

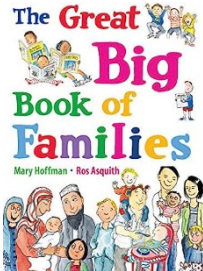
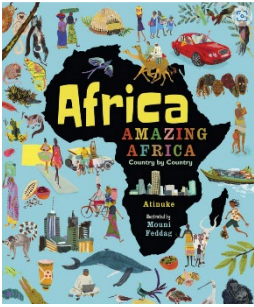




Unit Plan: What is it like in Africa? (7 weeks)

Rationale

- Pupils start the unit learning about their own and other's heritage. This is to develop their understanding of community and British values and builds on last year's learning. Pupils are expected to present their heritage to the class to develop their oracy skills and confidence.
- Within the unit, they look at the meaning of symbols across different religions which fosters respect and tolerance.
- Pupils learn about the physical and human features of the continent Africa to widen their understanding of the world. They specifically look at Nigeria as a focus country as this is where many of our children are from. It builds on their knowledge of the UK from Year 1.
- Pupils develop their art and D and T skills through carefully designed tasks that build on their skills for year 1.
- Through the unit, pupils build on their knowledge of animals by studying habitats and food chains and use their working scientifically skills of observation and classifying to decide of things are alive, once alive or never been alive.
- The unit is brought to life through art, D and T, music, enrichment opportunities and real-life experience to engage all learners.

Core Texts		Key Figures		Enrichment	
   		 <p>Maasi tribe</p>  <p>Bola Ahmed Tinubu- president of Nigeria</p>		<ul style="list-style-type: none"> • African drumming • Zoolab • African dance • Africa assembly showcase 	
				Written outcomes	
				<ul style="list-style-type: none"> • Postcards • Meerkat Mail story innovation • Instructions • Lila and the Secret of Rain retell • Fact File 	
Science unit		RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • Living things and their habitats • Observation skills • Identifying and classifying 		<ul style="list-style-type: none"> • Can we find the meaning in symbols? 	<ul style="list-style-type: none"> • Heritage presentation • Class assembly 	<ul style="list-style-type: none"> • Geography • PSHE • D and T • ART 	<ul style="list-style-type: none"> • Music • Dance • Drama

Unit Sequence of Lessons - What is it like in Africa? (7 weeks)

Subject	Learning Challenge	Outcome	Adaptive teaching	Flashbacks
1. PSHE	Can I create a set of classroom rules?	Poster of class rules- finger prints for contract.		
2. PSHE	Can I talk about myself through circle time? Can I present my family heritage? Star reader, phonics and 100 words a minute.	Model presentations to children about yourself. The Great Big Book Of Families Circle time - use sentence stems to support chn with talking about themselves. I was born in.... In my family is..... My religion is.... My favourite food.... Have a few of the most confident chn present their bags.	n/a	What can you remember about your teacher mini - quiz??
3. PSHE	Can I create a family tree?	Create a family tree, introduce family words, understanding of each member of the tree. Double page spread family tree - add labels uncle, step- dad. Create a template tree on A3 for them to add drawings to. Extension: bubbles - who are you most like in your family? Who is your favourite family member?	Provide scaffolds. Provide people for them to colour in if they can't draw people. Word bank Mum, dad, brother, sister,	Who is in your family- discuss?
4. Art	Can I annotate my facial features and explain why?	Take photo of each child Stick in a picture of them - get them to annotate it with colour pencils. I have brown hair, I have blue eyes...I have glasses I have hair. Scaffolds and word banks Extension: bubble - who do you look like in your family? Why do you look like that?	I have hair. Scaffolds and word banks Scribe if needed.	What are the primary colours?
5. Art	Can I practise sketching facial features?	I can practise facial features.	M/A	What shapes can you name?
6. Art	Can I draft a self-portrait?	Draft and feedback		What do you look like? What colour is your hair? Your eyes? Your skin etc.
7. Art	Can I create a self-portrait?	Final drawing of the self-portrait. White card and backed for a gallery showing.	N/A	n/a

8. Geography/ PSHE	Can I identify where my family come from on a world map?	Circle time - Proudest blue World map in the middle - discuss where they are from and families were born. Find it on a map. For display, world map - Photo and colour in the flag of where they are from.	Use tactile floor map to place photo of themselves on the map. Discuss and compare what they know about that place. Colour own map and flag.	
9. RE SACRE	Can I identify a range of religious symbols?	Discuss non-verbal gestures and signs at school - stop, TTYP, MTYT (logos and religious symbols) Floor book - sort into religious and non-religious End - show the important symbols for each religion.	N/A	Match religion to place of worship. Picture and word bank. Mosque, church, gurdwara and mandir.
10. RE 11. SACRE	Can I share my own religion?	Read All Kinds of Beliefs - Discuss what you believe. What do you wear in your religion? Bar chart in floor book. Where do they go? Look religious artefacts.	Collect pictures from their religion eg place, prayer mats, clothing, artifacts. Make collage around their photo	Match festival to religion. Christmas, Eid, Diwali and Vaisakhi
12. RE SACRE	Can I compare and contrast different religious symbols?	Carousel looking at different religion's children to note similarities and differences, children to look at 2 religions and then write their similar and differences. Venn diagram of 2 - to show same and different. Christianity and Islam.	Sort real clothing and artifacts and discuss similarities and differences. Make group characters - collage artefacts on right person.	3 facts about Diwali 3 facts about Eid
13. RE SACRE	Can I reflect on a symbol that is important to me?	Children to pick or create their own symbol that's important to them. Draw and write explanations. Draw a symbol to match the rule and a gesture. Floor book	Give template and examples of symbols they might want to use	Match symbols to religion.
14. Geography	Can I explain why some places are hot and cold in relation to the position of the equator and north and south pole?	Practical activity with globes and lights. Can pupils label the poles and equator. Can they make a video in small groups explaining why some places are hot and cold?	Supported to make video in groups	4 countries of UK and capital cities
15. Geography	Can I name and locate the world's continents? Can I name and locate the world's oceans?	Continent song. Map, colour and label the continents Extension: Questions e.g What is the largest continent? What is the smallest continent? Oceans song. Label oceans. Extension: Questions e.g What is the largest ocean? What is the smallest ocean?	Puzzles and Velcro maps, floor map and tactile objects Sheppardsoftware.com (interactive maps)	Where do you live?

		<p>LA: words printed for them and they match. Lots of practise and games so they know and remember it.</p>	<p>Learning and practising the vocab and playing games.</p> <p>Group map in book - label oceans and continents.</p>	
16. Geography	<p>Can I use an Atlas to identify various countries in Africa? <u>The True Size Of ...</u></p>	<p>Show lots of diverse pictures of Africa. Children decide where they think it is - oracy starter. Teach- all the different countries - not one big country with own rules and laws, football team, flags, governments. Use an Atlas to identify some of the countries in Africa - Nigeria being one of them, Zimbabwe, Ask pupils.</p>	<p>Puzzles and Velcro maps, floor map and tactile objects Sheppardsoftware.com (interactive maps)</p> <p>Tweet</p>	<p>Continents and oceans</p>
17. Geography	<p>Can I use geographical language to describe Africa?</p>	<p>Children to have a map and to name counties n, s, e, w - starter game - where is the elephant? Teach them about physical geography <u>Africa Mapped: Five Physical Maps of Africa Tusk Photo</u> African map - pictures of rain forest, desert, river, waterfalls, lake, mountains,. <u>8 Amazing Physical Features of Africa Britannica</u> Map of Africa in the middle with features plotted on. Pupils add the real picture added to it with what it is. E.g Victoria Falls. Sahara Dessert. Kilimanjaro – Congo Basin □ Lake Victoria The Serengeti River Nile HA:add a fact</p>	<p>Floor map play 'where's the enelphant. Play NSEW game physically moving to signs on the 4 walls of the room/ Playground Group map of physical features for floor book</p>	<p>What can you remember abut Africa?</p>
18. Geography	<p>Can I describe the human geography of Nigeria? <u>Africa-Knowledge-Organiser.pdf (rodbournecheney.swindon.sch.uk)</u></p>	<p>What is human geography? Did you know that mankind started in Africa? Youtube vid?? Man-made vs natural - sorting. Nigeria. Population, Cities, religion, size, landmarks, money, language. <u>Nigeria (nationalgeographic.com)</u></p>	<p>Working as a group, look at atlas/chromebook</p>	<p>Which of these physical features belong in Africa?</p>
19. Geography	<p>Can I compare Nigeria to England?</p>	<p>Sort things that are the same and things that are different. pictures of buildings, physical features, animals, landscape</p>	<p>N/A</p>	<p>Continents and oceans</p>
20. Art	<p>Can I explore African patterns? Can I create a repeating Kente pattern?</p>	<p>Ask pupils to wear traditional dress if they have it? Look at Kente cloth. What colours do they see?</p>	<p>N/A work in small group to make patterns. GIve</p>	<p>What is a pattern?</p>

		What patterns can they see? Can they replicate an African pattern.	template of black and white pattern to select colours and repeat pattern	
21. D and T	Can I create a mood board about Masaai jewellery?	Purpose: You need to make an African piece of jewellery to wear during our class assembly. Brief: It must have a repeating pattern It must be colourful It must have string beads Mood board, annotate, Introduce to tribe people Collage board Annotate ideas Practise a pattern on a strip of paper	Supported but individual	Name materials for making: scissors, glue ect.
22. D and T	Can I design a piece of Masaai jewellery?	Different mediums, patterns etc, designing their own piece of African jewellery.	Supported but individual outcomes	What is a repeating pattern?
23. D and T	Can I make a piece of African jewellery?	Create a piece of African jewellery by using a paper plate, beads, string, painted pasta, coloured felt tip pens.	Supported but individual outcomes	
24. D and T	Can I evaluate a piece of African jewellery?	Did it match the brief?	Supported but individual outcomes	
25. Music workshop	Can I play African instruments?	Workshop Other side of work shop learn African dance for assembly Just Dance 2 Dagomba - YouTube	n/a	n/a
26. Science 27. Science	Can I understand what a habitat is? Can I name a range of habitats?	What a habitat? Starter Explore different habitats, matching activity.	Supported group - look at pictures of different habitats and discuss what they are like and what might live there. e.g hot, dry, cold, wet,	Name the parts of a plant.
28. Science	Can I explain why a habitat has to be suitable for an animals or plant to survive?	(Tinga tales - Stories about how the ..got it's..) Specific habitats and how animals are suited to them. Match animals to their habitat - challenge why?		Difference between deciduous and evergreen trees.
	Can I select a suitable habitat for various animals?	Matching to the habitat and why suitable for that habitat. Giving reasons why they are, aren't.	Match animals to places on background scene	Sort animals into fish, amphibians, reptiles, birds and mammals,

29. Science	Can I identify the animals that live in Africa?	Look at Africa animals and where they live. Write facts about the animal. Top trump card: A3 Picture and short description of what it looks like and where it lives. Size: Speed: Eats; herb/carn/omniv Danger rating: Work in mixed ability pairs	Make one a as group.	label the basic parts of the human body
30. Geography	Can I create a fact file about Africa?	Provide scaffolds to create a DPS. AFRICA Map Human and Physical Patterns Instruments Animals Tribes	Group DPS where they all participate in writing part of it. Have lots of pictures and they can add captions.	Recap everything you have learn in the topic.
31. Science	Can I sort things that are living/once alive/have never been alive?	Sorting activity, MRS GREN Movement, respiration, sensitivity, grow, reproduce, excrete, nourishment	Sort living and not living pictures	What are the four seasons?
	Can I check whether things are living/once alive/have never been alive?	Create checklist and use observation skills. Different items - can they check if they are living/ once alive/ dead.	Have a simple check list and go around the school finding things to test.	Match items to the different seasons - clothes, food, weather.
32. Science	Can I explore and compare the differences between things that are living/once alive/have never been alive?	Sort real life images into the 3 categories . Living and Non-living Sorting Cards - Primary Resources (twinkl.co.uk)	Sort in a group and discuss the more challenging ones. E.g table - why was that once living.	name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
33. Science 34. Science	Can I understand what a food chain is? Can I make my own food chain?	Starter Make simple food chain.	Simple food chains - animals or plastic toys to physically order.	Match body parts and senses.