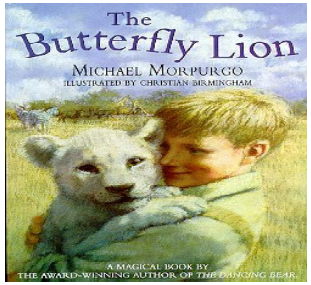
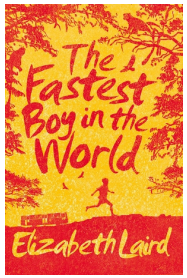
Lower Key Stage 2— Africa





Session 1 Immersion Day

Chn to find and locate Africa and then find and locate specific countries within it. Chn to create flags to attach to a class map and create display.

Research chosen country and present findings. Read traditional tales associated with that country.

Session 2 - To understand geographical similarities and differences through the study of human & physical geography of a region of the UK and Africa

Chn to compare London and Nairobi.

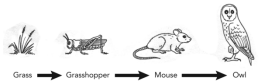
Session 3 - To use techniques to create effect

Session 4—To understand geographical similarities and differences through the study of human & physical geography of a region of the UK and Africa.

Chn to compare Thetford Forest and African savannah.

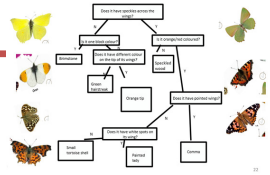
Session 5- To describe and explain a variety of food chains, naming producers, predators and prey.

Chn to explore examples of food chains on African plains and recreate.



Session 6 - To classify unknown plants (intro to classification keys)

Use classification key to sort plants (producers).



Session 7 - To identify and name a variety of living things in a given habitat. Use classification key.

Children to separate a given list of animals using a classification key. Record in books. Children to then create own came of Guess who, posing questions e.g. Does it have speckles across its wing? Is it endemic?

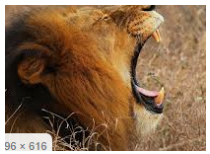
Session 8 - To explain that environments can change and that this sometimes means that living things are put in danger.

Chd to set up a courtroom scenario, putting a hunter on trial.

Present reasons for and against the practise of hunting in Africa.

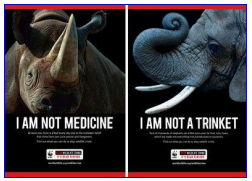
Session 9 - To explain that environments can change and that this sometimes means that living things are put in danger (continued)

Children to write a piece of persuasive writing encouraging the abolition of poaching.



Session 10— To develop a piece of artwork communicating ideas about poaching, to a particular group.

Children generate and develop their ideas through discussion, producing a poster aimed at poachers.



Session 11— To recognise that environment changes can be natural

Compare the rainy season to the dry season and the effect this has on the African landscape. Look at the impact on animals and their habitats e.g. migration, diet and behaviour.

Link to recent David Attenborough documentaries—The Dynasties.

Session 12—To use techniques to create effect.

Focus on African chameleon and how it has adapted to its environment through camouflage. Develop art techniques to create image.

To be taught in conjunction with visitor talking about giraffe conservation.

Experiment with different effects to create artwork.

French

Rigolo 1

Unit 9: Les fetes

Unit 10: Ou vas-tu?

Computing: Dinosaur Fossil Animation: using sequence in programs

Children to program an animation illustrating the steps in fossil formation. In doing so they learn that programming is the process of implementing algorithms as code, and about sequencing commands in Scratch.

RE

Hinduism: Religion and the individual karma.

Sikhism: Religion family and the individual—equality

PE

Children will be learning to swim and dance an African dance.

Spring 2: children will continue to swim and learn gymnastics skills to improve their flexibility and body balance.

PSHE

Working Together and Financial capability; Managing risks and safety contexts.

Holiday Home Learning -

Children to research an African tribe and make an authentic mask.