

KS1 Near and Far (Kenya)



Successful Learners

Areas of Learning

As **Geographers** - we will use our map skills to explore our world, locating where we live and Africa on maps and a globe. We will use our geographical skills to investigate what it is like to live in Kenya. We will compare and use of geographical vocabulary to describe weather, homes, our day, food, school, clothes, wildlife, transport, shops, leisure etc. to those in Kenya.

As **Scientists** we will identify, name and sort animals. We will investigate their eating habits and their habitats. We will particularly focus on animals in Kenya and designing a Safari Tour to engage and inform the other members of the class.

As **Designers** we will decorate fabrics using fabric pens, sequins and other decorative materials. We will design, make, decorate and evaluate our own African animal.

As **Artists** we will be roll, bend, twist and shape different materials e.g. paper mâché, wire, model magic, paper, etc. to create African animals

As **Dancers** we will learn the different moves to create and perform an African dance and exploring the story of Handa's hen through dance.

As **Musicians** we will use our body and percussion instruments

As **users of technology** as part of PSHE we will learn how to stay safe on line and whilst using different websites including how to visit different countries, research animals and design a new animal.

As citizens we will learn about money, how it is earned, its importance and how to make sensible choices to save or spend money.

Confident individuals

Challenge

To become enterprising, confident and independent individuals we will:

- Become tour guides for our African safari
- Design and make a new African creature the features of which we will share with the class, giving a talk about our new animal.

Enrichment

To enrich our learning we will:

- Perform puppet theatre productions using animal puppets.
- Make habitats for different animals using construction resources.
- Make creatures using recycled materials

Responsible Citizens

Spiritual & Moral

In our spiritual and moral development we will:

Be learning that Jesus taught people to understand how they can be kind and caring to others.

We will discuss the different stories and think about how we can help others and be kind.

Communities

As members of a community we will:

We will develop our knowledge of how to stay safe on line through PSHE.

Geography Threshold Concepts	Milestone 1
To investigate places	<p>1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>3. Use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied.</p> <p>5. Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>
To investigate patterns	<p>1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>2. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
To communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <p>1. key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>2. key human features, including: city, town, village, factory, farm, house, office and shop.</p>
Science Threshold Concepts	Milestone 1
To work scientifically	<p>1. Ask simple questions.</p> <p>2. Observe closely, using simple equipment.</p> <p>3. Perform simple tests.</p> <p>4. Identify and classify.</p> <p>5. Use observations and ideas to suggest answers to questions.</p> <p>6. Gather and record data to help in answering questions.</p>
To understand animals	<p>1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>3. Describe & compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</p> <p>6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
To investigate living things	<p>2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>3. Identify and name a variety of plants and animals in their habitats, including micro habitats</p> <p>4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>
D/T Threshold Concepts	Milestone 1
To design, make and evaluate	<p>1. Design products that have a clear purpose and an intended user.</p> <p>2. Make products, refining the design as work progresses.</p> <p>3. Use software to design.</p>
To master practical skills: Textiles	<p>1. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>

Art Threshold Concepts	Milestone 1
To Develop ideas	<p>1. Respond to ideas and starting points.</p> <p>3. Explore different methods and materials as ideas develop.</p>
To master techniques: Sculpture	<p>1. Use a combination of shapes.</p> <p>2. Include lines and texture.</p> <p>3. Use rolled up paper, straws, paper, card and clay as materials.</p> <p>4. Use techniques such as rolling, cutting, moulding and carving.</p>
Music Threshold Concepts <i>See ME planning</i>	Milestone 1
To perform	<p>1. Take part in singing, accurately following the melody.</p> <p>2. Follow instructions on how and when to sing or play an instrument.</p> <p>3. Make and control long and short sounds, using voice and instruments.</p> <p>4. Imitate changes in pitch.</p>
To compose	<p>1. Create a sequence of long and short sounds.</p> <p>2. Clap rhythms.</p> <p>3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>4. Choose sounds to create an effect.</p> <p>5. Sequence sounds to create an overall effect.</p> <p>6. Create short, musical patterns.</p> <p>7.Create short, rhythmic phrases</p>
To describe music	<p>1. Identify the beat of a tune.</p> <p>2. Recognise changes in pitch.</p>
PE Threshold Concept	Milestone 1
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Games	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide)
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.

PSHE Threshold Concepts	Milestone 1
Media Literacy and Digital Resilience	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true
Economic well-being - money	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this

English	Mathematics
<p>We will read and discuss a variety of traditional stories from other cultures. After reading we will use the 'imitation, innovation and invention' to write our own stories.</p> <p>We will use a variety of information books to find out about Africa.</p> <p>We will look at different types of instructions and write our own instructions about how to weave.</p> <p>We will study a mysterious giant egg and write a calligram using it as a stimulus, a description of the egg and what we think the egg contains.</p>	

Books, Websites, Resources
<p>Mama Panyas Pancakes – Mary and Rich Chamberlin Handa's Hen – Eileen Browne Handa's surprise How the zebra got its stripes - Justine & Ron Fontes Jamela's Dress – Nikki Daly To market – Anuska Ravishankar The Tiger Child – Joanna Troughton <u>Information books</u> A is for Africa We're from Africa If you and me lived in Kenya Africa for Kids Wild Animals African animals Pets Endangered animals Wild animals</p>