Amazing Africa

Successful learners

Areas of Learning

As Geographers we will develop our map skills in a variety of ways. We will be looking at the continent of Africa. The children will be able to identify African countries and locate them on a map, to find out about western Africa focusing on Nigeria, explore northern Africa concentrating on Morocco and discover central Africa with a focus on the Central African Republic.

As Historians we will be studying the non-European early civilisation of The Benin Kingdom. We will be looking for evidence of what life was like during these times. We will be finding out how archaeologists and historians have found buried treasure from the past that reveal secrets from those times.

As Scientists we will be exploring sound. We will cover how sounds are made, vibrations, the ear and what impacts the volume of sound. We will perform scientific observations and experiments to test out hypothesises. After half term, pupils will investigate rocks and soils. They will observe rocks closely and discover that they have different qualities and features, group rocks in different ways and know how a rock is formed. They will then look at the components of soil and how it is formed through our own class wormery.

As Artists and Designers, we will be concentrating on animal prints and looking at how they can be replicated through a variety of printing techniques. The children will then look at the art form Tinga Tinga and create our own animal in a similar artist style. After half term we will focus on African cuisine and each week will create a new cultural dish from scratch.

As Musicians, we will be looking at the question how does music bring us closer together. The children will look at a variety of different genres and learn basic notation. They will listen and respond using the correct musical terminology to a variety of different songs and learn to perform some as a class.

As Users of technology, to start with we will develop our knowledge of online safety. In addition, we will be creating our own game on Scratch through coding skills. Then we will finish the term looking at Micro:bits which is a tangible way to develop coding. It's real, it's exciting and it gives the children confidence to try new things and experiment.

As Speakers of other languages, we will learn about time - counting, days of the week and months. In addition, we will improve our conversation language to ask each other and talk about our birthdays and what we did yesterday and what we plan to do tomorrow. We will increase our vocabulary, learning new words about how Christmas is celebrated in France and the similarities or differences with how they celebrate.

Confident individuals

Enterprise

To become resilient, confident and independent individuals who persevere to solve problems and communicate effectively we will:

Create an African feast

Responsible Citizens

Enrichment

To enrich our learning, we will:

Online Safety Workshop
Harvest Festival
Christmas Play

Spiritual & Moral

In our spiritual and moral development, we will:

Communities

As members of a community we will:

Jeans for Genes Day

World Mental Health Day

Anti-bullying week

Children in Need

Geography Threshold Concept	Milestone 2	Milestone 3
To investigate places	1. Ask and answer geographical questions about the physical and human characteristics of a location. 2. Explain own views about locations, giving reasons. 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 5. Use a range of resources to identify the key physical and human features of a location.	1. Collect and analyse statistics and other information in order to draw clear conclusions about locations. 2. Identify and describe how the physical features affect the human activity within a location. 3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 7. Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns	1. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 2. Describe geographical similarities and differences between countries. 3. Describe how the locality of the school has changed over time.	1. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 2. Understand some of the reasons for geographical similarities and differences between countries. 3. Describe how locations around the world are changing and explain some of the reasons for change. 4. Describe geographical diversity across the world. 5. Describe how countries and geographical regions are interconnected and interdependent.

To communicate geographically	1. Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	1. Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
History Threshold Concepts	Milestone 2	Milestone 3
Investigate and interpret the past	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
Build an overview of world history	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.

Understand Chronology	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.
Communicate historically	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.
Science Threshold Concepts	Milestone 2	Milestone 3
Work scientifically	• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests.	• Plan enquiries, including recognising and controlling variables where necessary.

	• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
Investigate materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.	**Rocks and Soils** • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.	
Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.

		Recognise that sounds get fainter as the distance from the sound source increases.
Art Threshold Concepts	Milestone 2	Milestone 3
To develop ideas	1. Develop ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources. 3. Adapt and refine ideas as they progress. 4. Explore ideas in a variety of ways. 5. Comment on artworks using visual language	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques (painting)	1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2. Mix colours effectively. 3. Use watercolour paint to produce washes for backgrounds then add detail. 4. Experiment with creating mood with colour	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Printing	Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
To take inspiration from the greats (classic and modern)	1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others.	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

DT Threshold Concepts	Milestone 2	Milestone 3
Master practical skills	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
PE Threshold Concept	**Milestone 2**	**Milestone 3**
To develop practical skills in order to participate, compete and lead a healthy lifestyle. - Netball - Football - Swimming - Gymnastics - Tag Rugby	• Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.

	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	• Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above).

		• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
French/MFL	Milestone 2	Milestone 3
Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	• Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.	• Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.	• Understand the main points and opinions in spoken passages. • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. • Give a short prepared talk that includes opinions.

		• Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
Understand the culture of the countries in which the language is spoken	• Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.	• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
PSHE Threshold Concepts **Families & Friendships** What makes a family; features of family life Focus on bullying R1, R6, R7, R8, R9	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	
Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite R30, R31	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society	

Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour

English	Mathematics
The Lion the Witch and the Wardrobe- *4 weeks* **Poetry on the subject of counting for the poetry competition -** *1 week* **Take one Book** – Fly Eagle, Fly *2 weeks* **Narrative poetry –'**The spider and the fly' – *2 weeks* **Reports about wolves-** *2 weeks*	<u>Year 3&4 Mixed Planning</u> Number and place value 3&4_LS1 – Number and place value reasoning 1 Addition and subtraction 3&4_LS2 – Additive reasoning 1: mental addition 3&4_LS3 – Additive reasoning 2: mental subtraction Multiplication, division, and fractions 3&4_LS4 – Multiplicative reasoning 1: building fact recall 3&4_LS5 – Proportional reasoning 1: scaling, comparison, and fractions Geometry 3&4_LS6 – Geometric reasoning 1: angles and lines

Grammar focus Conjunctions Prepositions Modal verbs Adverbials Sentence types Direct speech Expanded noun phrases Synonyms and antonyms Commas Colons and semi colons	<u>Year 5&6</u> Number and place value 5&6_LS1 – Number and place value reasoning Multiplication and division 5&6_LS2 – Multiplicative reasoning 1 (multiply and divide powers of 10) (amalgamate step 5 and 6) Addition and subtraction 5&6_LS3 – Additive reasoning 1 (plus 4 additional strategy teaching guides) Multiplication and division 5&6_LS4 – Number properties reasoning (amalgamate step 1 and 2) 5&6_LS5 – Multiplicative reasoning 2 (multiplication) Fractions 5&6_LS6 – Fraction reasoning 1 (step 9: optional step) Multiplication and division 5&6_LS7 – Multiplicative reasoning 3 (division) Algebra 5&6_LS8 – Algebraic reasoning 1 (step 8: optional step)