

**As Readers**  
 We will develop our reading comprehension, fluency and vocabulary through explicit instruction and rigorous practise. We will encourage a love of reading and develop a broad knowledge base through exploration of these books:

Amazing Africa      The boy who biked the world  
 The pot of wisdom   Africa is not a country  
 Butterfly Lion  
 Mama Panya’s pancakes

**As Authors**  
 We will develop our understanding of grammar concepts and extend our range of sentences. We will assess the effectiveness of our own work by proposing changes to vocabulary to improve consistency when we write:

A setting Descriptions for an African country  
 A poem  
 A children’s guide to Africa.

**As Scientists**  
 We will compare how things move on different surfaces. We will observe how magnets attract and repel each other and attract some materials and not others. We shall describe magnets as having two poles. We will be able to predict whether a magnet will attract or repel depending on which poles are facing. We shall be able to compare and group together a variety of everyday objects on the basis of whether they attract a magnet.

Opportunities/situations where children will develop BELIEVE:

**As Artists/Designers**  
 We will study and collate pictures of clothing from different cultures. We will look at colours and patterns and how culture effects clothing. We will create a large scale textile. We will explore African print and design/create paintings using African prints. We will taste and explore African foods and dishes to compare them to other cultures.

**As Historians**  
 We will investigate the impact of the River Ganges in India and how it provides food and influences faith and culture.

**As Geographers**  
 We will understand the concept of the physical world and how it relates to us. We will develop a knowledge of our planet and learn the location of the 7 continents. We will explore Africa and be able to locate South Africa and Ethiopia within it. We will look at different parts of Africa and explain the advantages and disadvantages of living in a city or village. We will be able to locate places on a map/globe. We will explore the impact of fair trade on farmers.

**As Digital Leaders:**  
 We will learn about how technology is an important part of everyday life and how we stay safe online. We will explore the concept of coding and learn to write more complex coding problems using Tynker and the Hour of code. We will create a fashion wheel of pictures to showcase fashion around the world. We will research Africa and explore their cultures. We will use iPads to locate continents and countries in Africa.

**Children’s ideas:**

- African animals
- Egypt
- Poor and rich places
- Where do they get their water from?

**As Musicians**  
 We will sing a range of songs from with confidence. We will understand that posture, breathing and diction are important in music. We will learn musical terminology and practise and learn body percussion.

**As Sportspeople**  
 We will master fundamental movement skills with accuracy and show awareness of space and the actions of others.

**As Citizens**  
 We will learn about Islam and Christianity and explore what is important to Muslims.

**Fashion**

*How does culture influence food?*



**Authentic Outcome:** A guide to Africa

**Critical Audience:** School, community, parents and children.

**Concepts:** identity, belonging, strength, happiness, culture

Brave enough to tackle Challenges	Excited and motivated to achieve	Leading a healthy, responsible lifestyle	Individually contributing to make a difference	Excellent Communicators	Valued and Respected members of our community	Expected to aim high
To study and discuss cultural stereotypes.	To design and make an item of clothing using African prints/textiles	To explore foods that are important to other cultures.	Self-care and the importance of looking after yourself.	Have informed, knowledge based discussions about differences between cultures.	To respect and celebrate different cultures from around the world.	To have high expectations of their final published pieces of work.