

Questions.

Week 1: Who is Anansi and why is he important?
 Week 2: What can you say about the Caribbean?
 Week 3: How would you show your understanding of what it's like where we live?
 Week 4: Can you identify the different parts of life in St Lucia?
 Week 5: What facts can you compile about endangered animals in the Caribbean?
 Week 6: What is your opinion of life in St Lucia?

Texts: Anansi stories. Caribbean Non-Fiction texts.

Writing outcomes:

Fiction: *Personal Response* *Narrative* *Character Study*
Description

Non Fiction: *Recount* *Information*

Maths

Number: Division (2 weeks)
 Statistics (2 weeks)
 Geometry: properties of shape (2 weeks)

Science: Animals (including humans, offspring and their needs)

Notice that animals, including humans, have offspring which grow into adults
 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Computing: We Are Photographers: Retrieve and manipulate digital content. Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photographs. Review and reject or pick the images they take. Edit and enhance their photographs. Select their best images to include in a shared portfolio.

Enrichment

Anansi story teller 23.1.17.
 Soca dancing
 Carnival mask making
 Instrument Making
 RE: Trip to Islamic Centre
 Caribbean Carnival Day:
 Journey to the Caribbean
 (airport experience)

Assessment Foci

Science: I can ask simple questions and recognise they can be answered in different ways.

Geography: I can describe a place outside of Europe. I can describe some of the features of an island.

Music: I can play simple rhythmic patterns on an instrument.

Computing: I can retrieve and manipulate content.

RE: I can explain why a place of worship is special.

Foundation Subjects Coverage

PE: Gymnastics: Develop balance, agility and co-ordination, and begin to apply these in a range of activities; plan and perform a sequence of movements; improve sequence based on feedback.

Dance: Perform dances using simple movement patterns; dance with control and co-ordination; make a sequence by linking sections together

UNCRC Article: 29

Art: Develop a wide range of art and design techniques using colour, pattern & texture; develop a wide range of art and design techniques using line, shape, form & space. Look at the work of a range of artists describing the differences and similarities between their practices and disciplines, and making links to their own work; use different effects with an IT paint package. **UNCRC Article: 31**

Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and St. Lucia. Use basic geographical vocabulary to refer to key physical features and key human features of a location outside of Europe. Use world maps, atlases and globes to locate St. Lucia. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Music: Distinguish between pulse and rhythm by listening, clapping, singing and playing instruments; perform simple patterns, keeping a steady pulse; play simple rhythmic patterns on an instrument; play tuned and untuned instruments. **UNCRC Article: 29**

RE: Identify and describe Islamic places of worship and festivals celebrated by Muslims; explain why Muslims pray. **UNCRC Articles: 12 and 14**

PSHE/ British Values: Explore the problems in relationships that children often experience at this age associated with the move towards greater independence (Green Booklet: Families!) **UNCRC Article: 13**

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.