

Questions.

Week 1: Who is Anansi and why is he important?

Week 2: Where is the Caribbean and what is it like there?

Week 3: What is it like where we live?

Week 4: What is it like in St. Lucia?

Week 5: Which Caribbean animals are endangered and why?

Week 6: [Can you perform an Anansi story with music?](#)

Texts: Anansi stories. Caribbean Non-Fiction texts.

Writing outcomes:

Fiction: **Personal Response** **Narrative** Writing In Role
Character Study **Description**

Non Fiction: **Recount** **Information** Instructions

Maths

Measurement: Money (3 weeks)

Geometry: Properties of shape (3 weeks)

Computing: We Are Photographers: 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. Assessment: Take, edit, review and use photographs to share ideas.

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: Asking simple questions and recognising they can be answered in different ways.

Geography: Identify similarities & differences between a local and an overseas locality using some geographical language.

Music: Develop manipulative control when playing simple instruments. Develop an awareness of pulse when playing and singing.

Computing: Take, edit, review and use photographs to share ideas.

RE: I can talk about how I feel when I visit a place of worship.

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.

Foundation Skills

PE: Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.

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. [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. 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.

RE: Know about Islamic places of worship and festivals celebrated by Muslims.

[UNCRC Article 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](#)