

Questions.

Week 1: What can you tell us about Africa?
 Week 2: What is *Tinga Tinga*?
 Week 3: Why are some animals endangered?
 Week 4: Can plants grow in the desert?
 Week 5: Can you research a sub-Saharan country?
 Week 6: What is it like in North Africa?
 Week 7: [Can you share what you have learnt about Africa?](#)

Texts: Fly Eagle Fly (retold by Christopher Gregorowski)

Lila and the Secret of Rain (by David Conway)

Writing outcomes: **Fiction:** Narrative Character Study
 Description **Non Fiction:** Information Explanation Advert

Maths

Geometry: Re-visit properties of 2-D/3-D shapes. Identify 1 week
 Measures: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 3 weeks
 Statistics: 1 week

Science: Plants: Continuation on plants

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Computing— We Are Presenters

Manipulate and improve digital images; discern when it is best to use technology and when it adds little or no value.

Enrichment

Library Visit **UNCRC Article 28**

Africa Day!

Endangered animal week.

Tinga Tinga Art

Mask making

African drumming

Fairtrade Banana Bread:

<http://www.phunkyfoods.co.uk/recipe/fairtrade-banana-bread/>

Assessment Foci

Science: Setting up simple practical enquires comparative and fair tests.

Geography: Ask and respond to questions about places and the environment

PE: Take part in outdoor activities

RE: Describe how a believer uses their sacred text in their life

MFL: Write or copy simple words or symbols correctly.

Art: Investigate and create textures for different purposes.

Music: Can create repeated patterns with different instruments.

Foundation Subjects Coverage

PE: develop flexibility, strength, technique, control and balance, for example through athletics; compare their performances with previous ones; demonstrate improvement; demonstrate their personal best; run at fast, medium and slow speeds changing speed and direction; take part in a relay remembering when to run and what to do; throw with control.

Art/DT: improve their mastery of art and design techniques, including drawing with pencil and charcoal • generate, develop, model and communicate their ideas through pattern pieces **UNCRC Article 29**

Geography: name and locate geographical regions and their identifying human and physical characteristics; name and locate key topographical features (including hills, mountains, coasts and rivers); use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; name the largest desert in the world and locate desert regions in an atlas; identify hot and cold areas of the world in relation to the equator and the North and South poles.

PSHE/ British Values: • Consolidate understanding of differences and similarities between people • Respond to the challenges of commitment in their own lives. **UNCRC Article 2, 12, 30, 42**

SRE: Differences: Male and Female. Personal Space. Family differences. **UNCRC Article 2, 12, 30**

French: have a short conversation saying 3—4 things; read a passage independently; use simple dictionary to find the meaning of words.

Music: recognise the work of at least one famous composer; use musical words to describe a piece of music and composition; use musical words to describe likes and dislikes about a piece of music.

RE: To understand why Guru Nanak is important to Sikhs.

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