

Topic Name: African Adventure
Class and Year Groups: Yellow Class Year 2/3

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| <p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Use an atlas to name and locate 7 continents, 5 oceans and different countries • Compare a country to the UK. • Use basic geographical vocabulary to refer to key human and physical features. • To create animal masks using collage. • To draw with increasing detail from observation. • To notice that animals, including humans, have offspring which grow into adults • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>KEY FOCUS AREAS: The world-continent and oceans, seas</p> <p>Our place in the world-use and drawing of maps and plans including keys</p> <p>Animals including humans</p> <p>Shape and form-drawing skills</p> | <p>SYNOPSIS:</p> <table border="1"> <tr> <td data-bbox="1337 252 1451 352">Week 1</td> <td data-bbox="1451 252 2154 352"> Where is Kenya? Locating Kenya on a map, looking at nearby oceans, north, east, south and west, weather/climate,</td> </tr> <tr> <td data-bbox="1337 352 1451 427">Week 2/3</td> <td data-bbox="1451 352 2154 427"> Where is Kenya? Human and Physical features</td> </tr> <tr> <td data-bbox="1337 427 1451 528">Week 4/5</td> <td data-bbox="1451 427 2154 528"> What is a National Park/Game Reserve? Looking at the difference between national parks and game reserves in Kenya and creating their own.</td> </tr> <tr> <td data-bbox="1337 528 1451 772">Week 6</td> <td data-bbox="1451 528 2154 772"> What animals are in Kenya? The Big 5</td> </tr> </table> | Week 1 | Where is Kenya? Locating Kenya on a map, looking at nearby oceans, north, east, south and west, weather/climate, | Week 2/3 | Where is Kenya? Human and Physical features | Week 4/5 | What is a National Park/Game Reserve? Looking at the difference between national parks and game reserves in Kenya and creating their own. | Week 6 | What animals are in Kenya? The Big 5 |
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| <p style="text-align: center;">TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p> | | <p>KEY QUESTIONS (linking to topic factsheet):</p> | | | | | | | | |
| <p><u>Geography</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to: <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Year 3</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | <p>1. What is the highest mountain in Kenya?</p> <p>2. What animals live in Kenya?</p> <p>3. What is the weather and climate like in Africa?</p> <p>4. How can we sort and group animals?</p> <p>5. What do humans and animals need for survival?</p> <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> • Pupils to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. • To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • To broaden their scientific view of the world around them. • To ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. | | | | | | | | |

- Describe and understand key aspects of human and physical geography

Science

Year 2

- asking simple questions and recognise that they can be answered in different ways
- identifying and classifying
- using their observations and ideas to suggest answers to questions

- 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

Year 3

- ask relevant questions and use different types of scientific enquiries to answer them
- record findings using simple scientific language, drawings and labelled diagrams
- identify differences, similarities or changes related to simple scientific ideas and processes

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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| <p>ENGLISH: Meerkat Mail-Emily Gravett The uncommon traveller: Mary Kingsley in Africa-Don Brown and Juanita Havill</p> | <p>MATHS: Yr2 Number: Multiplication and division Measures: Length, height, Mass, volume and capacity Shape: Properties of shapes</p> | <p>MATHS: Yr3 Measures: Measure, compare, add and subtract: lengths, mass, volume and capacity</p> | <p>SMSC/PSHE/BRITISH VALUES: British Values: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-Learning about the African way of life and how it is similar and different to ours RE Who is a Muslim and how do they live?</p> |
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| <p>ART:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p><i>-Louis-Jacques-Mandé Daguerre. Inventor of the Diorama</i></p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of artists-describing the differences and similarities between different practices ad disciplines and making links to their own work <p>Wild animal pictures-watercolour</p> | <p>READING KEY TEXT(S):</p> <p>Anna Hibiscus- Atinuke Butterfly Lion-Michael Morpurgo</p> <p>Key Reading Comprehension</p> | <p>PHYSICAL EDUCATION:</p> <p><u>Barrier Games- Tennis</u></p> <ul style="list-style-type: none"> To perform a variety of skills using a tennis racket To use a tennis racket to move a ball around the playground To be able to hit a tennis ball to a partner To hit a tennis ball with a racket correctly To be able to perform a rally with a partner To be able to hit the ball over the net <p>DD Mix Dance</p> |
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| <p>DESIGN TECHNOLOGY:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of artists-describing the differences and similarities between different practices ad disciplines and making links to their own work <p>-Designing and creating animal masks using collage -Creating a Kenyan national park/game reserve diorama</p> | <p>ICT/COMPUTING:</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>E-safety-Internet safety Day</p> <p>Cool Researchers-Researching National parks/game reserves and African animals and creating a leaflet to advertise a safari</p> | <p>ENRICHMENT and VERTICAL DRIVERS:</p> <p><u>Enrichment</u> Visit to 'All things wild' <u>Vertical Drivers</u></p> <ul style="list-style-type: none"> Celebration of diversity Courageous advocacy-water for Africa Staying Safe-Internet Safety |
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ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

| Geography Targets – As a Geographer | Geography Targets – As a Geographer | Art and Design Targets: As an Artist |
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| <p>Year 2</p> <ul style="list-style-type: none"> I can ask simple geographical questions: where is it? What is it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information I can investigate my surroundings I can make appropriate observations about why things happen I can make simple comparisons between features of different places | <p>Year 3</p> <ul style="list-style-type: none"> I can begin to ask/initiate geographical questions I can use NF books, stories, maps, pictures/photos and internet as sources of information I can investigate places and themes at more than one scale I can begin to collect and record evidence I can analyse evidence and begin to draw conclusions (e.g make comparisons between two locations using photos/pictures, temperatures in different locations | <p>Year 2</p> <ul style="list-style-type: none"> I can record and explore ideas from first hand observation, experience and imagination. I can ask and answer questions about the starting points for my work and the processes I have used. I can develop my ideas. I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. |

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| <ul style="list-style-type: none"> • I can find a route on a map, use a plan view and use an infant atlas to locate places • I can spatially match places (e.g recognise UK on a small scale and large scale map) • I can follow directions (N, E, S, W) • I can create a map of a real or imaginary place (e.g add detail to a sketch map from aerial photography) • I can understand the need for a key and can use class agreed symbols to make a simple key • I can find land/sea on a globe • I can use teacher drawn base maps • I can use large scale OS maps • I can look down on objects to make a plan view map • I can use basic geographical vocabulary to refer to key human and physical features | <ul style="list-style-type: none"> • I can locate places on a large scale map (e.g find UK or India on a globe) • I can match boundary of a country on different scale maps • I can begin to identify significant places and environments • I can use 4 compass points well • I can begin to use all 8 compass points • I can use letter/no of coordinates to locate features on a map confidently • I can create a map of a short route experienced, with features in correct order • I can make a simple scale drawing • I can understand why a key is needed • I can begin to recognise symbols on an OS map • I can use medium and large OS maps and follow a route on larger scale maps • I can use junior atlases • I can use map sites on the internet • I can identify features on aerial/oblique photographs • I can draw a sketch map from a high view point • I can describe and understand key aspects of physical geography including rivers | <ul style="list-style-type: none"> • I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. • I can experiment with the visual elements; line, shape, pattern and colour. • I can mix a range of secondary colours, shades and tones. • I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • I can use ICT |
| <p>Design Technology Targets: As a Designer Year 2</p> <ul style="list-style-type: none"> • I can Generate ideas by drawing on my own and other people's experiences • I can develop my design ideas through discussion, observation , drawing and modelling • I can identify a purpose for what I intend to design and make • I can identify simple design criteria • I can make simple drawings and label parts • I can begin to select tools and materials; use vocab' to name and describe them • I can measure, cut and score with some accuracy • I can use hand tools safely and appropriately • I can cut, shape and join fabric to make a simple garment. • I can choose and use appropriate finishing techniques | <p>Design Technology Targets: As a Designer Year 3</p> <ul style="list-style-type: none"> • I can generate ideas for an item, considering its purpose and the user/s • I can identify a purpose and establish criteria for a successful product. • I can plan the order of my work before starting • I can explore, develop and communicate design proposals by modelling ideas • I can make drawings with labels when designing • I can select tools and techniques for making my product • I can measure, cut and score with some accuracy • I can use hand tools safely and appropriately • I can assemble, join and combine materials in order to make a product • I can choose and use appropriate finishing techniques | <p>Year 3</p> <ul style="list-style-type: none"> • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about starting points and select ideas to use in my work. • I can explore • relationships between line and tone, pattern and shape, line and texture. • I can make and match colours with increasing accuracy. • I can use more specific colour language e.g. tint, tone, shade, hue. • I can choose paints and implements appropriately. • I can plan and create different effects and textures with paint according to what I need for the task. • I can show increasing independence and creativity with the painting process. |

- I can evaluate against the design criteria
- I can evaluate my products as they are developed, identifying strengths and possible changes they might make
- I can talk about my ideas, saying what I like and dislike about them

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