

Topic Name: Massai Warriors
Class and Year Groups: Yellow Class Year 2/3

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Compare a country to the UK. • Use basic geographical vocabulary to refer to key human and physical features <p><u>History</u></p> <ul style="list-style-type: none"> • Sequence events closer together in time • Identify differences between ways of life at different times <p><u>Art</u></p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques • Review what they and others have done and say what they think and feel about it <p><u>Science</u></p> <ul style="list-style-type: none"> • To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<p>KEY FOCUS AREAS: The Maasai Mara African tribe</p> <p>Comparing our lives with the lives of others from a non-European country</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements- Nelson Mandela</p> <p>Living things and their habitats- food chains</p>	<p>SYNOPSIS:</p> <table border="1"> <tr> <td data-bbox="1337 252 1451 387">Week 1</td> <td data-bbox="1451 252 2154 387">Introduction to topic Topic page-what do you want to find out?</td> </tr> <tr> <td data-bbox="1337 387 1451 523">Week 2</td> <td data-bbox="1451 387 2154 523">Marvellous Maasai Learning about the Maasai Mara Tribe and their way of life</td> </tr> <tr> <td data-bbox="1337 523 1451 659">Week 3</td> <td data-bbox="1451 523 2154 659">My Day, Your Day Comparing Kenyan life to our life</td> </tr> <tr> <td data-bbox="1337 659 1451 884">Week 4/5</td> <td data-bbox="1451 659 2154 884">Nelson Mandela Learning about Nelson Mandela and why he was famous Conscience alley Nelson Mandela timeline Creating a poster about Nelson Mandela</td> </tr> </table>	Week 1	Introduction to topic Topic page-what do you want to find out?	Week 2	Marvellous Maasai Learning about the Maasai Mara Tribe and their way of life	Week 3	My Day, Your Day Comparing Kenyan life to our life	Week 4/5	Nelson Mandela Learning about Nelson Mandela and why he was famous Conscience alley Nelson Mandela timeline Creating a poster about Nelson Mandela
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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> <ol style="list-style-type: none"> 1. Why is it called the Maasia Mara? 2. What is the great Migration? 3. What are the different types of habitat in Africa? 4. Why was Nelson Mandela famous? <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> • Use of blooms taxonomy and higher level questioning to extend the higher ability. • In science when looking at food chains children can create a more advanced food chain • In Topic children will learn about the Maasai way of life. They can look into what life would be like if they were part of the tribe 								
<p><u>History</u> Year 2</p> <ul style="list-style-type: none"> • Sequence photographs/artefacts closer together in time • Recognise why people did things and why events happened. • Identify differences between ways of live at different times <p>Year 3</p> <ul style="list-style-type: none"> • Compare with our life today • Find out about every lives of people in time studied • Identify reasons for and results of peoples actions • Understand why people may have wanted to do things <p><u>Science</u></p> <ul style="list-style-type: none"> • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 										

<p>ENGLISH: The uncommon Traveller: Mary Kingsley in Africa Book by Don Brown and Juanita Havill</p> <ul style="list-style-type: none"> - Setting descriptions - Expanded noun phrases, adverbs, paragraphs, adjectives, demarcating sentences, fronted adverbials - Descriptive writing <p>READING KEY TEXT(S): Amelia Earhart - whole class reading lessons:</p> <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • drawing on what they already know or on background information and vocabulary provided by the teacher • being introduced to non-fiction books that are structured in different ways • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<p>MATHS: Yr2 Number: <u>Fractions:</u></p> <ul style="list-style-type: none"> • recognise, find, name and write fractions $1/3$, $\frac{1}{4}$, $2/4$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $2/4$ and $\frac{1}{2}$ <p>Measures: <u>Money</u></p> <ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>SATS practice and follow up work</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</p> <p>Democracy-conscience alley. What would you do if you were Nelson Mandela?</p> <p>Preparing to play an active role as citizens To realise that people and other things have needs and that they have responsibilities to meet them.</p> <p>PHYSICAL EDUCATION: Barrier Games-Tennis In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Gymnastics - Pupils are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.</p>
<p>ART:</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space-using pastels to create a picture of the Maasai people • Layer different media-African Mud Cloths 	<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>MUSIC:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by • singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • African music, tribal music, lion king musical

<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it <p>Learn about the work of artists- <i>Martin Bulinya</i> Mother's day and Easter cards</p>		<ul style="list-style-type: none"> soundtrack. Listen and identify animals. <p>Rhythms using African drums.</p>
		<p>ENRICHMENT and VERTICAL DRIVERS: <u>Enrichment</u> Visit to 'All things wild' <u>Vertical Drivers</u></p> <ul style="list-style-type: none"> Celebration of diversity <p>Courageous advocacy-water for Africa Our place in the world</p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets – As a Historian	History Targets – As a Historian	Art and Design Targets: As an Artist
<p>Year 2</p> <ul style="list-style-type: none"> Sequence photographs/artefacts closer together in time Recognise why people did things and why events happened. Identify differences between ways of live at different times 	<p>Year 3</p> <ul style="list-style-type: none"> Compare with our life today Find out about every lives of people in time studied Identify reasons for and results of peoples actions Understand why people may have wanted to do things 	<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. I can experiment with the visual elements; line, shape, pattern and colour. I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. I can use ICT <hr/> <p>Year 3</p>

Design Technology Targets: As a Designer

Year 2

- 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
- 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

Design Technology Targets: As a Designer

Year 3

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

Year 3

- Compare with our life today
- Find out about every lives of people in time studied
- Identify reasons for and results of peoples actions
- Understand why people may have wanted to do things