



Engagement with parents:

Presentation to parents about term's learning.

Ask children to bring in any interesting artefacts that link to our topic for our display.

Trip/Visitors:

Mary Jane Butler – Widows and Orphans Charity

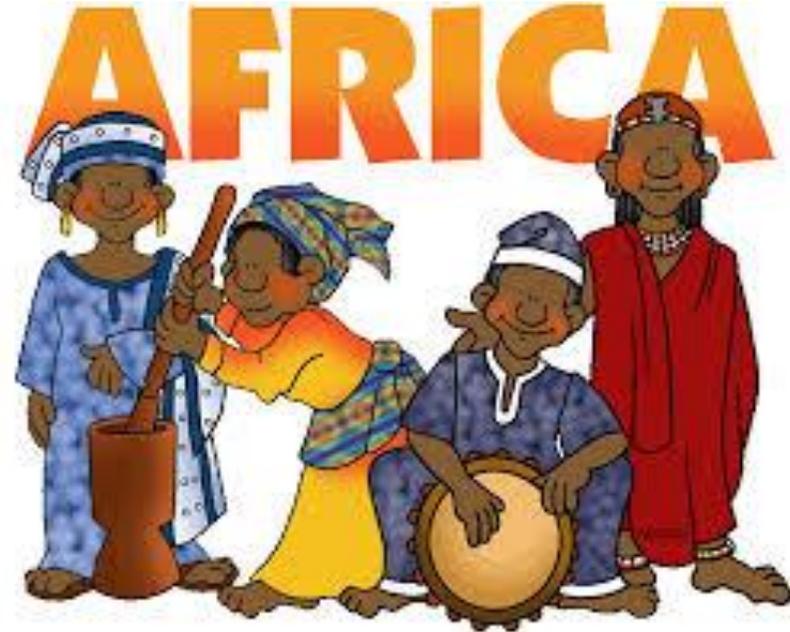
African drumming workshop

Trip to Newton Abbot Library and Clock Tower

Mrs Stephens – teaching Swahili song

Finale:

Presentation to parents on term's learning with EYFS and Birch





LEARNING ACROSS THE CURRICULUM (Objectives)			
Entry point: Exotic fruit tasting		Finale: EYFS and KS1 presentation to parents about term's learning	
Trip: Newton Abbot Library and Clock Tower (having mapped our route).		Visitors: African drumming and workshop. Mary Jane Butler from Widows and Orphans Charity Enhancement: Mrs Stephens – teaching Swahili song	
<p>As Historians we will learn ...</p> <p>N/A</p>	<p>As Geographers we will learn ...</p> <p><i>To 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.</i></p> <p><i>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>To use basic geographical vocabulary to refer to:</i></p> <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> <p><i>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;</i></p> <p><i>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</i></p> <p><i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p> <p><i>devise a simple map and use and construct basic symbols in a key;</i></p> <p><i>To use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment.</i></p>	<p>As Artists we will learn ...</p> <p><i>Pupils should be taught:</i></p> <p><i>to use a range of materials creatively to design and make products;</i></p> <p><i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</i></p> <p><i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</i></p> <p><i>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p>Silhouette paintings</p> <p>Animal puppets</p> <p>Papier Mache animals</p> <p>Observational drawings (fruits)</p> <p>Observational drawings (local buildings)</p>	<p>As Designers we will learn ...</p> <p>N/A</p>



<p>As Scientists we will learn ...</p> <p>(See Discrete Teaching)</p>	<p>In Computing we will learn ...</p> <p><i>Pupils should be taught to:</i></p> <p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</i></p> <p><i>create and debug simple programs;</i></p> <p><i>use logical reasoning to predict the behaviour of simple programs;</i></p> <p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</i></p> <p><i>recognise common uses of information technology beyond school;</i></p> <p><i>use technology safely and respectfully, keeping personal information private;</i></p> <p><i>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Researching</p>	<p>Writing across the curriculum...</p> <p>Day in the life of an African child</p> <p>Invitation to the end of unit presentation</p> <p>Recount of trip to Newton Abbot Library.</p>	<p>As Mathematicians we will learn ...</p> <p>(See Discrete Teaching)</p>
<p>As Musicians we will learn ...</p> <p><i>Pupils should be taught to:</i></p> <p><i>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</i></p> <p><i>play tuned and untuned instruments musically;</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music;</i></p> <p><i>experiment with, create, select and combine sounds using the inter-related dimensions.</i></p> <p>African music (drumming)</p> <p>Learn a Swahili song</p>	<p>In Physical Education we will learn ...</p> <p>African dancing</p>	<p>As Linguists we will learn ...</p> <p>Singing songs in different languages</p>	<p>In PSHE we will learn ...</p> <p>(See Discrete Teaching)</p>



DISCRETE CURRICULUM (Objectives)			
As Historians we will learn ... (N/A)	As Geographers we will learn ... (See above)	As Artists we will learn ... (See above)	As Designers we will learn ... (See Above)
<p>As Scientists we will learn ... <i>Pupils should be taught to:</i> <i>observe changes across the four seasons;</i> <i>observe and describe weather associated with the seasons and how day length;</i></p> <p><u>Weather / Seasons</u> Describe how weather changes across the seasons; Observe and describe the weather; Collect and record data about the weather; Identify signs of a new season; Describe how day length varies; Identify changes in tree and clothes we wear in different seasons; Observe and describe the weather in winter. Explain how some animals adapt to winter.</p>	<p>In Computing we will learn ... E-Safety To understand the schools e-safety policy: appropriate to their age</p> <p>Understand passwords are used to log in and why these should be kept private</p> <p>Understand they have to log in to the learning platform to see a home page and other resources</p>	<p>In English we will learn ... English NC and Read Write Inc Programme</p>	<p>As Mathematicians we will learn ... Maths NC – Delivered through maths Hub pathway planning</p>
<p>As Musicians we will learn ... <i>Pupils should be taught to:</i> <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</i> <i>play tuned and untuned instruments musically;</i> <i>experiment with, create, select and combine sounds using the inter-related dimensions.</i></p>	<p>In Physical Education we will learn ... <i>Pupils should be taught to:</i> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</i> (Multi Skills with Max Gillard) <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>perform dances using simple movement patterns.</i> African dance movement</p>	<p>As Linguists we will learn ...</p>	<p>In PSHE we will learn ... to take part in discussions with one other person and the whole class to agree and follow rules for their group and classroom, and understand how rules help them. To learn about keeping ourselves clean, healthy and safe.</p>



WRITING IN CONTEXT

Day in the life of Penda (an African child).

Invitation to the end of Topic production.

Recount of trip to Newton Abbot Library

Write instructions for reading our treasure maps and maps of the classroom.

Write home address on a postcard for topic board.

Describe landmarks on the maps.