

Topic Title: Into Africa!		
<p><b>Science</b>          Working Scientifically -asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests          -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers          -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions          -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables          -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions          -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions          -identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.  <b>Living things and their habitats.</b></p>	<p><b>Geography</b>          - identify position and significance of latitude/longitude/Equator/Northern and Southern hemispheres/Tropics of Cancer and Capricorn/Arctic/Antarctic Circle/Prime or Greenwich Meridian time zones (including day and night)           Comparing physical features of different geographical areas.          Human geography: Understanding how urbanisation affects wildlife and what we can do to protect it.</p>	<p><b>History</b>          The ancient Civilisation of Benin          Using a range of historical sources to research a time in history   <i>Asking and answering questions, using evidence, about the way people lived in the past.          Selecting and combining information from sources to produce a structured answer.          Understanding that the past can be represented or interpreted in different ways.          Understanding how events from the past have shaped life today.</i></p>

<p>-recognize that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -recognise that environments can change and that this can sometime pose dangers to living things</p> <p><b>Animals including humans.</b> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey</p>		
<p>Art and design <b>African Stick Figure Art</b> Use range of materials creatively to design &amp; make products -Use drawing, painting, sculpture to develop/share ideas. Experiences/imagination -Develop wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form and space -Know about works of a range of artists, craft-makers &amp; designers, describing the differences &amp; similarities between practices &amp; disciplines and making links to their own work</p>	<p>Design Technology <b>African Masks</b> -Research/develop designs communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, -Select from and use a wider range of tools and wider range of materials and components, including construction materials, textiles and ingredients to construct their model.</p>	<p>Computing We are co authors Find and read an article on Wikipedia Identify sources used in research Work with others to plan a project Create content for a wiki</p> <p>We are meteorologists Use weather measurement equipment accurately Describe the weather Make predictions Take photos Enter data and create simple charts Present the weather</p>

<p><b>Edward Tingatinga</b> – exploring the origins of Tingatinga art Children to complete their own Tingatinga style art based on African animals</p>		
<p>French I understand a range of spoken phrases. I answer simple questions and given basic information. I ask and answer simple questions using set phrases. I show understanding of the spoken language by joining in and responding. I pronounce familiar words with increasing accuracy. I understand familiar written phrases. I label items and write short phrases correctly. When writing words from memory, I have a go at the spelling.</p> <p>Topics will include: School Birthdays/Dates The Town</p>	<p>Religious Education Hinduism: God and Beliefs Identifying and describing traditions Recognising main beliefs Recognising key religious figures Making comparisons between different religions</p>	<p>Music: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -Improvise and compose music for a range of purposes using the inter-related dimensions of music -Listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -Appreciate and understand a wide range of high -Quality live and recorded music drawn from different traditions and from great composers and musicians -Develop an understanding of the history of music</p>
<p>Physical Education -develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives.</p>	<p>PSHE &amp; Forest School Jigsaw – Relationships:  <ul style="list-style-type: none"> <li>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</li> </ul> Jigsaw – Changing Me:</p>	<p>Stunning start: Forest School Day. Children to become immersed in African stories and to create African art with natural materials. Marvellous middle: The Lion King Musical London Fabulous finish: African Showcase! Children to present their work from the topic to peers and</p>

	<ul style="list-style-type: none"><li>• I can identify what I am looking forward to when I am in Year 5</li><li>• I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</li></ul> <p>Mud Hut story telling and using natural resources to create African art</p>	<p>parents. Fabulous Finish; Enterprise</p>
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