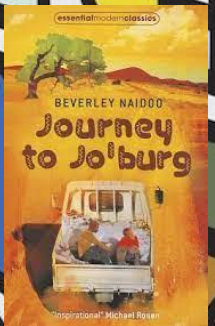


Amazing Africa



Successful Learners

Areas of Learning

As Historians we will discover the fascinating civilisation of the kingdom of Benin.

As Readers we will join a journey of two children on their way to Johannesburg; set against the dangerous landscape of apartheid South Africa.

As Musicians we will explore the roots, context and cultural importance of music played on the Djembe in African society; working together to compose and perform a group piece.

Confident Individuals and Responsible Citizens

Initiative

We will use our own initiative when thinking about raising money for our school at the summer fete.

Environment

In forest schools we will explore God's creation in the outdoors and begin to understand our role within stewardship of our locality and further afield.

Spiritual and Moral

In our spiritual and moral growth we will contemplate what it means to be stewards of God's creation. We will put our faith into action by looking after our school grounds including the pond area.

Community

We will share news with our community through a school news blog produced by the children. We will visit areas in our local community to take part in forest schools sessions.

Essentials for Learning and Life		Areas of Learning
Using Communication	Religious Education	Historical, geographical and social understanding
<p>Class texts that fit the theme- Journey to Johannesburg The Garbage King</p> <p>Adventure stories talk for writing Suffixes Paragraphs Standard English</p> <p>Year 5 and 6 Punctuation Hyphens Cohesion</p>	<p>Creation/Fall - What do Christians learn from the creation story?</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Christian Value: Stewardship</p> <p>Forest School themes: Creation Stewardship Our school grounds</p> <p>French yr3/4 All around town yr5/6 Let's go shopping</p>	<p>The Kingdom of Benin To find out where the Kingdom of Benin was and about time period we will be exploring. To explore how we know about The Kingdom of Benin from AD 900 to 1300. To find out about the leaders of The Kingdom of Benin. To find out about the lives of the people of the Kingdom of Benin. To find out about the trade network of the Benin Empire. To find out about the Benin Empire's Golden Age. To find out about the decline of the Benin Empire.</p>
Using Mathematics		Scientific and Technological understanding
<p>White Rose Maths Steps Year 3/4 Number: Decimals Measurement: Area, Time, Money Statistics</p> <p>Year 5 Number: Decimals and Percentages Measurement: Geometry: Properties of shape</p> <p>Year 6 Number: Algebra Measurement: Converting units Measurement: Perimeter, Area and Volume</p>		<p>Year3/4 Sound and Hearing To find out that sounds are made when objects and materials vibrate. To investigate whether sounds can travel through different materials. To explore the relationship between distance and volume. To find out that some materials are effective in preventing vibrations from sound sources reaching the ear. To investigate how sounds can be different pitches and volumes. To find out how the length, thickness and tightness of a string affects its pitch. To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air. Year 5/6 SRE Science and PSHE To explore what makes a good relationship. To consider how the human body physically changes and how feelings and emotions change during puberty. To understand how babies are made and how babies are born</p>
Using ICT	Attitudes- Learning to Learn	Understanding the arts
<p>Purple Mash Creating Animations Children create their own detailed animations using 2Animate in Purple Mash utilising all of the tools available in the programme. Children understand and use the onion skin toll in 2Animate to create animations. Children can select backgrounds and sounds for use in their animations. Pupils will demonstrate greater depth understanding when they suggest novel ways to solve difficulties that other pupils are having in making their animations effective</p>	<p>Improve This concept involves an appreciation that small improvements make big differences. Bronze</p> <ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <p>Silver</p> <ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. <p>Gold</p> <ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work. 	<p>Art of Africa To explore natural patterns and recreate them using chosen mediums. To analyse and recreate a painting in the style of Tingatinga. To create a piece of clay artwork inspired by the artwork of Benin. To learn about the work of Esther Mahlangu and Ndebele designs. To create a traditional Adinkra design. Djembe Drumming- Charanga</p> <ul style="list-style-type: none"> - Playing with increasing accuracy & awareness - Improvising rhythmic patterns - Beginning to compose own rhythmic patterns - Appraising own group work, identifying areas for improvement
		Understanding physical development, health and well-being
		<p>Forest School these improvements were characterised by the development of physical stamina and gross and fine motor skills children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play PE- Tennis</p>