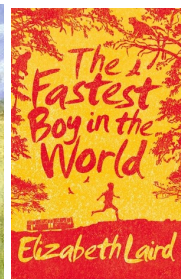
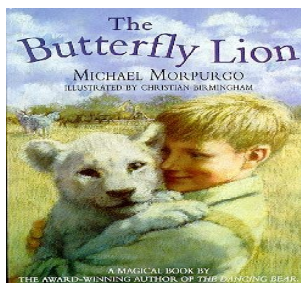


# Lower Key Stage 2— Africa



## Session 1 Immersion Day

Chn to find and locate Africa and then find and locate specific countries within it. Chn to create flags to attach to a class map and create display.

Research chosen country and present findings. Read traditional tales associated with that country.

**Session 2 - To understand geographical similarities and differences through the study of human & physical geography of a region of the UK and Africa**

Chn to compare London and Nairobi.

**Session 3 - To use techniques to create effect**



**Session 4—To understand geographical similarities and differences through the study of human & physical geography of a region of the UK and Africa.**

Chn to compare Thetford Forest and African savannah.

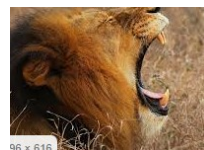
**Session 5 - To explain that environments can change and that this sometimes means that living things are put in danger.**

Chd to set up a courtroom scenario, putting a hunter on trial.

Present reasons for and against the practise of hunting in Africa.

**Session 6 - To explain that environments can change and that this sometimes means that living things are put in danger (continued)**

Children to write a piece of persuasive writing encouraging the abolition of poaching.



**Session 7— To develop a piece of artwork communicating ideas about poaching, to a particular group.**

Children generate and develop their ideas through discussion, producing a poster aimed at poachers.



**Session 8— To recognise that environment changes can be natural**

Compare the rainy season to the dry season and the effect this has on the African landscape. Look at the impact on animals and their habitats e.g. migration, diet and behaviour.

Link to recent David Attenborough

**Session 9—To use techniques to create effect.**

Focus on African chameleon and how it has adapted to its environment through camouflage. Develop art techniques to create image.



To be taught in conjunction with visitor talking about giraffe conservation.

Experiment with different effects to create artwork.



# Science

## Session 1 To recognise that living things can be grouped in a variety of ways

Pupils to complete the prior knowledge sheet. Children to group the animals independently, explaining their choices.



## Session 4- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment .

Pupils to create their own classification keys for the Mr Men or Angry Bird characters.

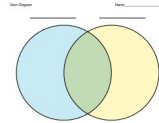


## Session 7- Use fieldwork to explore human impact on the local environment e.g. litter, tree planting.

Pupils to go around the site and make a list of the different types of rubbish (sorting materials) and presenting the findings in a bar graph.

## Session 2 - To recognise that living things can be grouped in a variety of ways.

To use Carroll diagram and/ or Venn Diagram work, using two separate conditions.



## Session 5- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Pupils to research and complete their own classification keys.

## Session 8– Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To create a Persuasive PowerPoint outlining the impact of littering on the playground.

## Session 3—To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Pupils to use the classification key to identify the different butterflies.



## Session 6- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment .

Pupils to research and complete their own classification keys.

## Session 9-Use food chains to identify producers, predators and prey within a habitat

To research and create their own African food chain (use a British food chain model)

Ext) Webs



**Session 10- Use secondary sources to find out about how environments may naturally change**

**Session 11 Use secondary sources to find out about human impact, both positive and negative, on environments.**

Visitor to be invited into school to talk to the children (giraffe conservation/ someone from the Forestry Commission)

**Session 12- To recognise that environments can change and that this can sometimes pose dangers to living things**

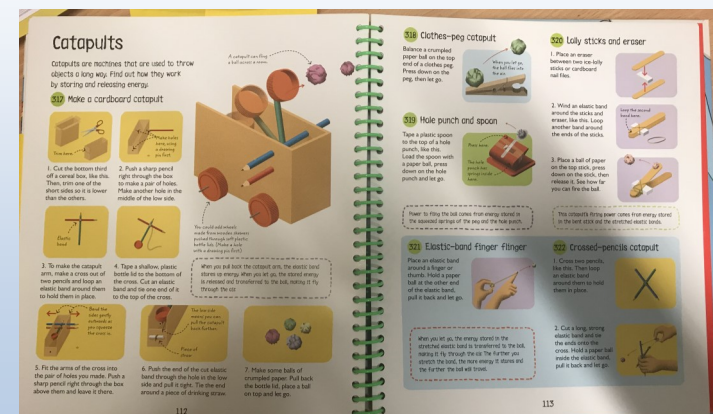
To write a letter to Green Peace from the perspective of The Weedy Sea Dragon.

**Session 13-To recognise that environments can change and that this can sometimes pose dangers to living things**

To write a letter to Green Peace from the perspective of The Weedy Sea Dragon.

## Easter Holiday Home learning

Pupils to design their own catapult, using the ideas on the picture below. The challenge is to create a catapult which will fire a small dice the furthest.





## RE

Hinduism: Religion and the individual karma.

Sikhism: Religion family and the individual—equality

## French

### Rigolo 1

Unit 9: Les fetes

Unit 10: Ou vas-tu?

## PE

Children will be learning the skills of orienteering and developing problem solving skills (Unit 3 Real PE).

Year 4/5 children to work with the dance coach

*(Children in Hazel Class will be swimming this term)*

## PSHE

Working Together and Financial capability; Managing risks and safety content

## Music

Lean on me  
(Charanga music)

## Computing: Dinosaur Fossil Animation: using sequence in programs

Children to program an animation illustrating the steps in fossil formation. In doing so they learn that programming is the process of implementing algorithms as code, and about sequencing commands in Scratch.