



<b>Intent:</b>	To gain an increased understanding of the world that we live in focusing on the continent of Africa.	
<b>Starter:</b>	Pupils receive a postcard from Sunny the Meerkat.	
<b>Core Texts:</b>	Meerkat Mail and Lila and the Secret of Rain.	
<b>Key Concepts:</b>	Heritage, Diversity, Friendship, Home, Belonging, Humanity, Empathy, Curiosity, Democracy.	
<b>Outcome Pieces:</b>	African Jewellery, African Musical Performance, Postcard/Letter to Sunny the Meerkat.	
<b>Enrichment:</b>	Virtual Africa Tour.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>Can I understand what a habitat is?</li> <li>Can I name a range of different habitats?</li> <li>Can I explain why a habitat must be suitable for animals or plants to survive?</li> <li>Can I select a suitable habitat for various animals?</li> </ul>	Habitat, Microhabitat, Rainforest, Desert, Woodland, Pond, Ocean, Suitable, Food Chain, Source, Producer, Consumer, Herbivore, Omnivore, Carnivore
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>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.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Can name and locate the world's continents?</li> <li>Can I use an Atlas to identify various countries in Africa?</li> <li>Can I use geographical language to describe Sonny's locations?</li> <li>Can I name and describe similarities and differences between Africa and the UK</li> </ul>	Continent, Africa, Europe, Asia, North America, South America, Antarctica, Australasia, Oceania, North Pole, South Pole, Direction, Compass, North, East, South, West, Atlas, Climate, Land, Weather, Equator, Mountain, Valley, Hill, Vegetation, Season, Weather
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<b>History</b>	N/A	
	<b>National Curriculum:</b>	N/A
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Can I research African Maasai Jewellery?</li> <li>Can I design my own African jewellery?</li> <li>Can I experiment with different medium?</li> <li>Can I choose my favourite medium?</li> <li>Can I make my piece of jewellery?</li> <li>Can I evaluate my work?</li> </ul>	Improve, Assemble, Criteria, Template, Attach, User, Carbohydrates, Protein, Dairy Products, Fruit and Vegetables, Fats, Natural, Proportion, Scale, Experiment, Layering, Grate, Peel, Mixing, Scales



	<ul style="list-style-type: none"> <li>• Can I understand where food comes from?</li> <li>• Can I understand and carry out the skills to make an African Fruit Kebab?</li> <li>• Can I write a set of instructions for an African fruit kebab?</li> </ul>	
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Can I label and sketch the features of a face?</li> <li>• Can I sketch a self-portrait?</li> <li>• Can I evaluate my piece of artwork?</li> </ul>	Artist, Sketch, Landscape, Proportion, Types of Paint, Tones, Layering, Mixing, Shades, Weaving, Improve, Still Life, Silhouette, Stencil, Scale, Mosaic, Natural, Man-made, Experiment
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I appraise a composer? (Composer of the Term)</li> <li>• Can I research African Instruments?</li> <li>• Can I compose and play a piece of African Music?</li> <li>• Can I evaluate our piece of African Music?</li> </ul>	Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Can I understand the importance of rules?</li> <li>• Can I discuss the importance of British Values?</li> <li>• Can I present my family heritage to the class?</li> <li>• Can I understand some coping strategies for mental health?</li> <li>• Can I say who is in my family tree?</li> <li>• Can I explain my family beliefs and traditions?</li> </ul>	Rules, Respect, Right, Wrong, Law, Decision, Responsibility, Money, Jobs, Saving, Choice, Truth, Honesty, Dishonesty, Mental Health, Coping, Strategies, Wellbeing
	<p><b>National Curriculum:</b></p> <p>See PSHE Subject Leader Document.</p>	
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Can I identify a range of religious symbols?</li> <li>• Can I discuss the meaning of different religious symbols?</li> <li>• Can I compare and contrast different religious symbols?</li> <li>• Can I reflect on a symbol that is important to me?</li> </ul>	Cross, Crescent Moon, Star, Aum, Sikh, Sikhism, Christian, Islam, Hinduism, Judaism, Religious, Symbol, Religion, Sign, Meaning
	<p><b>National Curriculum:</b></p> <p>See SACRE Document.</p>	

<b>Computing</b>	<ul style="list-style-type: none"> <li>• Can I create a new species of animal using Switch Zoo?</li> </ul> <p><b>E-Safety – Project Evolve</b> Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p><b>NCEE Unit 1: Information Technology Around Us</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">To recognise the uses and features of information technology</td></tr> <tr><td style="padding: 2px;">To identify information technology in the home</td></tr> <tr><td style="padding: 2px;">To identify information technology beyond school</td></tr> <tr><td style="padding: 2px;">To explain how information technology benefits us</td></tr> <tr><td style="padding: 2px;">To show how to use information technology safely</td></tr> <tr><td style="padding: 2px;">To recognise that choices are made when using information technology</td></tr> </table>	To recognise the uses and features of information technology	To identify information technology in the home	To identify information technology beyond school	To explain how information technology benefits us	To show how to use information technology safely	To recognise that choices are made when using information technology	<p>Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute</p> <p>Information technology (IT), computer Information technology Information technology (IT), computer Information technology (IT), computer, barcode, scanner/scan Information technology Information technology</p>
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<b>National Curriculum:</b>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• recognise common uses of information technology beyond school.</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>							

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
Transition Day	Learning about our Class Names: Can I understand who Brunel was? Can I understand who Chamberlain is?	Floor Book discussion	Curiosity
1. PSHE	Can I understand the importance of rules?	Poster	Friendship. Belonging
2. PSHE	Can I discuss the meaning of British Values?	Floor Book- post it note discussion	Humanity, Belonging, Diversity, Democracy
3. PSHE	Can I present my family heritage to the class?	Circle time discussion/Display family tree	Heritage, home, belonging, diversity
4. ART	Can I label and sketch the features of a face?	Label/practise sketching in sketch books	Humanity, heritage, diversity
5. ART	Can I sketch a self-portrait? Can I evaluate my piece of artwork?	Draw and display in sketch books	Heritage, humanity, diversity
6. PSHE	Can I say who is in my family tree? Can I explain my family beliefs and traditions?	Create own family tree- topic books (Challenge- Who is most important to me and why)	Heritage, home, belonging, diversity
7. Religious Studies	Can I identify a range of religious symbols?	Explore symbols (non-religious/religious) (match symbols to correct faith, Extension- explain importance of symbol)	Heritage, belonging, diversity, curiosity
8. Religious Studies	Can I discuss the meaning of different religious symbols?	Explore religious objects in groups (sugar paper write ideas- discussion)	Heritage, belonging, diversity, curiosity
9. Religious Studies	Can I compare and contrast different religious symbols?	Discuss special clothes, food and objects as religious symbols (match special items to different faiths/ explore similarities)	Heritage, belonging, diversity, curiosity

Year 2 Unit Plan: Where in the world is Africa? (7 weeks) \*inc. Our Diverse Heritage.

10. Religious Studies	Can I reflect on a symbol that is important to me?	Draw own symbol- personal reflection	Heritage, belonging, diversity, curiosity, Home, Empathy
11. Geography	Can I name and locate the world's continents?	Overlearn song and complete continents map	Curiosity, Home, Diversity
12. Geography	Can I use an Atlas to identify various countries in Africa?	Complete map to identify 6 countries in Africa (Challenge- identify deserts x3)	Curiosity, Diversity
13. Geography	Can I use geographical language to describe Sonny's locations?	Lesson starter (make links to Meerkat Mail)	Curiosity
14. Geography	Can I name and describe similarities and differences between Africa and the UK?	Discuss and compare Geographical features	Curiosity, Home, Diversity, belonging
15. Science	Can I understand what a habitat is?	Match the habitat/picture of animal	Home, belonging
16. Science	Can I name a range of habitats?	Name/match picture of habitat and description	Home
17. Science	Can I explain why a habitat has to be suitable for an animals or plant to survive?	Explore one animal/ plant and explain why a habitat is suitable	Home
18. Science	Can I select a suitable habitat for various animals?	Select a habitat and explain what animals might live there and why	Home
19. Computing	Can I create a new species of animal using Switch Zoo?	Create animal on switch zoo/ create fact file	
20. Music	Can I appraise a composer? (Composer of the Term)	Floor Book	
21. Design Technology	Can I research African Maasai Jewellery? Can I design my own African jewellery?	Research on I-pads/ photos Design worksheet	diversity
22. Design Technology	Can I experiment with different medium? Can I choose my favourite medium?	Medium exploration sheet	diversity
23. Design Technology	Can I make my piece of jewellery?	Create African jewellery	diversity
24. Design Technology	Can I evaluate my artwork?	Evaluation sheet	
25. PSHE	Can I understand some coping strategies for mental health?	Coping wheel/discussion about world mental health day	Empathy
26. Design Technology	Can I understand where food comes from?	Discuss foods from England and Africa/Sorting activity in sketch book	curiosity
27. Design Technology	Can I understand and carry out the skills to make an African Fruit Kebab?	Create fruit kebab/ photo and evaluate in sketch book	diversity
28. Design Technology	Can I write a set of instructions for an African fruit kebab?	Photos/Writing in sketch book	

Year 2 Unit Plan: Where in the world is Africa? (7 weeks) \*inc. Our Diverse Heritage.



29. Music	Can I research African Instruments?	Research different types of instruments and answer questions about 1 of them.	Diversity, belonging, heritage
30. Music	Can I compose a piece of African Music? Can I evaluate our piece of African Music?	African drum workshop/ Compose in groups	