

**As Readers**  
 We will develop our reading comprehension, fluency and vocabulary through explicit instruction and rigorous practise. We will encourage a love of reading and develop a broad knowledge base through exploration of these books:

Amazing Africa The boy who biked the world  
 The pot of wisdom Africa is not a country  
 Butterfly Lion Mama Panya’s pancakes

**As Authors**  
 We will develop our understanding of grammar concepts and extend our range of sentences. We will assess the effectiveness of our own work by proposing changes to vocabulary to improve consistency when we write:

A Letter  
 A persuasive poster  
 A description of an animal

**As Scientists**  
 We will compare how things move on different surfaces. We will observe how magnets attract and repel each other and attract some materials and not others. We shall describe magnets as having two poles. We will be able to predict whether a magnet will attract or repel depending on which poles are facing. We shall be able to compare and group together a variety of everyday objects on the basis of whether they attract a magnet.

Opportunities/situations where children will develop BELIEVE:

**As Artists/Designers**  
 We will look at sculptures and the work of Henry Moore. We will practise sculpting and using our hands to manipulate objects. We will make a face sculpture using paper mâché techniques. In DT we will explore pneumatic systems and learn how to apply that to a toy. We will explore ways of making a toy move and evaluate how we can improve our design.

**As Historians**  
 We will investigate the impact of the River Ganges in India and how it provides food and influences faith and culture. We will then compare this to the river Nile.

**As Geographers**  
 We will understand the concept of the physical world and how it relates to us. We will develop a knowledge of our planet and learn the location of the 7 continents. We will explore Africa and be able to locate South Africa and Ethiopia within it. We will look at different parts of Africa and explain the advantages and disadvantages of living in a city or village. We will be able to locate places on a map/globe. We will explore the impact of fair trade on farmers.

**As Digital Leaders:**  
 We will learn about how technology is an important part of everyday life and how we stay safe online. We will explore the concept of coding and learn to write more complex coding problems using Tynker and the Hour of code. We will research Africa and explore their cultures. We will use iPads to locate continents and countries in Africa. We can create examples of digital prints.

**Children’s ideas:**  
 The children want to learn about animals that live in Africa. They want to learn about places they are from like Nigeria.

*To what extent does culture differ across the continent of Africa?*



**Authentic Outcome:** A guide to Africa  
**Critical Audience:** School, community, parents and children.  
**Concepts:** identity, belonging, strength, happiness, culture  
**Vocabulary:** resources, continent, country, climate

**As Musicians**  
 We will sing a range of songs from with confidence. We will understand that posture, breathing and diction are important in music. We will continue to develop our skills on the glockenspiel.

**As Sportspeople**  
 We will master fundamental movement skills with accuracy and show awareness of space and the actions of others.

**As Citizens**  
 We will learn about Islam and Christianity in Africa and explore the religion of Sikhism.

Be kind	Earn respect	Live responsibly	Include others	Embrace challenge	Value difference	Experience life
To study and discuss and be understanding of different cultures.	Explore the cultures of others in class and speak respectfully about others.	Work as a team with our class mates and support each other.	Self-care and the importance of looking after yourself.	Learn new art techniques and be brave when learning new things.	To respect and celebrate different cultures from around the world.	To have high expectations of their final published pieces of work.