

# Africa

YEAR 1  
Spring 1  
2024

## PROJECT OVERVIEW

**HOOK:** At the very beginning of the term, children will go to Marwell zoo visit to observe African animals. Whilst at the zoo they will begin to use directional language to find their way around the zoo to discover the African animals that live there. By immersing themselves in Marwell surroundings they will be able to enhance their thirst for knowledge about all things African. Once back at school we are going on Safari! The children will make binoculars and then go on a 'safari' around the school grounds. Children will take photos of the African animals that they spot.

**OWNERSHIP/AUDIENCE:** Through this geography unit the children will explore the similarities and differences between Swanmore Primary and St. Michael's International School (our global neighbour) in Ghana, Africa. During Science the children will develop an understanding of the 5 common animal groups, and be able to explain which of these animals are carnivore, herbivore and omnivore. To further their understanding of African animals, in Art children will recreate a painting in the Tingatinga style as created by Edward Saidi, and be able to explain the importance of African patterns in artwork. In Computing we use Tux Paint African animal stamps to create a group African animal counting page.

## ENGLISH

Through exploring the text 'Meerkat Mail' the children will focus on spelling the days of the week, sequence sentences to form short narratives, use a capital letter for days of the week, and use the prefix 'un'. They will also use the text 'Mama Panya's Pancakes A Village Tale from Kenya' alongside the main text driver. With both books the children will make inferences on the basis of what is being said and done, become very familiar with key stories, fairy stories and traditional tales, retelling the story, and read words containing -ing and -ed endings. The children will finish by writing a letter home pretending to be the main character Sunny from Meerkat Mail.

## MATHS

We begin by looking at the composition of number, revisiting and consolidating number bonds and developing understanding of the links between addition and subtraction. There is a focus on developing conceptual understanding of the numbers 11-19 including place value. The unit also looks at reading the time and comparing mass.

We then use precise mathematical vocabulary to identify and sort 2D shapes and extending knowledge of halving to find quarters of shapes. The unit also looks at multiplication, developing counting in multiples of 2s and 10s to solve simple problems, recording solutions using concrete objects, pictures and repeated addition notation.

## SCIENCE

In Science the children will explore the 5 common animals groups, and be able to explain whether an animal is a carnivore, herbivore or an omnivore. They will use scientific reasoning to show the differences between the five common animals - fish, amphibians, reptiles, birds and mammals.

In the Spring Term children will continue their longitudinal Geography / Science study that runs through the year. They will look at weather patterns and changes in the four seasons.

## RE

In this unit of work children will be exploring the question 'What do Christians believe God is like?' through parables and stories from the Bible. With support they will recognise a link with the concept of God as a forgiving Father. In addition children will give clear, simple accounts of what the story means to Christians. By the end of the unit they will be able to explain a way in which Christians show their belief in God as loving and forgiving.

## GEOGRAPHY

The children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (school grounds and Swanmore village) and of a small area in a contrasting non-European country (Africa). Children will continue the longitudinal Geography / Science study that runs through the year by contrasting the weather in the south of England with the weather in Scotland.

## HISTORY

No History in this project.

## ART

Children will recreate a painting in the style of Edward Saidi Tingatinga. Children will explore African colours and designs, and how to use paint to create a colour wash effect.

## DT

No DT in this project.

## MUSIC

In Music - we will continue to build on our work from Autumn 2 and focus on two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will listen to and appraise other styles of music and continue to develop and embed their enjoyment of music through games and singing.

## FRENCH

French not taught in Key Stage 1.

## COMPUTING

In Computing, children will be exploring how to take photos and videos independently. They will edit a photo using two different types of software: Pic Collage and TuxPaint.

In e-safety children will learn about online reputation and which information is appropriate to share online and which is not.

In word processing children will type information about African animals.

## PE

Pupils will be introduced to the basic skills required in **Net and Wall games**. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent. They will be encouraged to demonstrate good sportsmanship and show respect towards others. In **Gymnastics** we will perform the basic gymnastics shapes and balances, work safely and with control, repeating and remembering a sequence of movements, travelling initially on the floor and moving to apparatus, individually and with a partner.

## PSHE

**Belonging to a Community:** Caring for others' needs; looking after the environment.

**Media Literacy and Digital Resilience:** Using the internet and digital devices; communicating online.

**Money and Work:** Taking care of money