

LITERACY Stories from the African culture 2 weeks ('Lila and the secret of rain', 'Bringing the rain to Kapiti Plain', 'Giraffes can't dance' Mufaro's Beautiful Daughters)
 Traditional Tales (African folktales) - predicting, comparing heroes
 Stories about Anansi the Spider Man
 Animal riddles, animal fact cards, Explanations- animals from 'Africa's Big Five.'* Letters to children from an African school

PSHE- Year 3 Water aid, Poverty in Africa, Animal conservation, Zoos - good or bad? Changes (SEAL UNIT)
2g to know what democracy is and the basic institutions are that support it locally and nationally
1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
2c realise the consequences of anti-social and aggressive behaviours such as bullying, racism on individuals and communities.

FRENCH- 1a how to use and respond to the foreign language
b how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
c correct pronunciation and intonation
d how to ask and answer questions
e techniques for memorising words, phrases and short extracts
f how to use context and clues to interpret meaning
g how to make use of their knowledge of English or another language in learning the foreign language.
2a working with authentic materials including some from ICT-based sources
b considering their own culture and comparing it with others
c considering the experiences of other people.
3b simple aspects of grammar and how to apply them
c how to initiate conversations
e how to communicate with each other in the foreign language in pairs

MUSIC- African Drumming
Famous South African choir- Ladysmith Black Mambazo
Music
1a) sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
b) play tuned and untuned instruments with control and rhythmic accuracy
c) practise, rehearse and present performances with an awareness of the audience.
2a) improvise, developing rhythmic and melodic material when performing
b) explore, choose, combine and organise musical ideas within musical structures.
3a) analyse and compare sounds
b) explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary **c)** improve their own and others' work in relation to its intended effect.
4a) to listen with attention to detail and to internalise and recall sounds with increasing aural memory **b)** how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
c) how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations **d)** how time and place can influence the way music is created, performed and heard

RE - 2.3b
Reflect imaginatively on the meaning of stories drawn from religious sources and *explore* the significance of key words, phrase or expressions
 Why should people choose their words carefully?
 What words and stories are of particular importance to faith communities?
 What do these words and stories say to believers?
 Why should you be careful what you say?

Science: Habitats
 to identify different types of habitat that different animals are found in different habitats • to make predictions of organisms that will be found in a habitat
 • to observe the conditions in a local habitat and make a record of the animals found • that animals are suited to the environment in which they are found- to group organisms according to observable features- to use keys to identify local plants or animals- to pose questions about organisms and the habitat in which they live and make predictions
 • to decide what evidence to collect and to design a fair test • to make reliable observations of organisms • to indicate whether their prediction was valid and to explain findings in Scientific terms- to identify the food sources of different animals in different habitats
 • to identify the structure of a food chain in a specific habitat
 • that animals are suited to the habitat in which they are found
 • that most food chains start with a green plant
 to recognise ways in which living things and the environment need protection



OCEAN WORLD TOPIC OVERVIEW-
 Please read to see what we will be learning about this half term
AFRICA
 Learning Outside the Classroom:
African Drumming Workshop Monday 20th June 2011

PE- Athletics
10a) take part in and design challenges and competitions that call for precision, speed, power or stamina
b) use running, jumping and throwing skills both singly and in combination
1a) consolidate their existing skills and gain new ones **b)** perform actions and skills with more consistent control and quality.
2a) plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities
b) develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness **c)** apply rules and conventions for different activities.**3a)** identify what makes a performance effective **b)** suggest improvements based on this information.**4a)** how exercise affects the body in the short term **b)** to warm up and prepare appropriately for different activities
c) why physical activity is good for their health and wellbeing
d) why wearing appropriate clothing and being hygienic is good for their health and safety.
Gymnastics Activities (4) to develop the range of actions, body shapes and balances they include in a performance
 To create a dance sequence using a set of rules.
8 a) create and perform fluent sequences on the floor and using apparatus
b) include variations in level, speed and direction in their sequences.

ICT: 3C introduction to databases & 4D collecting and presenting information
1a) to talk about what information they need and how they can find and use it
1b) how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.
1c) to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
4a) review what they and others have done to help them develop their ideas
b) describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others
c) talk about how they could improve future work.

Design and Technology: African Drums- Musical Instruments
Art: Mother Nature Designer (2B):
 African patterns, Sunset painting, Savannah collages
 Making animal masks, African patterns - acrylic paint
 Adinkra printing onto fabric
<http://www.oxfam.org.uk/coolplanet/ontheonline/schools/adinkra/adinkrax.htm>
1a record from first hand experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
1b question and make thoughtful observations about starting points and select ideas to use in their work
1c to collect visual and other information to help them develop their ideas, including using a sketchbook
2a investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
2b apply their experiences of materials and processes, including drawing, developing their control of techniques and tools
2c use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts
3a compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
3b adapt their work according to their views and describe how they might develop it further
4a visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
4b materials and processes used in art, craft and design and how these can be matched to ideas and intentions **4c** the roles and purposes of artists, craftspeople and designers working in different times and cultures

Numeracy
Block C Unit 3 (2 weeks) Handling Data and Measures
Block D Unit 3 (2 weeks) Calculating, Measuring and Understanding Shape
Block E Unit 3 (3 weeks) Securing number facts, relationships and counting.

Geography
1a ask geographical questions
1b collect and record data
1c analyse evidence and draw conclusions
1e communicate in ways appropriate to the task and audience
2a to use appropriate geographical vocabulary
2b to use appropriate fieldwork techniques
2c to use atlases, globes and maps at a range of scales
2d to use secondary sources of information, including aerial photographs
2e to draw plans and maps at a range of scales
2f to use ICT to help in geographical investigations
3a to identify and describe what places are like
3b the location of places and environments they study and other significant places and environments
3c to describe where places are
3d to explain why places are like they are
3e to identify how and why places change
3f to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
3g to recognise how places fit within a wider geographical context and are interdependent
4a recognise and explain patterns made by individual physical and human features in the environment
4b recognise some physical and human processes and explain how these can cause changes in places and environments
5a recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives

