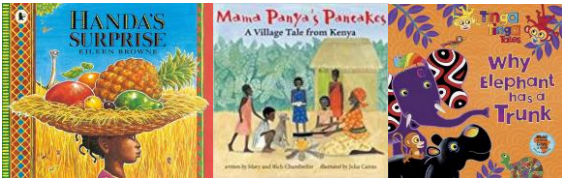


## Reception and Year One: Hedgehogs

### Summer 2: How can we help to improve an African community?

<p><b>Prior Knowledge/Skills:</b></p> <p>In geography, children have learnt about hot and cold countries and where these are in relation to the equator.</p> <p>In science, children have helped to grow fruits and vegetables in the school garden and know what plants need in order to grow successfully.</p> <p>In art, children have learnt about colour mixing and drawing techniques.</p>	<p><b>New Knowledge/Skills:</b></p> <p>Children will now learn about a hot country in greater depth and compare traditional village life in Uganda to their own. They will understand why some fruits and vegetables can only be grown in hotter countries and how they are transported to our supermarkets. Children will learn about weaving as an art form and combine this with previous skills they have learnt to create a mixed media piece of work.</p>
<p><b>Key Texts:</b></p> 	<p><b>Key Vocabulary:</b></p> <p>continents, countries, Uganda, village, equator, climate, exotic, southern hemisphere, northern hemisphere, crops, seeds, mud hut, chapati, quality education, Edukid, grind, income, craft, knot, loom, plait, thread, threading, warp, weaving, weft, evaluate.</p>
<p><b>Wow Beginning:</b></p> <p>Arrange a talk from Edukid.</p> <p>Children receive a goody box from Nick (our Edukid sponsor) with a selection of fruits that can be grown in Africa. Children use them to create smoothies.</p>	<p><b>Celebration:</b></p> <p>African market to raise money for Edukid.</p>
<p><b>Elicitation Task:</b></p> <p>Children create a knowledge organiser about Africa.</p>	<p><b>Final Assessment:</b></p> <p>Repeat the elicitation task.</p>

#### The Learning Journey

#### *STEWARDSHIP: SHARING OUR PLANET*

How can we help to improve an African community?

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Question - the knowledge and understanding you want the children to acquire.	Subject area - which subject/s will best answer this question?	Learning Intention (Refer to subject specific skills progressions for annual coverage).	Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end?	Assessment - next steps
<b>What are fruits and where do they grow?</b>	<b>DT Science Geography</b>	I can identify fruits and name a range of places that they grow.  I can prepare fruits and vegetables to make a smoothie.	Follow the year 1 DT Kapow unit: Cooking and Nutrition: Smoothies.  Children will learn how to identify fruits and vegetables, name a range of places where they grow and select and prepare fruits and vegetables to make an exotic smoothie.	
<b>Where is Africa?</b>  <b>What is Africa like?</b>	<b>Geography</b>	I can identify the 7 continents of the world.  I can identify hot and cold countries.  I know that countries close to the equator receive more direct sunlight.	Display a large world map and ask children to help label the 7 continents. Read the story 'Handa's Surprise' and ask the children where they think the setting is. Is there anything you've noticed that might be familiar (the fruits)? Is it in the UK? How do you know? Is there anything you've noticed that might be familiar (the fruits)? Explain that it takes place in Kenya, Africa. Where is Africa? Highlight Kenya as a country within the continent. Why can't we grow the fruits we received from Nick in the UK? Discuss how it is closer to the equator so they have a warmer climate to grow more exotic fruits. If we were to go and visit Nick, how would we get there? We'd fly over the equator so would we see it? Give out copies of p.39 of the CUSP teaching resources. What is the climate like in Africa? Hot and wet or hot and dry? What would we need to pack? What animals might we see? Would we see penguins and polar bears?	
<b>Where does Nick live?</b>	<b>Geography</b>	I can talk about similarities and differences between my community and a Ugandan village community.	Show the video of A Day in the Life of a Ugandan Child and discuss the differences between their day and the girl's day in the video. <a href="#">Day in the Life</a> Children draw 2 pictures to show how an aspect of their lives differ.	

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<p><b>What is a mud hut and how are they built?</b></p>	<p><b>Geography DT</b></p>	<p>I know about life in a traditional Ugandan village.</p>	<p>Show pictures of different types of houses in the UK and discuss whether we would see them in rural or urban locations. Now show the slideshow of the mud huts and explain that some African families live in these. Compare them to our homes in the UK. What are the differences? Show a video of how a mud hut is made: <a href="#">Building a hut//African village life.</a> Children make their own mud huts to use in their small world play. Finish the session by showing a video of a tour around a mud hut. <a href="#">African Village Girl's Life// Inside my House Tour [African Village]</a></p>	
<p><b>What food is eaten in Uganda?</b></p>	<p><b>Geography DT</b></p>	<p>I know about life in a traditional Ugandan village.</p>	<p>Read Panya's Pancakes and explain that chapatis are a staple dish in some African villages. Show a video of them being made: <a href="#">Cooking Tasty African Village Chapatis // African Village Life</a> Remind children of the videos we watched where grains were ground to flour using the grinding stones. Children have a go at doing this and then make their own chapatis. Look at some pictures of other traditional foods they are served with.</p>	
<p><b>What is quality education?</b>  <b>Why is education important?</b></p>	<p><b>Global Citizenship PSHE</b></p>	<p>I can identify the things that help us to learn and things that prevent us from learning.</p> <p>I understand the different needs we need to be met in order to reach our potential as learners.</p> <p>I can suggest ways we can enable children overseas to access basic needs and positive learning environments.</p>	<p>Show a picture of Nick and explain we help to pay for his education in Uganda. Follow the planning on the Edukid website for the UN Sustainable Goal 'Quality Education.' Explain that the main source of income for most families in Uganda is farming but some women sell items at craft fairs to earn some extra money. Show a short video of the craft fair in Uganda and some photographs. Plan a craft fair in school to raise money for Nick's schooling. In CP children can make:</p> <ul style="list-style-type: none"> <li>- paper bead jewellery (quilling)</li> <li>- clay pots</li> <li>- fruit smoothies</li> </ul>	

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<b>What is Tinga Tinga art?</b>	<b>Art</b>	I can explore plaiting, threading and knotting techniques.  I can learn how to weave.  I can combine techniques in a woven artwork.	Read one of the Tinga Tinga Tales and show the Tinga Tinga Art presentation.  Follow the year 1 art unit: Woven Wonders to create some Tinga Tinga artwork to sell at the market.	
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