

Walk on the wild side -Africa-/Kenya (Spring 1)

<p style="text-align: center;">Geography (Contrasting location – climate and weather. UK and Africa)</p>	<p style="text-align: center;">Art (Painting)</p>	<p style="text-align: center;">Science (Living things and their habitats)</p>
<ul style="list-style-type: none"> • Identify where Kenya is using maps Using maps find the UK and then find Africa. Once children have found Africa children will look for Kenya in Africa. Discuss how we would get to Kenya from the UK. • Identify the weather and climate in Kenya Discuss what the weather and climate is like in Kenya. Discuss the land features in Kenya which affect the temperature and tell the children that they only have 2 seasons. Compare this to the UK. Discuss the clothes we would need to pack if were where going to Kenya and why. Look at seasonal changes (hotter because near to equator). • Identify different animals in Kenya Discuss animals which live in Kenya, where they live and what they eat. Children will match the animals to their habitats, thinking about what the animals need and where they are most likely to live. Compare to the animals in the UK. • Identify the landscapes in Kenya Describe the land features including savannahs, valleys, mountains, beaches, cities etc. 	<ul style="list-style-type: none"> • Experiment with colour mixing and painting using dots and dashes Mix the secondary colours and make colours lighter and darker. Children will then be given a picture and they will paint in using dots and dashes. • Draw an outline Draw the outline of an animal (a wild life animal). • To paint Paint final pieces using dots and dashes. • Evaluate Evaluate their final piece. 	<ul style="list-style-type: none"> • Identify living things Identify if things are alive (move, breathe, grow etc) and then link this to plants. Then look at a battery operated toy dog (it moves, but it doesn't breathe)- so this is not alive but it has never been alive so it cannot be dead. Sort: Living, dead, never alive. Go outside and look for things that are living, dead, never alive. • Identify habitats Discuss the meaning of the word habitat. Discuss their home as their habitat (start with their world). Then half of the class will be given an animal and half the class will be given a habitat. They will each find their partner. Go outside and see if we can find any habitats outside. • Identify habitats (of micro-habitats) Discuss the meaning of the word micro-habitat. Then half of the class will be given an animal and half the class will be given a habitat (micro-habitats). They will each find their partner. Go outside and identify where micro-habitats would be)

<ul style="list-style-type: none"> • Identify the people and culture in Kenya Compare Kenyans who live a traditional lifestyle, including those from the Maasai tribe, and those who live in modern cities. Children will compare to the UK. • Compare Kenya to the UK Compared Kenya to the UK at the end of each lesson. Recap the similarities and differences children have already identified. Children will then compare other areas: Food, schooling, home, clothes etc. Each group will find at about a different aspect. 		<ul style="list-style-type: none"> • Explain the needs different habitats provide for animals and plants Bring in a fish bowl and a hamster cage. Tell children that the fish lives in the cage and the hamster lives in the bowl of water (silly suggestions). Discuss this and the fact the animals would not survive in these habitats. Discuss the fact plants and animals are suited to certain habitats for a reason. Discuss these reasons. • Create food chains Discuss meaning of food chains. Introduce vocab: producer, prey, predator. Children will be given a jumbled up food chain in a group for them to un-jumble and label. Discuss food sources.
<p style="text-align: center;">ICT (Graphics)</p>	<p style="text-align: center;">Science (Animals including humans –Just the part on animal)</p>	
<ul style="list-style-type: none"> • Experiment with the paint package Children will learn how to use the software (spray can, change colour, etc) use the tools to create texture. • Draw their adopted animal Use the different tools to draw the outline and fill it in with colour. Children save their work. • Edit their animal poster Re-open their work and make changes to improve their poster, including text. 	<ul style="list-style-type: none"> • Identify how animals change Discuss what animals look like when they are born (and what they are called) and then lead to looking at what they look like when they are older (and what they are called). • Identify and name a variety of common animals Name animals and classify them into carnivores, herbivores and omnivores • Identify the needs of animals 	

	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	
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