

Overall outcome

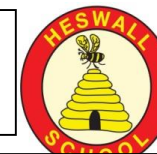
Packages sent to our twin school in Uganda, consisting of letters and bunting, a Christmas stocking with a small gift and class books to share stories which the children have written.

Hook: Photographs of Uganda washed up, in the style of Flotsam.

Curriculum areas that will be covered in stand-alone units during this topic:

Science
Maths
RE
PE
Phonics

Year 2: Medium Term Plan: Autumn 1



Texts: *Why does the African Crane have a crown?*

Key Vocabulary:

Uganda, England, Heswall, Kisoro, rainforest, village, town, lake, mountain, water harvester, volcanoes, Tinga Tinga, similar, different, poverty, drought, tradition, crane, fundraise.

Areas of learning (theme/subject)

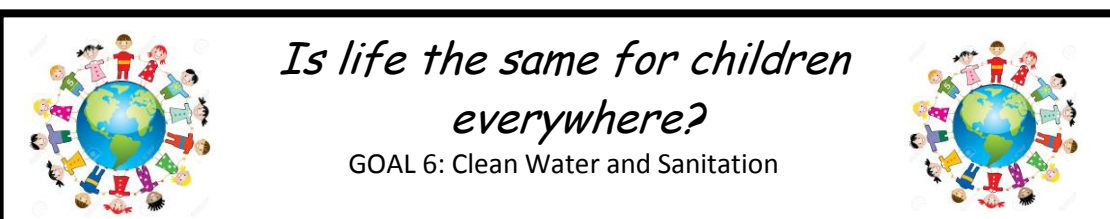
Which subject areas will be included through this project? Literacy, Geography, Music, Art, DT, PHSCE, Computing

Resources

Photographs, maps, globe, paint, paintbrushes, powerpoint showing Tinga Tinga art, computers, felt, fabric pens, needles, thread, glue, scissors, pencils.

Significant individuals

Mr Herod, Edward TingaTinga, Nicola Bolton



Curriculum

What will we learn?

Children will be able to:

- Recognise that life in Uganda can be both similar and different to life in England
- Locate England and Uganda on both a map of the world and a globe
- Locate Heswall in England and Kisoro in Uganda
- Explain the physical features of Uganda
- Explain what the flag of Uganda looks like, and explain why there is a crane on the flag
- Retell a traditional Ugandan story and innovate their own version

Creativity:

How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?

- Use ICT skills to create information pages about life in Uganda
- Design and make Christmas stockings to send as gifts to the children in our twin school to share one of our Christmas traditions
- Learn and perform some simple African songs and drumming patterns
- Create a piece of Tinga Tinga style art

Connections

What are the connections to our curriculum past and present?

- Previous assemblies delivered by DRIP Uganda and Mrs Bolton
- River of pennies to raise money for water harvesters
- Build further links to school twinning programme
- Link our Harvest festival to fundraising for Uganda

Compassion

What feelings to we wish to evoke?

Understand and empathise that life for all children is different due to the effects of poverty, drought, lack of clean water.

To feel as though they can make a difference to the lives of other people both near and far

To understand that happiness comes from within and is not materialistic

Community

What links can we develop 'Near and Far'?

- Discuss how our harvest festival will help those near to us, but through fundraising we are able to help those far away too
- Sending packages to Uganda
- Involving members of our community who have real life, expert knowledge and asking them to share this with our children
- Share stories with other classes