



Cramlington Village Primary School
REAL projects template: January - March 2017

Project Name	Project summary What you're going to do and why	Essential question This should be inspiring, not able to be 'googled', requiring you to conduct in depth research and relate to a real world issue	Final project outcome Deadline date? How you will promote? Who will be invited?
Running Wild Africa	<p>Year 3 and 4 will conduct an African project by exploring the geography of africa, lifestyle, customs and traditions. The final outcome for the children is to contribute towards an online blog about their learning from African topic.</p> <p align="center">Year 3</p> <p>Literacy: non fiction texts, African fable stories, instructional writing. Numeracy: Multiplication, division, measurement and fractions. Science: Healthy eating, Fair trade and Plants Geography: Locational knowledge Art: African mask making, sunset landscapes, animal print art RE: Christianity PSHCE: Communities, charity work (wateraid, poverty in Africa, Live aid) Music: African drums, Lion king songs ICT: Blog work, typing Languages: French PE: Athletics, swimming, FA skills coaching (Spring 2)</p> <p align="center">Year 4</p> <p>Literacy: blogs, narratives including African fables, descriptive paragraphs, non-information texts Numeracy: Fractions, time, decimals, measurement (money) Science: Living things and their habitats, animals (including humans) Geography: Country studies (Kenya, South Africa, Benin, Tanzania), climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle History: Ancient Egypt Art: African mark making, sculptures of Sokari Douglas Camp, creating our own african drums RE: Christianity PSHE: Charity work, P4C around conservation/zoos, Alcohol and tobacco Music: Songs from the lion king, african drums, the impact of African music ICT: Multimedia - using this to update blogs Languages: French PE: Gymnastics, swimming, football</p>	Present	<p>A completed online blog that is tied to the website. (March 29th)</p> <p>Parade - animal masks and song performance (February 9th)</p>

Wow moment This needs to happen within the first week of term - preferably on the first day	Key staff	Key contact numbers/websites/resources	Classroom environment What will you be doing to your classroom? What resources do you need	Key text
<p>Ideas</p> <ul style="list-style-type: none"> Safari park visit African music/theatre group visit in school 	<p>Nicole Weatheritt Allison Morton Gemma Sutton</p> <p>Emma O'Donnell Gemma Mason</p>	<p>https://wakawakafricanortheast.com/</p>	<p>Travel agents / Blog station (Year 3 and 4 shared area)</p>	<p><u>Year 3</u> African fables - Why the rhino has grey skin - How the hare got it's tail Narratives - The Lion King - The Akimbo Adventures Science Healthy eating - Mama Panya's pancakes - Handa's surprise Plants - Planting the trees of Kenya - Lila and the secret of rain PSHCE - Mufaro's Beautiful Daughters</p> <p><u>Year 4</u> Masai and I - <i>Virginia Kroll</i> My Painted House, My Friendly Chicken, and Me - <i>Maya Angelou</i> African Myths and Folk Tales - <i>Carter Godwin Woodson</i> Lila and the Secret of Rain - <i>David Conway</i> Beatrice's Goat - <i>Page McBrier</i> Wangari Maathai - <i>Franck Prevot</i> Nii Kwei's Day - <i>Catherine McNamara</i> Boundless Grace - <i>Caroline Binch</i></p>

Learning outcome	Key milestones to achieve the final project	Products What are you going to do/write/create/build?	Learning goals What key parts of the curriculum will this include? (long term plan holds all of the curriculum content) What skills will be practised?		Spring 1 - lessons that will continue all term on a weekly basis.	Exhibition venue Where will this take place?	Exhibition plan How will you promote the exhibition? How will you exhibit your work? Who will you be inviting?
1. W.C. Jan 8th	WOW learning launch Literacy focus - Talk for writing (1 week) Literacy focus - blogs	Introduce and learn Talk for writing text African information text. Chn to compose their own story map and identify key features of nonfiction texts. Create a blog about WOW moment, to upload onto school blog.	Literacy Spoken language - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, roleplay/improvisations and debates. - gain, maintain and monitor the interest of the listener(s). Talk for Writing Word reading Comprehension - develop positive attitudes to reading, and an understanding of what they read - listen to and discuss a wide range of non fiction, - read books that are structured in different ways and read for a range of purposes - use dictionaries to check the meaning of words	Literacy - apostrophes, fronted adverbials, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	ICT - Blog updates Music - Lion king songs - African drums RE - Christianity PSHCE PE		Upload T4W video onto the blog Using blog features to create a blog about WOW moment, to load. Looking at the times at different countries, and uploading work to blog.
2. W.C. Jan 15th	Literacy focus - nonfiction texts (2 weeks) Geography - Locational knowledge and atlas work Literacy focus - narratives - setting descriptions Geography focus - Kenya/Tanzania, Kenya)	Research for information texts about South Africa Edit and improve writing Introduce and learn Talk4Writing based on African folk tale. Children are to write non-fictional descriptive paragraphs based on human and physical geography of African country.	Literacy Composition (planning, drafting and editing) Comprehension - develop positive attitudes to reading, and an understanding of what they read - listen to and discuss a wide range of non fiction, - read books that are structured in different ways and read for a range of purposes - use dictionaries to check the meaning of words Word reading	Literacy - fronted adverbials, expanded noun phrases, descriptive techniques, structuring paragraphs around a theme, Reading - using contents and index to find information Geography - Place Knowledge -Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.			Upload writing onto the blog Upload geograpy research onto blog -"What I have learned about Kenya..." Upload setting descriptions alongside info texts that informed writing.
3. W.C. Jan 22nd	Literacy focus - nonfiction texts (2 weeks) Geography - Locational knowledge and atlas work Literacy focus - narratives - character descriptions Science focus - Animals and their habitats - using this to improve our knowledge of animals	Research for information texts about South Africa Edit and improve writing Children are to use their knowledge of animals and their habitats to create detailed character descriptions of African animals, to use in a retelling of an African folktale.	Geography Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Human and physical Geography: - Describe and understand key aspects of Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Literacy - fronted adverbials, expanded noun phrases, descriptive techniques, structuring paragraphs around a theme, Science - Living things and their habitats recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.			
4. W.C. Jan 29th	DT focus - Mask design (Lion king stage show as stimulus) Art focus - Mask making Literacy focus - instructional writing for mask making (1 week) Literacy focus - narratives - sequencing a story based on The Lion King. Art/DT focus - creating animal masks (Lion King stage show as stimulus)	Chn to design and create an animal mask using the Lion king stage show as stimulus. Chn to explore instructional texts and write their own based on their mask making. Children are to examine the story of The Lion King. They are to sequence this story, using conjunctions to demonstrate cause and effect. They are to also critique the costume design of the stage show, looking at the techniques that were used to create masks, and use these to create their own animal masks.	DT - Make - Evaluate - Technical knowledge Art - Drawing - Painting - Textiles - 3D form Literacy Composition (planning, drafting and editing) - discuss writing similar to desired writing in order to understand and learn from its structure, vocabulary and grammar. - discuss and record ideas. - compose and rehearse sentences orally - progressively building a varied and rich vocabulary and an increasing range of sentence structures. - in non-narrative material, use simple organisational devices - assess the effectiveness of own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Vocabulary, grammar and punctuation	Literacy - -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas Art- Painting -Mix a variety of colours and know which primary colours make secondary colours. -Use a developed colour vocabulary. -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. -Work confidently on a range of scales e.g. thin brush on small paper etc DT- 3D form - make a simple papier mache object			Upload a step by step picture guide 'How to make an African mask' Upload finished mask pictures. Upload steps of creating masks. Upload series of pictures used to sequence a story. Small retelling of the Lion King based on sequence work.

			- Conjunctions (when, if, because, although), present tense, choose nouns or pronouns appropriately, use conjunctions, adverbs and prepositions to express time and cause			
5. W.C. Feb 5th	<p>Science focus - Healthy eating and the human body Cookery - Healthy eating - Food and Farming Literacy focus - Non Fiction information texts about healthy eating (1 week)</p> <p>Literacy focus - narratives - PSHE focus - conservation</p>	<p>Explore the human body, animals and balanced diets</p> <p>Key text: Mama's Panya's Pancakes - a fictional story - instructions to make Mama Panya's pancakes</p> <p>Key text: Handa's surprise - to reference healthy eating</p> <p>Writing a final narrative set in Africa, inspired by fables.</p> <p>Discussing morality, what is right and wrong, and applying these to creating fables.</p>	<p>Science</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Cookery</p> <p>Healthy eating</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet. <p>Literacy</p> <p>Composition (planning, drafting and editing)</p> <ul style="list-style-type: none"> - discuss writing similar to desired writing in order to understand and learn from its structure, vocabulary and grammar. - discuss and record ideas. - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - organise paragraphs around a theme - in non-narrative material, use simple organisational devices - assess the effectiveness of own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Comprehension</p> <ul style="list-style-type: none"> - develop positive attitudes to reading, and an understanding of what they read - listen to and discuss a wide range of non fiction, - read books that are structured in different ways and read for a range of purposes - use dictionaries to check the meaning of words <p>Talk for Writing Word reading</p>	<p>Literacy - draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot <p>-evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>-using commas after fronted adverbials</p> <p>-indicating possession by using the possessive apostrophe with plural nouns</p> <p>-using and punctuating direct speech</p> <p>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>-using the present perfect form of verbs in contrast to the past tense</p> <p>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-using conjunctions, adverbs and prepositions to express time and cause</p> <p>-using fronted adverbials</p> <p>PSHE/RE - debating the morality of zoos/ conservation Values and commitments</p> <ul style="list-style-type: none"> -Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	Animal parade and song performance at CVPS	<p>Upload parade photographs and performance of songs.</p> <p>Book review on Mama Panya's pancakes text</p> <p>Create a final small book of children's stories.</p> <p>Upload example of children's stories.</p> <p>Upload videos of children debating conservation and the use of zoos.</p>

Feb 9th -Feb 26th Half term Holidays (2 weeks)

February 26th - March 29th (5 weeks)

Learning outcome	Key milestones to achieve the final project Include specific dates	Products What are you going to do/write/create/build?	Learning goals What key parts of the curriculum will this include? (long term plan holds all of the curriculum content) What skills will be practised?		Spring 2 - lessons that will continue all term on a weekly basis.	Exhibition venue Where will this take place?	Exhibition plan How will you promote the exhibition? How will you exhibit your work? Who will you be inviting?
1. W.C.	<p>Literacy focus - Talk for writing (1 week)</p> <p>Literacy - Narratives - fables from Africa</p> <p>Literacy focus - information texts Science focus - Animals (including humans)</p>	<p>Introduce and learn Talk for writing fable. Chn to compose their own story map and identify key features of narratives.</p> <p>To create a non-fiction text about science work, categorising animals and examining food chains.</p>	<p>Literacy</p> <p>Spoken language</p> <ul style="list-style-type: none"> - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, roleplay/improvisations and debates. - gain, maintain and monitor the interest of the listener(s). <p>Comprehension</p> <ul style="list-style-type: none"> - develop positive attitudes to reading, and an understanding of what they read - listen to and discuss a wide range of fiction, - read books that are structured in different ways and read for a range of purposes - use dictionaries to check the meaning of words - increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identify themes and conventions in a wide range of books - discuss words and phrases that capture the reader's interest and imagination <p>Talk for Writing</p>	<p>Science</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey <p>Literacy</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas <p>-draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organised organisation devices [such as headings and sub-headings 	<p>ICT - Blog updates</p> <p>Music - Lion king songs - African drums</p> <p>RE - Christianity</p> <p>PSHCE</p> <p>PE</p>		<p>Upload T4W video onto the blog</p> <p>Book reviews about the famous fable stories</p> <p>To create and upload an information text on the animals of Africa</p>

2. W.C.	Literacy focus - Narratives - The Lion King (2 weeks) Literacy focus - information text based on Africa (2 weeks) Geography focus - examining the physical geography of Africa	Key text and film: The Lion King Story writing using the Lion King as stimulus Creating an in depth non-fiction booklet about the physical geography of Africa. Children to examine current information texts, and apply their writing skills and science knowledge to create a booklet over the 2 weeks.	Literacy Composition (planning, drafting and editing) - discuss writing similar to desired writing in order to understand and learn from its structure, vocabulary and grammar. - discuss and record ideas. - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Literacy -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -draft and write by: -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organised organisation devices [such as headings and sub-headings] Geography Human and Physical Geography -Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,		To produce a 3-fold leaflet all about the physical geography of Africa, including the climate, rivers, and types of settlements
3. W.C.	Literacy focus - Narratives - The Lion King (2 weeks) Literacy focus - information text based on Africa (2 weeks) Geography focus - examining the physical geography of Africa	Key text and film: The Lion King Story writing using the Lion King as stimulus Creating an in depth non-fiction booklet about the physical geography of Africa. Children to examine current information texts, and apply their writing skills and science knowledge to create a booklet over the 2 weeks.	- organise paragraphs around a theme - in narratives, create settings, characters and plots - assess the effectiveness of own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Vocabulary, grammar and punctuation - Conjunctions (when, if, because, although), present tense, choose nouns or pronouns appropriately, use conjunctions, adverbs and prepositions to express time and cause, varied sentence openers, ambitious vocabulary.			
4. W.C.	Science focus - Plants Speaking and listening/DT focus - creating an african drum to use in musical storytelling	Key text: Planting the Trees of Kenya: The Story of Wangari Maathai Plant diary Building an african drum to use in speaking and listening performances of African tales	Plants - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - investigate the way in which water is transported within plants. - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Presentation and performance -speak fluently and confidently; confident in making formal presentations;demonstrating to others and participating in debate DT - 3D form - plan, design and make a model		Upload the progress of the broad bean experiment onto the blog. A daily diary. Upload sequence of pictures of making drum, alongside instructions. (potential making instructional video)
5. W.C.	PSHCE / ICT Focus - Charity work - Communication and Technology History/literacy focus	Key text: Mufaro's Beautiful Daughter Looking at Ancient Egypt, and the impact it has had on Egypt today (link to tourism and traditions). Using this knowledge to write a folktale inspired by the legacy of the Ancient Egyptians	PSHCE / ICT Communication and Technology - What technology is in my home? - Who uses it? - Safe use of technology and safety of passwords - E-safety Friendships and relationships - Conflict and causes - Recognising and acknowledging emotions in difficult situations - Respond to own and others feelings Charity work of Live aid, water aid and Poverty in Africa	History Knowledge and understanding of past events, people and changes in the past -Shows knowledge and understanding by describing features of past societies and periods. -Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. -Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. -Describes how some of the past events/people affect life today. Literacy draft and write by: -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot -evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials		Upload video commentary explaining the impact the ancient Egyptians had. Upload examples of children's short stories.

March 29th - Easter Holidays

Week	1	2	3	4	5 - over half-term holidays	6	7	8	9	10 - over Easter holidays
Homework Task	Researching a capital city of Africa.	Writing task. Writing an information text about their chosen city - differentiated via grammar	Creating an advertising poster and slogan for capital city - reference research from previous week.	Planning task. Using their research and work so far to plan their model, including lists of	Building a model based on city (could be an iconic building, or city landscape or an animal)					Easter checklist activity

		expectations		resources, and measurements.						
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