



Oratory REAL Project Overview Summer Term

'Shine as to be a light to others'

Year: 1 Teacher: Miss Da-Costa Teaching Assistant: Mrs Slammon

Project Name	Project Summary	Essential Questions
Africa	Children will be investigating the difference between living in Africa and living in the UK. They will find out facts relating to Africa and compare and contrast them to similar facts about the UK. Alongside this children will learn about animals, plants and food in Africa and will also learn how to play the African drums.	Is living in Africa different from living in the UK?

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p style="text-align: center;"><i>How will the children show in-depth subject knowledge?</i></p> <p>Children will be able to answer the essential and weekly questions relating to Africa. Evidence of this will be in the work produced and recorded by the children and also through their responses during class discussions.</p>	<p style="text-align: center;"><i>How will your children engage in the learning?</i></p> <p>Sharing information that they have learnt about Africa; Having different people come to share facts about Africa and speak about their experiences in Africa; Visit from a parent teaching children how to play African drums; RE, English and Maths activities linked to "Africa" where appropriate.</p>
AUTHENTIC	LEARNING
<p style="text-align: center;"><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Parents, carers and family will be invited into school to take part in various activities in our amazing African workshop.</p>	<p style="text-align: center;"><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through work in daily core subjects and portfolio of learning; Through ongoing communication of thoughts and ideas; Use of photographs to record learning; Through working alongside parents/carers .</p>

REAL Project Planner Summer

Project Start	Project End
April	July

Key Outcomes	Trips and Experiences	Immersion – Classroom
<p>Children will learn facts about Africa including:</p> <ul style="list-style-type: none"> • Where Africa is located on the world map. • What language people speak in Africa. • Different types of houses that people live in in Africa. • Animals that live in Africa. • African food and drink. 	<p>Visit from a parent playing African drums.</p> <p>Visit from parent sharing information about Africa.</p> <p>African workshop.</p> <p>[+ Phonics Screening Check meetings with parents]</p>	<ul style="list-style-type: none"> • African display corner where children can bring in any African objects they may have. • African material draped around the classroom. • Safari sunset display board. • Different African objects displayed around the classroom.

Exhibition Venue	Exhibition Plan
School Hall / classroom	African Afternoon – parents and carers will be invited into school to take part in activities where they can work alongside their children. The children will be able to share all of their knowledge about Africa with their parents and carers.

Key Notes and Ideas

Activities will include:

- Creating rainmakers
- Creating African masks
- Tasting African food

Weekly REAL Project Planning Summer

Dates & Key Questions	Key Outcomes	Milestones and Skills
<p><u>Week 1 + 2</u></p>	<p>Project launch – African drummer visit.</p> <p>Daily phonic sessions.</p> <p>Character descriptions.</p> <p>Finding fractions of a shape.</p> <p>Creating African necklaces.</p> <p>Drawing a family portrait.</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Art/DT – Draw lines of different sizes and thickness. Colour (own work) neatly following the lines.</p>
<p><u>Week 3 + 4</u></p>	<p>Daily phonic sessions.</p> <p>Letter writing.</p> <p>Finding fractions of quantities.</p> <p>Creating African huts (kitchen roll holders).</p> <p>Visit from parent sharing information about Africa.</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p>

		<p>Art/DT Use rolled up paper, straws, paper, card and clay as materials.</p>
<p><u>Week 5 + 6</u></p>	<p>Daily phonic sessions.</p> <p>Creating a free verse poem.</p> <p>Measuring length and height.</p> <p>Creating musical instruments (rainmakers).</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Art/DT Explore different methods and materials as ideas develop</p>
HALF TERM		
<p><u>Week 7</u></p> <p>4th June – 8th June</p>	<p>Daily phonic sessions and revision for Phonic screening check.</p> <p>Creating information books about Africa.</p> <p>Measuring mass.</p> <p>Designing an African pattern on t-shirt.</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Art/DT Use dip dye techniques. Use repeating or overlapping shapes.</p>
<p><u>Week 8</u></p>	Phonic screening check	

<p><u>Week 9</u></p>	<p>Daily phonic sessions.</p> <p>Writing postcards to character from book.</p> <p>Comparing and ordering lengths.</p> <p>Designing an African pattern on t-shirt.</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>Art/DT Use dip dye techniques. Use repeating or overlapping shapes.</p>
<p><u>Week 10</u></p>	<p>Daily phonic sessions.</p> <p>Writing letters to character from book.</p> <p>Comparing and ordering volume.</p>	<p>Phonics Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes.</p> <p>English Write so that other people can understand the meaning of sentences. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Maths Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p>