

Big Idea Learning Unit Spring 1 2020

1. What's The Big Idea?

Around the World - understanding and accepting diversity

End goal: To present their findings on differences and similarities between our country and others to the cohort.

2. Period of coverage

6 weeks

2. Host subjects

Personal, social and emotional development - Building relationships

UTW - People, cultures and communities, The natural world

Communication and Language - Speaking and Listening, attention and understanding

3. Linked subjects

LIT - Comprehension, writing

EAD - Being imaginative and expressive

4. Children's prior learning. (Questions generated by children for learning journey demonstrating starting points. What/why/where/who/when/how?)

Key questions for learning journey

What do they eat in that country? What is the weather in that country? What does it look like? What do people wear? Where is the country? What is the flag? What are some traditions?

5. Key objectives (POS/ key skills/thinking skills)

PSED/UTW

- Children to recognise and respect the differences and similarities between people, culture and communities. (Building relationships and People, culture and communities.)
- Describe differences and similarities from our environment to the environment of others. (The natural world)
- Children to be able to articulate and explain their findings to show understanding. (Speaking and Listening, attention and understanding.)

6. Assessment focus

- Can the child recollect some information about different countries, cultures and communities?
- Can the child compare these to the way that they live their lives?
- Does the child respect these differences and similarities?
- Does the child show an understanding of the geographical and cultural differences in a variety of countries.

7. T&L activities (including outcomes). Enrichment & creativity, questioning, challenge

- Virtual visits from families that are from the other countries.
- Opportunities for children to speak about their heritage.
- Tasting food from other countries.
- Using ICT to locate and view other countries.

8. Sequence of activities - Different countries to be added in as we hear more from parents.

Week	Learning Objectives	Activity
1	<ul style="list-style-type: none"> To learn about Portugal and to be able to identify some differences and similarities between the way that they live and the way that we do. Skill- ICT, using technology for research 	<ul style="list-style-type: none"> Locate Portugal on a map of the world Identify the Portuguese flag Research the landscape and weather Discuss/taste food from target country Explore traditional dress Discuss any traditions Video call from parents? Use Google satellite to research Portugal (as a group and independently.) Know that information can be found using the internet and identifying/typing using capital letters on the key board.
2	<ul style="list-style-type: none"> To learn about Romania and to be able to identify some differences and similarities between the way that they live and the way that we do. Skill - Science, melting ice (glaciers into lakes) what makes it melt? 	<ul style="list-style-type: none"> Locate Romania on a map of the world Identify the Romanian flag Research the landscape and weather Discuss/taste food from target country Explore traditional dress Discuss any traditions Video call from parents? Make an iceberg (explore freezing process) and test different ways to make it melt (explore melting process) to understand how lakes were made in Romania.
3	<ul style="list-style-type: none"> To learn about Nigeria and to be able to identify some differences and similarities between the way that they live and the way that we do. Skill - Art/History, to choose colours and materials appropriately to create a Nigerian piece of art. 	<ul style="list-style-type: none"> Locate Nigeria on a map of the world Identify the Nigerian flag Research the landscape and weather Discuss/taste food from target country Discuss any traditions Video call from parents? Explore traditional Nigerian dress compared to dress now in Nigeria. Create a 'then and now' panting thinking carefully about the colours.
4	<ul style="list-style-type: none"> To learn about Germany and to be able to identify some differences and similarities between the way that they live and the way that we do. Skill - Geography, to understand what a habitat is. 	<ul style="list-style-type: none"> Locate Germany on a map of the world Identify the German flag Research the landscape and weather Discuss/taste food from target country Explore traditional dress Discuss any traditions Video call from parents? Research the different habitats in Germany and discuss why animals live there. Compare to the animals and habitats that we have here.
5	<ul style="list-style-type: none"> To learn about Japan and China and to be able to identify some differences and similarities between the way that they live and the way that we do. Skill - Cooking & Fine Motor, to know how to cook basic noodles and to use chopsticks to eat 	<ul style="list-style-type: none"> Locate Japan and China on a map of the world Compare the Japanese and Chinese flag Research the landscape and weather and compare Discuss/taste food from China and Japan Explore traditional dress Discuss any traditions Video call from parents? Cook a traditional Chinese or Japanese dish and explore the use of chopsticks.

	them.	
6	<ul style="list-style-type: none"> * To articulate our findings to the cohort. 	<ul style="list-style-type: none"> * Re-cap our findings using our Learning Journey. * Work in pairs - choose a country and together come up with a similarity and a difference between their chosen country and ours. Create a poster with a picture and a sentence with 1 similarity and 1 difference to use as a prompt. * Children to present their findings to the class, encourage any discussions and further recollections.

9. Evaluation