

Scheme of Work	
Teacher's name	
Course/subject/Programme	Foreign Cultures SEND
Length of SoW Days and times of sessions	12 Weeks

Course/ Subject/Programme Aims

Programme Aim:

The program will aim to develop students understanding of different cultures within the world. Over a 12 week program of study, students will look at 6 distinct cultures and identify some of the different tastes, smells, noises and items associated with that particular culture. To achieve this the session will be fragmented into two halves with the second half of sessions then further broken down into smaller groups. Students will begin with a presentation of information related to that culture in the format of attention autism/all (e.g. what do I have in my bucket today), with items pulled out relating to that culture. Following this the class will be broken into groups of 2-3 and will go round with a TA from table to table to try some of the different items related to that culture. A culture will subsequently be taught over a two week period to reinforce learning, with the outline of the lesson repeated. Students will learn about the following cultures/countries:

1. Italian (European)
2. Indian (Asian Sub-continent)
3. Chinese (Asia)
4. Brazil (South American)
5. Australia (Australasian)
6. Kenyan (African)

Programmes Outcomes:

Students will learn by engaging, developing or demonstrate their responsiveness to different items that relate to different cultures. Students will become familiar with sounds, sights, smells and tastes associated with a culture with the aim of being able to differentiate between different items. Students will therefore learn to tolerate variety and an understanding of different cultures in a class based environment. Each lesson will last roughly 50 minutes and will give the student chance to explore items and tasks connected with a country/culture. Have staff take photos during lesson to evidence progress towards targets.

Lessons are geared with a sensory focus and aimed at students that have difficulty on focusing on traditional class based tasks. Students

<u>Individual Targets for Students</u> (at the end of the unit students will have achieved the following):		Achieved/Not achieved
1. Most Able students	1. Students will identify the names of countries linked to a particular culture they are studying. 2. Students will be able to choose between two items when identifying an item that belongs to the culture that they are studying.	
2. Least Able Students	1. Students will hold an item with limited verbal prompting and place it to the appropriate sensory organ	

when requested (e.g. Smelling items that should be smelt and tasting those that should be tasted).
2. Students will engage with tasks that they are presented with and use their hands independently.

Lesson / Date	Content and links to unit outcomes	Activities	Assessment of learning & Links to other core areas of curriculum	Resources
Lesson 1 & 2	<p>1. Students to explore items relating to Italy.</p> <p>2. Students will identify an item of food associated with Italy</p> <p>ITALY</p>	<p>Start: Today class we are going to learn about Italy. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA's in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings "I've got something in my bucket, in my bucket, in my bucket, I've got something in my bucket what's it going to be?" Repeat twice.</p> <p>Pull out items one at a time:</p> <ol style="list-style-type: none"> 1. A pizza (ideally one with a strong smell). Pass the pizza around the circle. Teacher says "Yummy Pizza" and rubs their stomach. 2. A musical bear with a pre-recorded Italian song that the bear dances to. Pass the bear around. Teacher says "Italian music" and moves their arms to indicate music. 3. A toy car which makes a loud noise. Teacher says "Fast cars" 4. Lego which is then stacked in a lobsided manner to indicate Pisa Tower. Teacher says "Wobbly Tower in Pisa" Invite selected students to try and stack tower. <p>End with "Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy."</p> <p>PART TWO: Split students into groups of 2-3. Students are then tasked to explore items linked with Italy or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p>	<p>TA's to be familiar of students individual targets and how they link to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p> <p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-operatively?</p> <p>→ Link to Technology (construction)</p> <p>Can students head towards there requested table independently?</p> <p>During Week 2 are students able to identify what items are before beginning task?</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Italian Flag and a picture of Italy on in the background. Keep this on throughout the two lessons.</p> <p>A small fresh cooked pizza, musical bear with option to record Italian music (opera), a toy Ferrari car which moves on own, Large lego blocks.</p> <p>Purple bin</p> <p>Sour dough and cling film</p>

		<p>Table 1: Crust dough. Students are tasked with flattening out dough in a round shape like making a pizza. Students then sprinkle pre chopped food.</p> <p>Table 2: Opera singing. Using a megaphone students are encouraged to replicate the sounds made by Tenor. Use of keyboard to add to the sounds.</p> <p>Table 3: Italian clothing- Students try on some clothing that could be seen on a fashion parade (e.g. suit jackets)- Italian people dress smart.</p> <p>Table 4: Gladiator arena: Students are transferred to ancient Rome where they learn about gladiatorial contests by wearing gladiator masks, watching a short video about Gladiators fighting, and hold some of the weaponry (toy version) of what the Gladiators used.</p> <p>Plenary: Students are brought back round the front of the class and the teacher and TA's share experience of the class progress towards tasks. Q. Name task students have performed. What country have we been studying? Can you name items from that country?</p>	<p>Are students able to use both their hands to first touch the dough and then manipulate it?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p> <p>Can students identify the country they have been studying? Can students identify items they have used during the lesson?</p>	<p>A megaphone</p> <p>Suits, jackets, scarfs, posh looking attire, Toy swords, shields, masks, Gladiator DVD.</p>
Lesson 3 & 4	<p>1. Students to explore items relating to India.</p> <p>2. Students will identify an item of food associated with India</p> <p>INDIA</p>	<p>Start: Today class we are going to learn about India. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA's in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings "I've got something in my bucket, in my bucket, in my bucket, I've got something in my bucket what's it going to be?" Repeat twice.</p> <p>Pull out items one at a time: Use bright coloured Indian blanket for items to be rested on. Have an incense smelling burning during the lesson to create an Indian smell.</p> <p>1. Curry Sauce (ideally one with a strong smell). Pass the curry sauce around the circle (in a small container). Teacher says "Hot-Spicy curry" and fans their mouth using their hand.</p> <p>2. A musical bear with a pre-recorded Indian song that the bear dances to. Pass the bear around. Teacher says "Indian music" and moves their arms to indicate music.</p>	<p>TA's to be familiar of students individual targets and how they ink to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p> <p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Indian Flag and a picture of India on in the background. Keep this on throughout the two lessons.</p> <p>Curry sauce, musical bear with option to record Indian music (Yoga music), a bright coloured Cricket ball car, toy</p>

		<p>3. A Cricket ball ideally one with bright colours. Have students catch the ball. Teacher says “Catch the ball”</p> <p>4. Toy Elephants and Tigers to indicate the animal’s native to India. Have a couple of Big Macs ready that the students press to reveal animal sounds of these animals. Teacher says “Who can hear the Tiger & Elephants?” Invite selected students to try and stack tower.</p> <p>End with “Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy.”</p> <p>PART TWO: Split students into groups of 2-3. Students are then tasked to explore items linked with India or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p> <p>Table 1: Making a curry sauce. Students are tasked with adding some pre chopped vegetables with a curry powder to make their own curry sauce. Mix with ore cooked rice and student may/may not try.</p> <p>Table 2: Henna Art. Using paintbrushes students get the sensory feel of having parts of their hands decorated. Show pictures of Henna Art on other people. (DO NOT APPLY HENNA TO STUDENTS). If finish early, practice using Yoga mats.</p> <p>Table 3: Indian clothing- Students try on some clothing that could be seen in a busy Indian city (e.g. bright flowing clothing) - Indian people wear bright clothing.</p> <p>Table 4: Cricket: Students are passed around objects to do with Cricket (bat, balls, bails, stumps and pads), and then attempt to catch and throw a ball and hit a bat against a ball.</p> <p>Plenary: Students are brought back round the front of the class and the teacher and TA’s share experience of the class progress towards tasks. Q. Name task students have performed. What country have we been studying? Can you name items from that country?</p>	<p>operatively?</p> <p>→ Link to Biology</p> <p>Can students head towards there requested table independently?</p> <p>During Week 4 are students able to identify what items are before beginning task?</p> <p>Are students able to taste and smell the curry sauce?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p> <p>Can students identify the country they have been studying? Can students identify items they have used during the lesson?</p>	<p>elephant and Tigers complete with Big Mac sound buttons.</p> <p>Purple bin</p> <p>Curry Sauce and chopped vegetables & rice;</p> <p>Paint brushes and Henna pictures; Yoga Mats</p> <p>Loose fitting fabrics with bright colours</p> <p>Cricket bats and balls</p>
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<p>Lesson 5 & 6</p>	<p>1. Students to explore items relating to China.</p> <p>2. Students will identify an item of food associated with China.</p> <p>China</p>	<p>Start: Today class we are going to learn about China. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA's in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings "I've got something in my bucket, in my bucket, in my bucket, I've got something in my bucket what's it going to be?" Repeat twice.</p> <p>Pull out items one at a time: Use red coloured blanket for items to be rested on (Chinese colours)</p> <ol style="list-style-type: none"> 1. Sweet and sour chicken (ideally one with a strong smell). Pass the curry sweet and sour chicken around the circle (in a small container). Teacher says "Sweet and sour chicken" and rubs their stomach. 2. A musical bear with a pre-recorded China song that the bear (Panda if possible) dances to. Pass the bear around. Teacher says "Chinese music" and moves their arms to indicate music. 3. A Table Tennis bat and ball. Have students catch the ball. Teacher says "Ping pong- the Chinese like Ping Pong" 4. Party poppers and confetti to indicate Chinese Fireworks. Have a couple of Big Macs ready to create the sound Teacher says "Who can see and hear the fireworks?" Invite students to try and catch the confetti. <p>End with "Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy."</p> <p>PART TWO: Split students into groups of 2-3. Students are then tasked to explore items linked with China or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p> <p>Table 1: Picking up food using chopsticks. With pre-cooked noodles students are tasked. Students are tasked with adding some pre chopped vegetables with a curry powder to make their own curry sauce. Mix with pre-cooked rice</p>	<p>TA's to be familiar of students individual targets and how they ink to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p> <p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-operatively?</p> <p>→ Link to PE and Art</p> <p>Can students head towards there requested table independently?</p> <p>During Week 6 are students able to identify what items are before beginning task?</p> <p>Are students able to taste and smell</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Chinese Flag and a picture of China on in the background. Keep this on throughout the two lessons.</p> <p>Sweet and Sour Chiken; musical bear with option to record Chinese music (traditional style), a bright coloured Table Tennis ball and bat, party poppers and confetti complete with Big Mac sound buttons.</p> <p>Purple bin</p> <p>Chop sticks and noodles;</p>
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		<p>and student may/may not try. Table 2: Chinese Rattle Drum. Students are encouraged to use a Chinese rattle drum and make their own Chinese music. Table 3: Chinese clothing- Students try on some clothing that could be seen in traditional China (long gowns with dragons and similar patterns on the gowns). Table 4: Great Wall of China: Students are tasked with creating a wall to block out the person opposite them. Teacher says “Big wall to keep the Mongols away”.</p> <p>Plenary: Students are brought back round the front of the class and the teacher and TA’s share experience of the class progress towards tasks. Q. Name task students have performed. What country have we been studying? Can you name items from that country?</p>	<p>the noodles?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p> <p>Can students identify the country they have been studying? Can students identify items they have used during the lesson?</p>	<p>Pre made Chinese rattle drum and Keyboard</p> <p>Long gowns with patterns</p> <p>Large lego bricks</p>
Lesson 7 & 8	<p>1. Students to explore items relating to Brazil.</p> <p>2. Students will identify an item of food associated with Brazil.</p> <p>Brazil</p>	<p>Start: Today class we are going to learn about Brazil. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA’s in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings “I’ve got something in my bucket, in my bucket, in my bucket, I’ve got something in my bucket what’s it going to be?” Repeat twice.</p> <p>Pull out items one at a time: Use yellow coloured Brazilian blanket for items to be rested on. 1. Black Bean Salad (ideally one with a strong smell). Pass the salad around and have students smell the salad. Teacher says “Black Bean salad” and rubs their stomach. 2. A musical bear with a pre-recorded Brazilian song that the bear (Samba music if possible) dances to. Pass the bear around. Teacher says “Samba music” and moves their arms to indicate music. 3. A Football and Football boots. Have students kick the ball or hold the football boot and kick the ball with boot in hand..</p>	<p>TA’s to be familiar of students individual targets and how they ink to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p> <p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-operatively?</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Brazilian Flag and a picture of Brazil on in the background. Keep this on throughout the two lessons.</p> <p>Black Bean Salad; musical bear with option to record Brazilian music (Samba style), a bright coloured Bright coloured Football (or even</p>

	<p>Teacher says “Football- Brazilians are very good at Football”</p> <p>4. Party poppers, balloons and confetti to indicate Brazilian carnival. Have a couple of Big Macs ready to create the sound of loud party music.</p> <p>Teacher says “Brazilians like to party”</p> <p>Invite students to go for a quick dance with TA’s assisting- use scarfs and objects to move around to and masks for students to hold.</p> <p>End with “Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy.”</p> <p>PART TWO:</p> <p>Split students into groups of 2-3. Students are then tasked to explore items linked with Brazil or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p> <p>Table 1: Creating a Brazilian Drink. Using lemons, orange or lime, students squeeze the juice out of the fruit and add lemonade to make their own drink. Teacher says “Brazil is hot and grows Fruit”.</p> <p>Table 2: Samba Music. Students are encouraged to create their own samba music using a beat drum, whistles and pom-poms to Dance along to.</p> <p>Table 3: Brazilian clothing- loose fitting clothing for hot weather. Emphasis it is hot in Brazil. Teacher says “It’s hot in Brazil”- shorts and t-shirts could be used. Create a fan for students to use to emphasise heat. Students can progress to watching a short video around Capoeira (Brazilian Dancing).</p> <p>Table 4: Brazil Rain Forest: Using Big macs with multiple animals recorded on them students have to match the sound with a toy of the animal. Teacher says “can you find the animal you hear?” Also use falling branches and leaf’s to illustrate what it is like in the rain-forest. Also option for precipitation effect using a water sprinkler.</p> <p>Plenary:</p> <p>Students are brought back round the front of the class and the teacher and TA’s share experience of the class progress towards tasks.</p> <p>Q. Name task students have performed. What country have we been studying? Can you name items from that country?</p>	<p>→ Link to PE and Art</p> <p>Can students head towards there requested table independently?</p> <p>During Week 8 are students able to identify what items are before beginning task?</p> <p>Are students able to taste and smell their drink?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p> <p>Can students identify the country they have been studying? Can students identify items they have used during the lesson?</p>	<p>bell ball), party poppers, balloons, pom-poms and confetti complete with Big Mac sound buttons.</p> <p>Purple bin</p> <p>Orange, lemon, lime and squeezers; lemonade</p> <p>Drums and IPod</p> <p>Shorts shirts, laptops;</p> <p>Animal dolls and Big macs with animal sounds recorded.</p>
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<p>Lesson 9 & 10</p>	<p>1. Students to explore items relating to Australia.</p> <p>2. Students will identify an item of food associated with Australia.</p> <p>Australia</p>	<p>Start: Today class we are going to learn about Australia. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA's in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings "I've got something in my bucket, in my bucket, in my bucket, I've got something in my bucket what's it going to be?" Repeat twice.</p> <p>Pull out items one at a time: Use Australian Flag for items to be rested on.</p> <ol style="list-style-type: none"> 1. BBQ (BBQ Crisps as the smell with examples of sausages, steak, shrimps). Pass the BBQ around and have students the Crisps (like a BBQ). Teacher says "Black Bean salad" and rubs their stomach. 2. A musical bear with a pre-recorded Australian Song (Kylie Minogue) that the bear dances to. Pass the bear around. Teacher says "Dance music" and moves their arms to indicate music. 3. A wetsuit. Have students hold the wet suit and try to wear the wet gloves and boots. Use a body board model to demonstrate water sports. Teacher says "Lots of water sports in Australia" 4. Kangaroos and koala bears. Have a couple of Big Macs ready to create the sounds of these animals. Bring out a toy kangaroo and have it simulate bouncing. Teacher says "Bouncing kangaroo – boing, boing, boing". <p>End with "Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy."</p> <p>PART TWO: Split students into groups of 2-3. Students are then tasked to explore items linked with Brazil or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p> <p>Table 1: Linking the smells. Students are given distinct smells of Australian foods- cooked Shrimp, cooked sausages and cooked steak. Students have to</p>	<p>TA's to be familiar of students individual targets and how they ink to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p> <p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-operatively?</p> <p>→ Link to PE</p> <p>Can students head towards there requested table independently?</p> <p>During Week 10 are students able to identify what items are before beginning task?</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Australian Flag and a picture of Australia on in the background. Keep this on throughout the two lessons.</p> <p>BBQ meats and BBQ crisps; musical bear with option to record Australian music (Kylie Minogue style), a wetsuite and body board;</p> <p>Kangaroo toys and Big Macs</p> <p>Purple bin</p>
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		<p>link what they smell with the type of food in front of them.. Teacher says “What food can you smell?”.</p> <p>Table 2: Australian Music. Using a didgeridoo students are encouraged different sounds. If no didgeridoo possible use wind based instruments and wood instruments.</p> <p>Table 3: Aboriginal clothing and make-up. Cloth based, minimalist. Have students feel the different fabrics and try to put the clothes over their own. Also look at face make-up that the aboriginals wear (only apply if permission granted from parents). Show pictures of aboriginals and artefacts that they may have used.</p> <p>Table 4: Australian water sports- students are shown how to use a body board, diving masks, flipper, oars and wet suits. Have students hold different poses. Use manual water sprinkler to simulate water effect.</p> <p>Plenary: Students are brought back round the front of the class and the teacher and TA’s share experience of the class progress towards tasks. Q. Name task students have performed. What country have we been studying? Can you name items from that country?</p>	<p>Are students able to link two senses (smell and sight)?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p> <p>Can students identify the country they have been studying? Can students identify items they have used during the lesson?</p>	<p>Shrimp, steak and sausage smell</p> <p>Didgeridoo and wind based instruments and IPod</p> <p>Shorts shirts, clothslaptops;</p> <p>Animal dolls and Big macs with animal sounds recorded.</p>
Lesson 11 & 12	<p>1. Students to explore items relating to Kenya.</p> <p>2. Students will identify an item of food associated with Kenya.</p> <p>Kenya</p>	<p>Start: Today class we are going to learn about Kenya. Have class sat around in a semi-circle facing inwards towards the teacher kneeling down with sealed bright coloured mini-bin (bucket).</p> <p>PART ONE: Rules: Class needs to be quiet. Encourage TA’s in class to demonstrate positive behaviour and spread them around the students so as help students remain on task.</p> <p>Teacher sings “I’ve got something in my bucket, in my bucket, in my bucket, I’ve got something in my bucket what’s it going to be?” Repeat twice.</p> <p>Pull out items one at a time: Use multi-coloured to rest on to indicate Kenya. 1. Fish: A lot of Kenyan food has fish in it as Kenya is by the sea. Pass around a fish (wrapped in cling film) stronger the smell the better.</p>	<p>TA’s to be familiar of students individual targets and how they ink to learning;</p> <p>Are students able to focus on front of the class activities?</p> <p>Can students focus and engage on single activity items?</p>	<p>Place staff who can sign makaton next to students who requires signing.</p> <p>On the whiteboard facing the students have the Kenyan Flag and a picture of Kenyan on in the background. Keep this on throughout the two lessons.</p> <p>Fish; musical bear with</p>

	<p>Teacher says “People from Kenya enjoy fish for food” and rubs their stomach.</p> <p>2. A musical bear with a pre-recorded Kenyan tribal chant. Pass the bear around.</p> <p>Teacher says “Tribal music” and moves their arms to indicate music.</p> <p>3. Running shoes. Have students hold the trainers and other items connected to running (Sweat bands, drinks bottle etc.). Also if possible a medal to symbolise Olympics.</p> <p>Teacher says “Kenyans are good at running”.</p> <p>4. Lions, Zebra and giraffes. Have a couple of Big Macs ready to create the sounds of these animals. More safari animals the better.</p> <p>Teacher says “Kenya has lots of animals”</p> <p>Invite students to play with the animals. Use a Lion King Clip to break away to if possible.</p> <p>End with “Bucket is ending in 5, 4, 3, 2, 1. Time to explore items and tasks about Italy.”</p> <p>PART TWO:</p> <p>Split students into groups of 2-3. Students are then tasked to explore items linked with Brazil or perform tasks. There will be four distinct tables for students to explore. After each table return to how it was found.</p> <p>Table 1: Tasting the fruit. Kenya is a hot country and is great for making fruits. Have students smell and taste different fruits like watermelon, banana, papaya, apples and pineapple. Have students link the smells or tastes to the fruit.</p> <p>Table 2: Kenyan music. Students are encouraged to make their own tribal chant. Using a pre-existing recording students chant along with the recording. Also use drumsticks to beat along with the chant. Record efforts on to an iPad.</p> <p>Table 3: Traditional Kenyan clothing and bracelets. Kenyans wear bright coloured long gowns and women in particular wear long necklaces and bracelets. Have the students try these clothing and items on.</p> <p>Table 4: Kenyan mud huts. Have students try to build their own mud huts. Show students pictures of Kenyan mud huts. Remind students that people live in these huts. You play dough as a safe material to make the huts.</p>	<p>→ Link to Food Technology;</p> <p>→ Link to Music</p> <p>Can students pass items around co-operatively?</p> <p>→ Link to PE</p> <p>Can students head towards there requested table independently?</p> <p>During Week 12 are students able to identify what items are before beginning task?</p> <p>Are students able to link two senses (smell/taste and sight)?</p> <p>Can students tolerate alternative materials and wearing/holding them?</p>	<p>option to record Kenyan music (tribal music), running gear such as trainers and sweat bands</p> <p>Safari animal toys and Big Macs</p> <p>Purple bin</p> <p>Watermelon, banana, papaya, apples and pineapple</p> <p>Percussion instruments, iPad</p> <p>Long bright coloured gowns; Bracelets</p> <p>Play dough, aprons and mats</p>
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Lesson reflection				
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				
Lesson 6				
End of unit reflection	<p>Action points to consider if delivering this unit/programme again:</p> <ul style="list-style-type: none"> • • 			