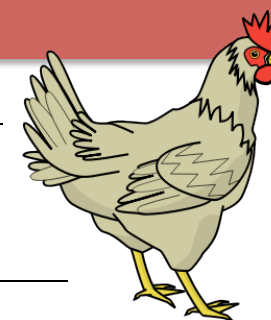


CURRICULUM PLANNING (*Chicken in the Kitchen*) – KS1



The following table shows how *Chicken in the Kitchen* could be integrated within lessons across the curriculum. Comprehension activities are explained in more detail on a separate worksheet and a separate Guided Reading resource is also available. Three grammar worksheets can also be downloaded from our website, plus resources covering the Humanities subjects.

Literacy		
Comprehension	Grammar	Composition
<ol style="list-style-type: none"> 1) Prediction 2) Guided reading 3) Vocabulary 4) Re-telling through performance 5) Inference 6) Discussion 	<ol style="list-style-type: none"> 1) Forming compound sentences using 'and' 2) Subordination and co-ordination in sentences 3) Text sequencing. 4) Using full stops, question marks and exclamation marks 5) Capital letters 6) Nouns, adjectives, adverbs 7) Expanded noun phrases 8) Statements, questions, exclamations and commands 9) Using the present and past tense 10) Apostrophes 11) Commas to separate items in a list 	<ol style="list-style-type: none"> 1) Sentences (captions) – compose sentences orally and then write them down to capture the events occurring on each page. 2) Recount – Anyaugo tells her pen friend in the UK what she experienced. 3) Description – the penultimate page is rich in material for description using sense imagery and similes. 4) Dialogue – what would Anyaugo and the chicken-masquerade say to each other at the end of the story? 5) Instructions – create a recipe for a yam dish that could be eaten during the New Yam festival.

Humanities	
Geography	RE
1) Identify which continent Nigeria is in and find the country on the map.	1) Chart the differences and similarities between Harvest Festival in the

<ol style="list-style-type: none"> 2) Make predictions about the weather in Nigeria based on its proximity to the Equator. 3) Use the text as a basis for learning about the similarities and differences between life in Nigeria and the UK in terms of human geography. 4) Students could also map the physical geography of Nigeria using simple colours and symbols on an outline map. 	<p>UK and the New Yam Festival in Nigeria.</p> <ol style="list-style-type: none"> 2) Make a festival dish containing yam (could substitute sweet potato) based on recipes created above. 3) Understand the significance of the masquerade figure in Nigerian culture. 4) Question how different cultures and religions deal with death – Christian funerals compared to the idea of the masquerade figure in Nigerian culture.
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Other Curriculum Links	
Art/DT	IT
<ol style="list-style-type: none"> 1) Create drawings or life size models of masquerades based on a collection of images, including those in the text. Pupils could use a range of different colours and textures to create these masquerade figures. 2) Invent a trickster character like the Wood Wit. 	<ol style="list-style-type: none"> 1) Present a text using a word processing program, e.g. recipe above. 2) Use online maps to identify Nigeria and Google Earth to virtually ‘visit’ the country. 3) Answer simple research questions on Nigeria, masquerades, New Yam Festival.

Assembly links

- 1) As this story links so closely to Harvest Festival, work completed by pupils during this unit could be exhibited at an assembly corresponding with this festival.
- 2) Anyaugo’s experiences help to demonstrate the importance of being brave, standing up for yourself and having the courage of your own convictions.

WOW features

- 1) Exhibiting masquerade figures to parents and supporters of the school.
- 2) Inviting an outside agency to run craft workshops based around designing African masks.
- 3) Visiting the Pitt Rivers Museum, Oxford that exhibits many masquerade masks.
- 4) Showcasing harvest festival presentations, which link to what students have learned about Nigeria.

