

YOMI AND THE FURY OF NINKI NANKA

By Davina Tijani and
Adam Douglas-Bagley



4x Lesson Plans and Ideas - Educational Resource Pack

SUITABLE FOR: AGES 7+

EXPLORE THEMES OF:

- ✓ The power of mythology and folklore
- ✓ The transformative nature of adventure
- ✓ The bond between siblings in challenging situations
 - ✓ The importance of determination and bravery
- ✓ The discovery of hidden secrets and ancient creatures
 - ✓ The excitement of unexpected twists and turns
- ✓ The blending of humour and heart in a thrilling quest
 - ✓ The exploration of African culture and mythology
 - ✓ The concept of unlikely alliances and friendships
 - ✓ The triumph of teamwork in the face of danger

SUBJECT CHECKLIST:

✓ Literacy ✓ Geography ✓ History ✓ Art and Design ✓ PSHE

ABOUT THE BOOK

A fun, fresh and fast-paced series based on African mythology, YOMI is an adventure full of heart and humour.

For as long as she can remember, Yomi has heard stories about Nkara – magnificent creatures that roam the African continent. Now she's about to meet them for real!

Yomi and her brother Kayode are on a trip to The Gambia when they witness the Dragon King Ninki Nanka being kidnapped from the sky. Determined to save him, Yomi and Kay uncover secrets and meet magnificent beasts - but will it be enough to save Ninki Nanka?

BEAST QUEST meets Pokémon, the series is perfect for fans of HOW TO TRAIN YOUR DRAGON, FUTURE HERO and DRAGON MOUNTAIN.



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ABOUT THE AUTHOR - DAVINA TIJANI

Davina Tijani is a speculative fiction writer for adults and children with a passion for world mythology, which she enjoys incorporating into her writing. She grew up an avid lover of films and books – especially Star Wars, which sparked a lifelong love of storytelling in all its forms. Davina was born in London, United Kingdom where she currently lives.

ABOUT THE ILLUSTRATOR - ADAM DOUGLAS-BAGLEY

Adam Douglas-Bagley is an illustrator and storyteller from South London with a deep passion for creating fantastical worlds and populating them with an array of whimsical characters. He has always created illustrations with a story in mind and many of the books Adam read as a child still heavily inspire his work today. He hopes to one day inspire the next generation of illustrators to pick up a pencil and start spinning their own tales. Adam won a Commended place in the 2020 FAB Prize.



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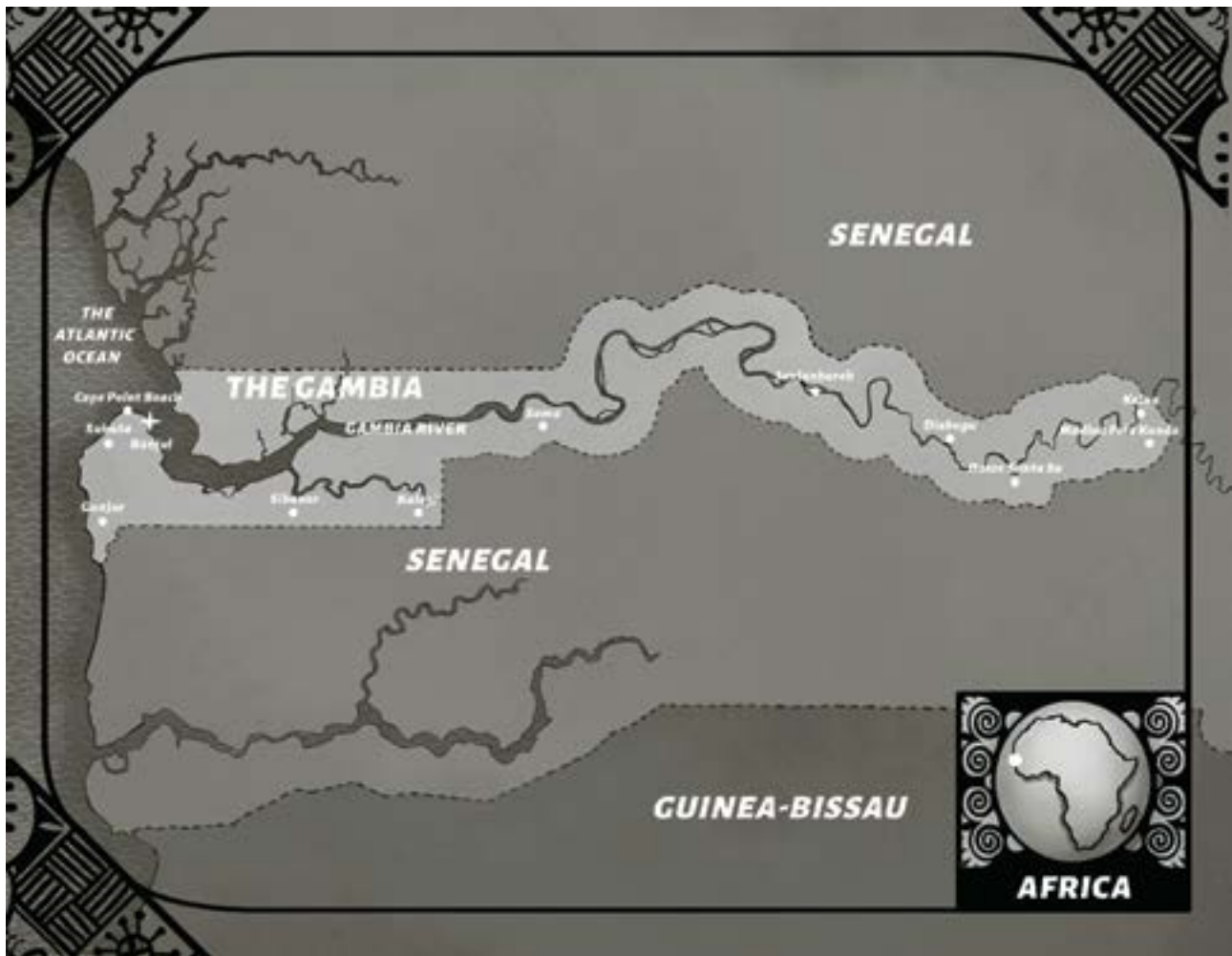
Objectives: Recognise and appreciate the essential elements of mythological stories; develop storytelling skills by creating a character and planning and structuring a narrative for their own mythological story.

NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS



EXTRACT 1: AMAZING AFRICA: THE GAMBIA



DISCUSSION QUESTIONS:

1. Take a close look at the map. Can you find The Gambia? What does it look like? Does it remind you of anything you know?
2. Which continent is The Gambia in?
3. Look at the map of Africa in the bottom right corner. Can you tell where The Gambia is? Is it at the top (North), bottom (South), right (East) or left (West) side of Africa?
4. Can you find Banjul, the capital city of The Gambia, on the map? Are there any other nearby cities?
5. Do you see any special symbols near Banjul on the map? This star indicates that Banjul is the capital city of The Gambia. Why do you think maps use icons like these to show important places?
6. Why do you think a city becomes the capital of a country? Can you think of any reasons why it's important for a country to have a capital city?



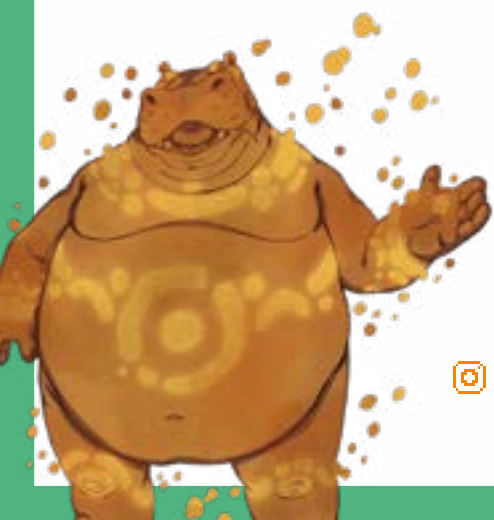
7. The Gambia is surrounded by a neighbouring country on three sides and the Atlantic Ocean on the other side. What is this country called? Which other countries can you see on the map?
8. The Gambia has a river called the Gambia River flowing through it. Can you trace the path of it?
9. Why do you think many cities in The Gambia are located along the river? What benefits might the river bring to these cities and the people who live there?
10. What else would you like to learn about The Gambia? Is there anything specific you're curious about?

ACTIVITY 1: THE GEOGRAPHY OF THE GAMBIA

- Begin the lesson by introducing The Gambia as the setting of the story and its significance in the book. Encourage a brief discussion and share any existing knowledge they might have about the country. Show them the location of The Gambia on a world map, highlighting its position in West Africa.
- Present pictures or illustrations of The Gambia to the class and briefly describe its physical features, such as the Atlantic Ocean coastline, the Gambia River and the surrounding countries (i.e. Senegal).
- Highlight some interesting facts about The Gambia, such as being the smallest country in mainland Africa, the diverse wildlife in national parks and the cultural traditions of its people. Discuss the climate of The Gambia, mentioning that it has a tropical climate with a dry season and a rainy season.
- Explain to the children that they will create a fact file about The Gambia, using the information they have learned and any additional research they conduct. You could also invite a guest speaker who is from or has visited The Gambia to share their personal experiences and insights.
- Provide each child with a fact file template (Activity Sheet 1) or instruct them to create their own using a blank sheet of paper. For younger children, provide them with simplified fact file templates or work in small groups.
- Guide the children through the sections they should include in their fact file, such as:
 - Country name and location
 - Capital city
 - Flag and national symbols
 - Population
 - Official language(s)
 - Currency
 - Famous landmarks or tourist attractions
 - Traditional food or customs
 - Fun facts



- Encourage children to use their research skills to find more information about The Gambia. They can use library resources or the internet. Allow sufficient time for them to complete their fact files. Circulate around the classroom, providing assistance and answering questions.
- Invite volunteers to share their fact files with the class. Each child can present one or two interesting facts they discovered during their research. Encourage the class to listen attentively and ask questions to learn more about The Gambia.
- Lead a brief discussion to recap the key points about The Gambia that children have learned. Ask them if they would like to visit The Gambia one day or learn more about other countries around the world. Encourage them to keep an open mind about different cultures and traditions, fostering an appreciation for diversity.



THE GAMBIA FACT FILE

Research the Gambia and record your findings below!

LOCATION:

CAPITAL CITY:

FLAG:

POPULATION:

LANGUAGES:



CURRENCY:

FAMOUS LANDMARKS:

TRADITIONAL FOOD:

FUN FACTS:

DRAW A MAP OF THE GAMBIA:



EXTRACT 2: THE LEGEND OF NINKI NANKA

(PAGES 6 – 7)

Their uncle took a deep breath. “Ninki Nanka is a water dragon, so no fire. He is the only one left of his kind. His strength? Well, I wouldn’t want to face him if he was angry. His fury can shake the world! And, as to whether he would eat you.” Olu looked at Kayode’s wide eyes and chuckled. “No, you’re right. I won’t answer that.”

“What does he look like again?” Yomi pressed, always wanting to hear this.

“He is huge, with a body like a gigantic crocodile covered in scales. His tail is shaped like a rudder so he can slice through water like a knife. His eyes are green like the jungle and they give him perfect night and underwater vision. He has rows of teeth which mask both a long, forked tongue and glands from where he spurts out his water attacks. He has three horns on his head, four wings and razor-point claws to slash into his enemies.” Olu sliced his hands up through the air.

“Great, so now we know to look for him in both the sky and water!”

“No, Yomi. Never go looking for him. It is no game,” their uncle said in a suddenly serious tone.

DISCUSSION QUESTIONS:

1. What is a water dragon? How would you describe Ninki Nanka as a water dragon? Can you explain why he is the last of his kind and why it’s important to protect him?
2. Why do you think their uncle chuckled when asked if Ninki Nanka would eat them? Why did their uncle say it’s dangerous to go looking for Ninki Nanka? What do you think might happen if someone were to find him?
3. The description of Ninki Nanka’s appearance is vivid and detailed. How does it make you imagine him in your mind? Can you draw a picture to illustrate what you think he looks like?
4. Ninki Nanka is known for his water attacks. How do you imagine him using his teeth, tongue, and glands to create these attacks? What do you think his water attacks would look like?
5. Ninki Nanka’s tail is shaped like a rudder. How do you think this helps him move through the water? Can you think of other animals with specialised body parts for swimming?
6. If you could create your own mythical creature inspired by Ninki Nanka, what features and abilities would it have? How would it fit into its own legend or story?
7. Do you think Ninki Nanka has any weaknesses or vulnerabilities? What do you think they might be, and how could people exploit them if they wanted to harm him?



8. Imagine coming face-to-face with Ninki Nanka when he is angry. How would you feel in that situation? Can you think of ways to handle your own anger and emotions in a healthy way?
9. According to the legend, Ninki Nanka's fury can shake the world. What do you think might make him so angry? How can we understand and manage our own anger in a healthy way?
10. Can you think of any other mythical creatures or legends from different cultures that share similarities with Ninki Nanka? How are they similar, and how are they different?

ACTIVITY 2: AN AFRICAN MYTHOLOGY ADVENTURE

- Start by discussing mythology with the class, using the extract as inspiration. Ask questions like: What is mythology? Can you name some mythological stories or characters? Why is mythology important in different cultures?
- After the discussion, provide an overview of African mythology. Here are some key points to cover:
 1. Africa's diverse cultures: Explain that Africa has many different cultures, languages, and traditions, leading to a wide range of fascinating beliefs and stories in African mythology.
 2. Oral tradition: Highlight the importance of oral tradition in African societies, where myths and legends are often passed down through storytelling, rather than being written down.
 3. Ancestors and spirits: Explore the belief systems of African mythology, emphasising reverence for ancestors and spirits that shape how people in African communities behave, the things they do and the way they live.
 4. Nature and animals: Discuss the close connection between African mythology and the natural world, where myths involve powerful creatures associated with specific animals, carrying moral or symbolic messages.
 5. Themes and lessons: Share examples of common themes in African mythology, such as creation stories and heroic quests that teach important life lessons.
- Introduce some key figures from African mythology: Anansi the Spider (West African), Mami Wata (water spirit in various African cultures), Eshu (Yoruba), Tokoloshe (Zulu) and the Ninki Nanka. Engage children in a discussion about the characteristics, powers or stories associated with each figure. Encourage questions and curiosity, show images and if possible, read aloud short extracts (such as the one included) from books or online resources about these mythological figures.
- Use the extract to draw attention to the Ninki Nanka, explaining its status as a legendary creature from the folklore of the Mandinka people. Share its depiction as a massive serpent or dragon-like creature and its association with bad luck or death.

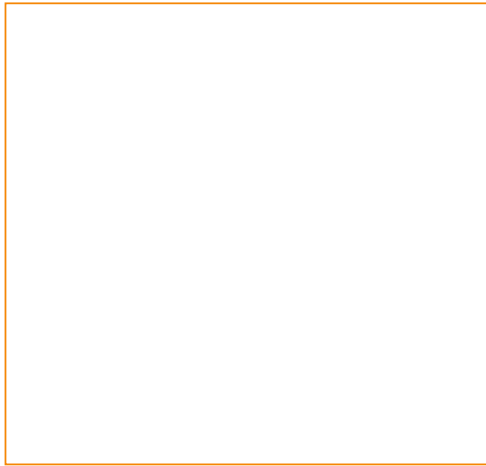


- Divide the class into small groups and assign each group a different mythological creature from African mythology. Instruct them to research their creature's appearance, abilities and associated stories.
- Provide the groups with the activity sheet to create Top Trumps-style cards for their creature, with categories and scores for each element.
- Once the trading cards are complete, allow the groups to present their completed trading cards to the class, briefly sharing the information they discovered during their research.
- Organise a friendly competition by using the categories listed on their cards to challenge one another.
- Conclude with a class discussion, reflecting on the variety of creatures explored and the common themes in African mythology. Discuss the cultural significance of these creatures and how they compare to mythical creatures from other cultures.



CREATE A DECK OF BEAST COLLECTOR CARDS!

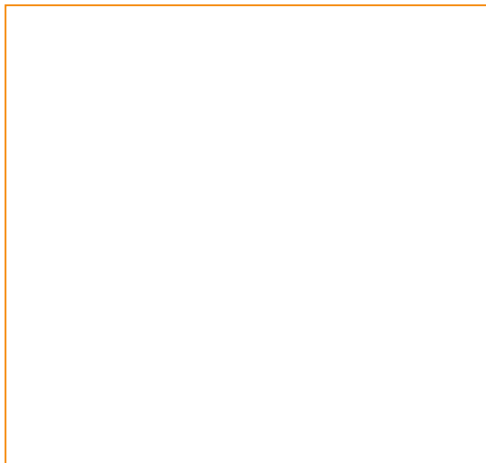
Research creatures from across mythology and add them to the collector cards below. You can cut out the trading cards and go head to head against your friends and family.



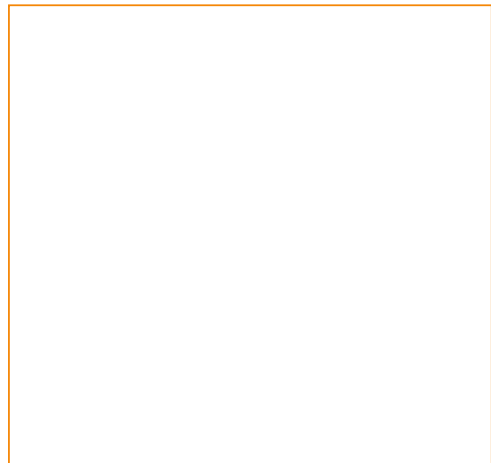
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Intelligence.....
Speed.....
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EXTRACT 3: SKULLS AND STUFFED HEADS

(PAGES 132 – 135)

“Where’s Ninki Nanka?”

“What— Why?” Hadim narrowed his eyes.

“He’s here, isn’t he? And if he’s here – that means one of the hunters broke the Biji Pact.”

At first it seemed like Hadim was about to protest. But instead, he just sneered.

“Wait.” Yomi realised they had been wrong.

“It was you. You kidnapped Ninki Nanka?”

“Hunters don’t speak their secrets,” he said. “Come with me. I want to show you something.”

The young hunter led them deeper into the Skyfort, out of the throne room and past large, dominating doors that were camouflaged against the dark walls. “You still don’t get it, why we hunt,” he announced.

“It doesn’t matter why, killing Nkara is wrong,” Yomi protested.

“No! It’s the only right thing to do,” Hadim countered. He stopped along a wall and twisted one of the gold cogs. A door appeared and opened. “My dad’s trophy room,” Hadim said proudly, nodding for them to take a peek.

Yomi had thought the weapons were bad. This time, the walls were decorated with row upon row of different-sized skulls on plinths. But worse were the stuffed heads of Nkara mounted celebratorily on the walls. Yomi felt sick.

“Ever since I was little, my dad would take me and my sister on hunts. And I knew then that I would become a Beast Hunter like him. Like her. We can take the Nkara’s power, and we can rule the world. Humans are supposed to be the dominant species after all.”

“They’re mad, Yomi!” Kayode whispered.

“You guys have to understand.” Hadim picked up a huge skull and Yomi couldn’t believe his strength. “Ninki Nanka is one of the most powerful Sacred Nkara. By catching him I can prove to my dad that I can hunt just as well as my sister. I don’t care about the Sacred Beast League’s stupid pact,” he explained.



DISCUSSION QUESTIONS:

1. How do Yomi and Hadim feel upon discovering that Ninki Nanka is at Hadim's place?
2. Why do you think Hadim kidnaps Ninki Nanka? What could be his motivations behind this action?
3. If you were in Yomi's shoes and walked into a room filled with skulls and stuffed heads of magical creatures, how would you react? Why do you think encountering such things might make you feel sick?
4. Hadim believes that hunting Nkara and harnessing their power would grant humans the ability to rule the world. What are your thoughts on his idea? Do you consider it fair or right?
5. Hadim and Yomi hold contrasting opinions regarding hunting Nkara. Which side do you agree with?
6. How do you think Yomi and Kayode would feel upon discovering that Hadim's family has a long history of hunting Nkara? Would they be shocked, disappointed, angry, or experience other emotions?
7. What are some potential consequences of breaking the Biji Pact and engaging in the hunting of Nkara?
8. In your opinion, is it ethical to hunt and kill animals for their power or for trophies? Provide reasons to support your viewpoint.
9. What arguments or persuasive points would you present to Hadim to change his perspective on hunting Nkara? Can you think of alternative ways to prove oneself?
10. Yomi and Kayode must find a way to stop Hadim and safeguard the remaining Nkara from being hunted. Can you come up with innovative and exciting ideas for how they could accomplish this task?

ACTIVITY 3: DEFINING DOMINANCE

- Read the provided extract aloud, pausing at key points to engage the children in discussion. Ask them how they feel about hunting based on the actions and beliefs of the characters in the extract. Encourage the class to share their thoughts and ideas about the extract and its implications.
- Highlight the line 'Humans are supposed to be the dominant species after all' from the extract. Write the key terms 'hunting' and 'dominance' on the board. Discuss the definitions of these terms with the children. Connect the terms to the topic of hunting and the relationship between humans and animals.



- Ask questions to deepen the children's understanding of human dominance over animals: How do humans engage in hunting? What does it mean to be dominant? In what ways do humans assert their dominance over animals? How do you feel about the idea of humans being dominant over animals?
- Provide examples to illustrate the concept of human dominance over animals, such as: animals used for food, clothing and entertainment; humans altering or destroying animal habitats; and humans deciding the fate of animal species through hunting or conservation efforts.
- Explain the consequences of human actions on animals and their habitats in more detail. For instance, animals are often used as a source of food, including meat, milk, eggs and honey. Additionally, discuss the fashion industry's use of animals for materials like fur, leather and wool, as well as their involvement in cosmetic testing and mention forms of animal entertainment, such as circuses or zoos, where animals are kept for public display and performances.
- Help the children understand how human activities like clearing forests or destroying natural habitats harm animal species. Discuss the impact of deforestation on animals, including the loss of food sources, shelter and breeding grounds. Highlight the consequences of pollution and habitat destruction on aquatic animals in rivers, lakes and oceans. Use visual aids to illustrate the effects on animals and their homes.
- Talk more about hunting as an activity where humans kill animals for various purposes, such as sport, food or population control. Describe how hunting can affect animal populations and disrupt ecosystems.
- Discuss the importance of finding a balance between human needs and the well-being of animals and their habitats. Highlight the role of organisations and individuals working towards animal protection and conservation. Distribute the activity sheet and ask the children to brainstorm and write down three actions they can take to positively impact animals and their habitats. Inspire them with ideas including planting trees, reducing waste, supporting wildlife conservation programs or showing kindness to animals in their daily lives. Suggest others such as adopting a vegetarian or plant-based diet to reduce the demand for animal products, supporting sustainable fashion choices by opting for clothes made from eco-friendly materials or participating in conservation efforts like community clean-up activities.
- Recap the main points discussed during the lesson, emphasising the impact of human actions on animals and their habitats. Emphasise that even small actions can make a big difference when it comes to protecting animals and their homes. Encourage the children to choose at least one action they feel passionate about and commit to it. End the lesson with an uplifting and motivating message about their ability to be responsible and caring stewards of the natural world.



EXTRACT 4: BEDTIME STORIES

(PAGES 2 – 4)

“Good, so time for a story, right?” he offered. As Yomi guided her long cornrow braids into a green bonnet, she watched Olu quickly divert his eyes to the raging storm outside. He was always watching, always alert.

“Make sure it’s a good one, Uncle!” she demanded.

Olu, slightly startled, turned back to his niece and nephew. “A good one?”

“There are so many to choose from!” Kayode dived into bed before making himself comfortable under the covers.

Their uncle grabbed a chair and slotted himself between them. “Hmm...” He stroked his short beard in deep thought. “All right, how about ‘Ninki Nanka: the Dragon King’?”

Yomi’s eyes widened and she sat up straight in the bed. That was one of her favourites! “Yes! The Dragon King, please!”

“Many moons ago, during the age of the Mali Empire, enemies would try to cross the Gambia River to invade the empire. Ninki Nanka would spring out of the waters and order the trespassers to leave or face the consequences. All the groups left except for one – the Lethu.”

Yomi and Kayode were transfixed. Uncle Olu had this way of telling a good story.

“The Lethu were an army of prowlers who had come together to storm The Gambia for its treasures. Made up of mercenaries, thieves and explorers, they all had one thing in common – a lust for power and an obsession with hunting. You see, to conquer an empire was a challenge, but to defeat a Sacred Nkara was the ultimate test. And so the stage was set for one of the greatest battles the continent had ever seen.”

Stories ran through their family like water and Ninki Nanka often featured in Yomi’s grandma’s tales of the Nkara – the Sacred and Grand Beasts of Africa. But the idea of people trying to hurt Ninki Nanka, or any Nkara, always horrified Yomi.

DISCUSSION QUESTIONS:

1. How do you think Yomi feels when Uncle Olu suggests the story of ‘Ninki Nanka: the Dragon King’?
2. Do you enjoy listening to bedtime stories like Yomi does?
3. How would you feel if you were in Yomi’s position and heard about people trying to hurt Ninki Nanka, the friendly dragon?



4. What do you think might happen to those who didn't listen to Ninki Nanka's warning in the story? What consequences could they face?
5. Why do you think the Lethu army was so determined to conquer the Mali Empire and its treasure?
6. How do you think Yomi's grandma's tales of the Nkara and the Sacred Beasts have influenced the way Yomi sees the world around her?
7. Do you believe it's important to protect and preserve traditional stories and legends? Why do you think they matter?
8. Why do you think stories and legends play such an important role in our lives and in different cultures around the world?
9. Can you think of any real-life heroes who stood up against those who wanted to harm or take away something special or sacred, just like in the story of Ninki Nanka?
10. If you were to create your own story about a mythical creature or hero, what would it be about, and what lessons would it teach?

ACTIVITY 4: MYTH MAKING

- Gather the class together in a shared space and read the extract aloud to the children. Engage them in a brief discussion about the story, asking questions like: What is a myth? What elements of a mythological story did you notice? How did the story capture your interest?
- Explain that myths are traditional stories that explain the beliefs, customs and traditions of a particular culture. Discuss the key elements of a mythological story using the extract as a reference:

Mythical creatures: Introduce the concept of mythical creatures like Ninki Nanka and the Nkara. Explain that these creatures are often a blend of different animals or possess extraordinary abilities. Discuss their role in mythological narratives and their symbolic or cultural significance.

Setting: Talk about the significance of the Mali Empire and the Gambia River as the story's backdrop. Describe how the setting can influence the story and contribute to its meaning.

Conflict: Highlight the conflict between Ninki Nanka and the invading army, the Lethu. Explain that conflicts in myths often reflect broader themes and moral dilemmas. Explore how conflicts drive the narrative forward and create tension and excitement.

Themes: Identify themes such as power, conquest and the sacredness of nature. Discuss the deeper messages and lessons conveyed through these themes.

- Tell the children that they will have the opportunity to write their own myths and design their own mythological creatures.



- Guide the children in understanding the characteristics of mythical creatures. Discuss elements such as appearance, abilities and significance. Provide the activity sheet with prompts to stimulate their thinking process and sketch out their creature. For example: What animal could your mythical creature be based on? What physical or magical abilities would it possess? What role would your creature play?

- Transition from creature creation to storytelling by instructing them to think about the narrative for their myth. Engage them in a discussion about the essential elements of storytelling, such as:

Introduction: Encourage students to consider how they will introduce their creature and its world to the readers. Discuss the importance of capturing the audience's attention and setting the stage for the story.

Conflict: Prompt them to think about the challenges or problems their mythical creature will face in the story. Discuss the significance of conflicts in driving the narrative and creating suspense. Encourage them to consider internal and external conflicts that their creature might encounter.

Resolution: Develop ideas for how their creature will overcome the conflicts they face. Discuss the importance of problem-solving and character growth in the resolution of the story.

- Provide time for children to work individually or in pairs to write their stories. During this time, circulate the classroom, offering support, guidance and feedback as needed. Encourage them to share their ideas and collaborate with their peers, fostering a positive and creative classroom environment. Once the children have completed their stories, allow time for reflection and editing.

- To showcase their stories, provide opportunities for students to share them with the class. Encourage them to use storytelling props, illustrations or visual aids to enhance their oral storytelling. This can include drawings, maps or even small models related to their mythological creatures or story settings.



YOMI AND THE FURY OF NINKI NANKA

Add your own entry to the Beast Atlas. This can be any kind of creature, real or otherwise - use your imagination, and don't forget to add labels!

BEAST ATLAS ENTRY



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YOMI
THE FURY OF NINKI NANKA

NATIONAL CURRICULUM OBJECTIVES - KEY STAGE 1/2

ENGLISH

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Writing: composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or keywords, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils



GEOGRAPHY

Pupils should be taught to:

- Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

ART AND DESIGN

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

PSHE (TAKEN FROM PSHE ASSOCIATION'S PROGRAMME OF STUDY)

Pupils should have the opportunity to learn:

- how to make informed choices (including recognizing that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'



ADDITIONAL ACTIVITIES AND IDEAS

- Read the introduction to the next book in the series and challenge the children to write a short story or a chapter that continues the adventures of Yomi and Kayode after the events in the book. They can introduce new mythical creatures and challenges for the characters to overcome.
- Share other traditional Gambian folktales and legends with the children, highlighting their cultural significance. Encourage them to retell or write their own stories inspired by Gambian folklore, incorporating characters, settings, and themes unique to The Gambia. Consider holding a storytelling event where the children can orally share their stories with a wider audience, such as parents, teachers or even younger pupils, fostering a sense of pride and accomplishment.
- In small groups, have the children research different mythical creatures from African mythology and compile a field guide. They can write descriptions, draw illustrations, and provide information about habitat, behaviour and special abilities. Combine the individual group guides into one comprehensive classroom resource.
- Divide the children into small groups and assign each group a specific chapter or section of the book. Have them create storyboards that visually depict the events in their assigned section. They can draw scenes, write captions and present their storyboards to the class.
- Ask the children to design and construct a model of a habitat suitable for one of the mythical creatures from the book. They can use various materials like clay, cardboard and natural elements to create a realistic representation of the creature's environment. Encourage them to consider the creature's needs and adaptations when designing the habitat.
- Discuss the descriptions of the Ninki Nanka's roars or movements mentioned in the book or in African mythology. Ask the children to use various materials, such as musical instruments or everyday objects, to create soundscapes that mimic the sounds associated with the Ninki Nanka.
- Organise a mock investigation into the mystery of the missing Ninki Nanka. Provide clues and evidence related to sightings or encounters with the creature and guide the children in analyzing the information to form theories and conclusions about its existence and disappearance within the book.
- Invite a dance instructor with knowledge of African dance styles to teach the children a dance routine inspired by the Ninki Nanka. The workshop can include movements and gestures that evoke the creature's characteristics and mythical nature.



- Immerse the children in the rich linguistic diversity of The Gambia by introducing them to the local languages, such as Wolof or Mandinka. Teach them common greetings, expressions, and words related to everyday life, fostering cultural understanding and language appreciation.
- Aunty Binta is known for her vibrant yellow kaftan, a traditional Gambian garment. To celebrate Gambian culture and fashion, invite the children to explore the rich world of traditional Gambian clothing styles and textiles. Engage their creativity by encouraging them to design their own unique Gambian-inspired fashion pieces using a variety of materials. They could create sketches, fashion collages, or even miniature clothing prototypes.

