

African Adventure

Spring 1

Communication and Language

- Understand how to listen carefully and why listening is important.
Be able to listen in large group situations.
Use listening skills in talk partners and other structured situations without an adult in their group.
Use new vocabulary in different contexts.
Use new vocabulary whilst at activity tables and within their role play and small world play.
- Ask questions to find out more and to check they understand what has been said to them.
Provide opportunities for the children to lead the lessons and choose which animals/weather we learn about in more depth.
Use Talk Circles to give children more input in learning.
Introduce 'Question Time' after lessons and stories to plan for future learning.
- Connect one idea or action to another using a range of connectives.
Model and structure joining sentences with connectives in carpet times when connecting ideas about weather and clothing or animals and their lifestyles.
- Listen to and talk about stories to build familiarity and understanding.
Topic story: Bringing the Rain to Kapiti Plain by Verna Aardema.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
Listen to a range of books about Africa, African animals and the weather.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Further topic stories: The Lion and the Mouse, The Lion Hunt.

Personal, Social and Emotional Development

- Build constructive and respectful relationships.
- Identify and moderate their own feelings socially and emotionally.
Be able to solve problems without an adult present.
Learn to negotiate with the aid of timers.
Be able to follow instructions with several steps.
- Think about the perspectives of others.
- Consider the feelings of others.
Discuss the video of the Kenyan child living in a hut with a fire beside her bed and how she might be feeling.
- Show resilience and perseverance in the face of challenge.
Set their own learning targets and next steps in their taught sessions.

Complete RHSE lessons and philosophy sessions.

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace.
Use the Carnival of the Animal music to create movements based of animals and feelings.
Create stories around music they listen to.
Learn some African dancing by following tutorials.
- Further develop and refine a range of ball skills.
Practise kicking skills.
Use and create an obstacle course outside with activities of varying difficulty.
- Develop their small motor movements so that they can use a range of tools competently.
Use clay tools to make clay pots and huts.
Use scissors to make African crafts.
- Know and talk about the different factors that support their overall health and wellbeing.
Use the video of an African child to discuss how her lifestyle is negatively impacting her health and make suggestions that may improve her health.

Writing

- Form lower-case and letters and capital letters correctly.
Be able to form lower-case letters correctly in letter movement groups in a range of contexts.
Teach capital letters in Handwriting.
- Spell words by identifying the sounds and then writing the sound with letters.
Use the taught phonemes to successfully segment decodable CVC words and words using the taught phase 3 digraphs.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Begin to write simple phrases using CVC words and words with taught digraphs.
Apply the use of capital letter from handwriting into simple sentence structures.

Reading

- Read individual letters by saying the sounds for them.
- Read some letter groups that each represent one sound and say sounds for them.
Learn the phonemes to Phase 3 digraphs, in accordance with Essential Letter and Sounds books used to teach reading at a decodable level.
Teach 'th, sh, ch, ng, qu, ai, ee, igh, oa etc'
- Blend sounds into words.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences, and, where necessary, a few exception words.
- Demonstrate understanding of what has been read to them by retelling stories and narratives.

African Adventure

Spring 1

Mathematics

- Subitise up to 10.
Be able to show a given number of fingers without counting to 10.
- Link the number symbol (numeral) with its cardinal number value.
Recognise numerals to 10.
Link numerals to amounts.
- Count beyond 10.
Begin to count to 20 and then beyond.
- Explore the composition of numbers to 10.
- Automatically recall number bonds to 0-5 and some to 10.
Use beads to show number bonds to 5, then to 10.
Within taught lessons, learn to partitioning and combining numbers.
Use 10 frame to visually show number bonds.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
Name and use 2D and 2D shapes.
Use shapes to create African pictures.
Provide jigsaws with increasing challenge.
- Continue, copy and create repeating patterns.
Use shapes and colours to create African patterns.

Expressive Arts and Design

- Return to and build on their previous learning and refining ideas.
Provide opportunities for children to revisit their previously taught Handa's Surprise stories.
- Create collaboratively sharing ideas, resources and skills.
Make a shoe using a variety of resources, after watching how shoes can be made of old car tyres (Discuss link to recycle and reuse)
Design and make an African pattern necklace.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
Learn traditional African nursery rhymes and songs.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Use watercolour to create an African sunset painting.
Collage different textures to create African animals.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
Listen to African drumming.
Explore the African instrument: Cabasa.
- Watch and talk about dance and performance art, expressing their feelings and responses.
Watch African dancing with traditional outfits and music.
Learn the Buffalo dance and the Zumba dance.
- Develop storylines in their pretend play.
Create their own narratives using hand puppets and costumes.

Understanding the World

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories.
- Compare the characters from stories.
Bringing the Rain to Kapiti Plain and the other stories.
- Draw information from a simple map.
Look and talk about maps of Africa/ Tanzania.
Draw a map of our routes to school and compare them to the child in the video.
- Recognise some similarities and differences between life in this country and life in other countries.
Explore ways of life in Tanzania and their culture.
Explore and learn facts about the Serengeti National Park.
Compare kitchens in the UK and Tanzania.
Compare and contrast homes around the world.
Learn facts about African animals of the children's choice.
- Recognise some environments that are different to the one in which they live.
Compare the African plains of the Serengeti National Park to Eastwood.
Look droughts and the effect they have on the environment and local people.
- Understand the effect of changing seasons on the natural world around them.
Explore the different types of weather.
Compare the weather in England and Tanzania.
Create thunderstorms in a cup and show rainfall using food colouring.
- Recognise that people have different beliefs and celebrate special times in different ways.
Look at how Chinese New Year is celebrated around the world.