

English

Africa: Information Texts and Stories from Africa

National Curriculum Links

Reading:

- use Set 1 sounds to decode green words and read them aloud accurately (RtP)
- Use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)

Reading Comprehension

show understanding of the books they read by talking and answering questions about them (RtP)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Becoming increasingly familiar with and retelling a wider range of stories.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.

Participate in discussions about books, taking turns and listening to what others say

- Being introduced to non-fiction books that are structured in different ways.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Discussion and clarifying the meaning of words, linking new meaning to known vocabulary.

Writing

Spell common exception words

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Use punctuation increasingly accurately (full stops, capital letters).
- Know the different sentence types: statements, questions, exclamations and commands.

Handwriting

- Revise and practice correct letter formation frequently.

Core books

SLS Non-fiction books on Africa and additional online research.

African fiction including: *The Ugly Five* by Julia Donaldson, *Lila and the Secret of Rain* by David Conway and Jude Daly, *Mama Panya's Pancakes: A Village Tale from Kenya* by Mary Chamberlin and Rich Chamberlin, *Handa's Surprise* by Eileen Browne, *Tinga Tinga Tales (based on African folk tales)*, *Akimbo And The Elephants* by Alexander McCall Smith.

Maths

National Curriculum Links

Number: Place Value within 20 (continued from Spring 1- when secure move to place value within 50)

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 20
- count, read and write numbers backwards from any number 0 to 20
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than.

Addition and Subtraction within 20 (continued from Spring 1)

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers.
- Recognise the inverse relationship between addition and subtraction.
- Solve problems using addition and subtraction.
- Solve missing number problems.

Weight and Volume (continued from Spring 1)

- compare, describe and solve practical problems
- measure and begin to record
- use vocabulary- heavy, light, heaviest, lightest, full, empty, almost full, almost empty

Length and Height

- compare, describe, measure various lengths and heights and solve practical problems
- measure and begin to record
- use vocabulary- long, short, longest, shortest, tall, tallest

Place value within 50

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 50
- count, read and write numbers backwards from any number 0 to 50
- sort, count and represent objects up to 50 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than.

Africa

Plum Class- Year 1

Spring 2 2022

Science

Materials and Seasonal Change

National Curriculum Links

Children should be taught to:

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple properties
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Observe changes across the four seasons.
- Observe and describe the weather associated with the seasons and how day length varies.

Learning Outcomes

Children will:

- Use prior learning to complete a Venn diagram to sort different materials by their properties.
- Observe the different materials used in objects around the school and in the school kitchen and give reasons for their uses.
- Based on the story of The Three Little Pigs, compare the suitability of three different materials for building a wall to protect a toy pig from a strong wind.
- Identify different signs of Spring around the school site.
- Describe appropriate clothing for Spring weather, using prior learning to discuss suitability of materials.

Geography- Africa

National Curriculum Links

Children should be taught to

- 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.
- Name and locate the world's seven continents and five oceans.
- Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including city, town, village, factory, farm, house, office port, harbour and shop.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map.

Learning outcomes

Children will

- Revisit prior learning to identify the seven continents and then explore the continent of Africa including its scale (compared to the UK) and identify and describe the location of four countries using the four points of the compass.
- Research the country of Kenya.
- Describe a place they know in Northumberland and compare to Kenya.
- Use geographical vocabulary to describe physical and human features of Alnwick and Kenya.
- Compare Alnwick to the region of south coastal Kenya.
- Compare the weather in Alnwick to the weather in Kenya and coastal Kenya region.
- Compare other geographical features including buildings, transport and daily life.

Art & Design

African Landscapes

National Curriculum Links

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learning Outcomes

Children will:

- Look at a photographs and paintings of African landscapes/sunsets for stimulus
- Discuss the use of warm colours and silhouettes
- Create African landscapes/sunsets using paints and dyes
- Create silhouettes

Other possible art activities:

African masks; camouflage pics; African print patterns

Computing

Digital Research

National Curriculum Links

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Learning Outcomes

Children will:

- Discuss what personal information is.
- Be reminded about the importance of keeping personal information private.
- Learn SID's top tips.
- Complete some of their research online for an information booklet on Kenya based on their work in English and Geography.
- Using their information booklet to record their work digitally.

Music

Charanga- Zoo time

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise music.
- Accompany songs using tuned/untuned instruments.



Physical Education

Gymnastics (Thurs) and Modified Team Games (Tues) with Newcastle United Foundation

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes

- Children will become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

RE

Northumberland Agreed Syllabus

Theme: Easter - Resurrection

Religion: Christianity

Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?

Learning Outcomes

Children will:

- Listen to the Easter story
- Recall what Christians believe happened at Easter
- Understand what Jesus' resurrection means to Christians
- Offer their opinion on the story

PSHE

Jigsaw-Health Me

National Curriculum Links

Pupils should be taught to:

- Explain why foods are good for my body and compare with less healthy choices.
- Explain how they feel about being healthy and making healthy choices.

Philosophy for Children

Geography

- Is it fair that some people have little or no access to fresh water?
- Should big game hunting be allowed when it brings money into a country?

Investigation Possibilities

Science

- How many different ways can materials be sorted?
- Which materials would keep us warmest in the winter and coolest in the Spring/Summer?

Opportunities for Outdoor Learning

Geography:

- Make observations of our local environment to allow comparison with a region in Africa.

Maths:

- Measure length/height of objects in the outdoor environment

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

Mastering Maths

Opportunities for children to develop deep learning:

Geography:

- Using positional and directional language during map work.
- Comparing average temperatures in Africa and the UK.

Computing:

- Timing presentations for digital recording.

Science:

- Measuring and recording how long it takes for water to soak through different materials.