

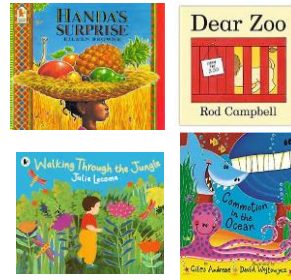
Class Text – Handa's Surprise, Dear Zoo, Commotion in the Ocean

Additional Texts – The Lion Inside, Walking Through the Jungle, The Leopard's Drum

Poetry – We Share the Air by Kevin McCann

Genres for writing – Captions, story recounts, character profiles, speech & thought bubbles, letter writing, poems

Purpose – To describe & to inform



Communication and language

- Use time adverbs for instructions
- Apply oral skills to more genres and for more purposes
- Applying appropriate vocabulary for persuasion
- Using topic specific language and asking topic specific questions
- Identifying description and key vocab from the text and using this within their own speech and writing to describe story settings and characters using range of adjectives
- Using story language and structure to form own narratives similar to model text
 - Orally (and through classroom activities) sequence captions from a story
- Using modelled vocabulary during discussions and provision activities

Written literacy

Orally rehearse and write:

- Most letters are formed correctly, words are separated by finger spaces and words are phonetically plausible ensuring it can be read by an adult.
- Short sentences using a capital letter and full stop that can be read by themselves and others
- Re-read what they have written to check that it makes sense.
- Begin to write some high frequency words from memory
- Joining words using 'and', 'but', 'then' etc.
- Write a simple letter

Handwriting

- Form letters correctly on a line
- Tripod grip

Phonics – The children will be learning the following phonemes and their grapheme
Speed Sounds 1 & Speed Sounds 2. Reading compound words, tricky

Mathematical Development

NUMBER

Adding by counting on and taking away by counting back

- Counting fluently to and from 10
- Counting on and back a given amount
- Applying a first, then, now story structure to adding by counting on
- Creating addition stories to practise flexible counting on
- Exploring the inverse relationship of counting on and counting back
- Creating subtraction stories to practise flexible taking away

Counting to and from 20

- Counting beyond 10
- Counting to 20 using ten frames
- One more and one less (being flexible with numbers 11–20)
- Comparing numbers to 20
- Representing numbers to 20

NUMERICAL PATTERN

Doubling, halving and sharing, and odds and evens

- Understanding the concepts of double, sharing and odd and even
- Recognising a double, finding double facts up to double 5 and applying double facts
- Using sharing to find half and understanding the importance of equal groups for fairness
- Beginning to recognise odd and even numbers
- Spotting doubling, halving and odd and even patterns and using them to predict
- Understanding that some groups of items cannot be shared equally between 2

Personal Social Emotional Development

- Know what a family is
- Know some of the characteristics of healthy and safe friendships
- Know that unkind words can never be taken back and they can hurt
- Know some ways to mend a friendship

Physical Development – Fundamentals and Games

PHYSICAL SKILLS: run, jump, hop, balance, change direction, travel / run, change direction, throw, catch, strike

SOCIAL SKILLS: work safely, support others, share and take turns, co-operation / communication, help others, respect, take turns, co-operation

EMOTIONAL SKILLS: perseverance, honesty, determination, confidence, acceptance / perseverance, honesty, determination, manage emotions

THINKING SKILLS: comprehension, creativity, select and apply, exploration / comprehension, decision making, select and apply, reflect

FINE MOTOR: To hold scissors correctly and cut out large shapes. To write letters using the correct letter formation and control the size of letters (on the line). To paint using thinner paintbrushes.

Expressive Arts & Design

ART –Use our new knowledge to create observational drawings of animals, making sure to include all of the different features that we can see. Explore lightening and darkening of colours. Mix power paints to different consistencies.

DT –Designing nests using different materials to consider what are the best features. Cooking & Nutrition: -To begin to understand some of the tools, techniques and processes involved in food preparation. Children have basic hygiene awareness. Fruit Salad.

MUSIC & DRAMA -CHARANGA – Big Bear Funk

Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs

Playing instruments within the song

Improvisation using voices and instruments

Share and perform the learning that has taken place

Computing

Technology in our Lives - I can give examples of how I might use technology to communicate with people I know (E- Safety). To use the internet with adult supervision to find and retrieve information.

Multimedia - Dictate short, clear sentences into a digital device.

Data Collection - Collect information as photos or sound files.

Understanding the World

Past & Present

Share their experiences of Eid and Easter from the past and present.

Observe what the weather is like in spring - It gets warmer and there is more rain.

The Natural World

- observing and exploring the key features of spring
- investigating cause and effect – different paintbrush sizes, decision making, lightening and darkening of colours, making paints of different consistencies
- applying their understanding of materials to construction
- applying their knowledge of animals and animal features when making observational drawings
- sequencing events
- developing their description vocabulary
- comparing their local area with contrasting environments
- making comparisons between fruits when making fruit salad
- investigating where fruit comes from and the journeys of some fruits
- improving understanding of personal hygiene in particular oral hygiene and food preparation hygiene
- Observing animal habitat and understanding the importance of human impact on the environment

People, Culture & Communities

Use a map or globe to locate Kenya and identify that it is a country within the continent of Africa. Some children may have personal experience of the country so provide an opportunity for them to share experiences.

Share images from the internet and information books to show that Kenya has a varied landscape and does not consist only of villages.

Compare and contrast with Walthamstow and the United Kingdom.

