

## Functional Skills

**Key Text:** *Handa's Surprise, The Magic Paintbrush, The Spider weaver.*

**Supplementary texts:** *The hare and the Tortoise, Handa's Hen, We all went on a journey.*



### Reading:

- Shared reading including sensory stories, Guided reading and 1:1 reading (using ipads, IWB as well as printed books)
- Visits to the school Library.
- Read a variety of, non-fiction, recounts and instructions linked to Africa.
- Reading Ingredients, instructions and recipes during cooking sessions
- Daily phonics (Jolly Phonics), weekly differentiated phonics sessions.
- Poetry and joining in with repetitive phrases/call and response.

### Writing:

- Writing instructions using alternative pencils.
- Writing recounts and retell the journey of Handa (Handa's surprise).
- Poetry – through the use of song and repetitive language.
- Writing/ typing name, sentence building and writing using colourful semantics/alternative pencils.
- Mark making using African tribal patterns.

### Maths:

- Number and place value- numbers songs and rhymes linked to African/Summer theme, Counting animals/buttons on clothes/ingredients.
- Number – Adding groups of animals together. Taking away groups. Adding pieces of fruit together.
- Measure – Which animal is the heaviest/longest/biggest. Measuring fruit using standard and non-standard measurements. Comparing two objects.
- Follow direction of Handa's journey.
- Statistics – surveys of favourite fruits/countries. Creating and interpreting results from graphs.
- Patterns – making African tribal patterns.

## Communication:

- Ongoing Speaking & Listening skills developed through all areas of the curriculum and through SALT programmes
- Song and action rhymes linked to topics.
- Learning new vocabulary and key topic words.
- Responding to routines in class.
- Asking questions about new topic.
- Choice making between objects and areas.
- Play opportunities using outside areas.
- Intensive interaction .
- TAC PAC
- Shared exploration including bucket time

## Understanding of the word:

### Science:

#### Living things

- Identify/experience a range of animals and name them (including amphibians, reptiles, birds and mammals, Carnivores, herbivores, omnivores).
- Identify similarities and differences between animals.
- Know what is living, dead and what has never been alive.
- Know about food chains.
- Group living things in a variety of ways.
- Use classification tables to identify animals/plants.
- Understand that different living things have different life cycles.
- Describe the process of reproduction in some plants and animals.

#### Habitats

- Know that most things have a habitat best suited to them.
- Identify how habitats help animals to survive.
- Know that habitats can change and this can be dangerous for living things.
- Create own habitats for animals.

#### Seasonal Changes:

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

#### R.E (Islam):

- Ramadan/ Eid
- 5 pillars.
- Mosque (Possible trip to visit one)
- Kuran/holy books
- Pilgrimage.
- St Georges Day (23<sup>rd</sup> April)

#### Geography

- Looking at Maps/terrain and comparing two contrasting
- Street view of home
- Naming other UK Cities and places in London. Naming places within them.
- Fieldwork outside – naming features of the local area surrounding the school e.g hills, grass, roads, flats, crossing.
- Following maps of the local area/playground. Creating own maps.



## Passports please: Africa/Summer Summer 18



## Creativity:

### Art/DT:

**Key technique/Artist: Aboriginal Art**

- Making patterns inspired by African aboriginal art.
- Creating/ designing African clothing
- Creating 3D models of African animals.



### Cooking & Nutrition:

- Cooking traditional food from different cultures.
- Understanding the need for a balanced diet.
- Linked to Science with food chains.

## Personal, Social and emotional development:

- About respect for the self and others and the importance of responsible behaviours and actions
- Learn about rights and responsibilities as members of families, other groups and ultimately as citizens
- Different groups and communities in our local area and the wider world.
- To respect equality and to be a productive member of a diverse community
- Learn about the importance of respecting and protecting the environment
- Sex and Relationship education (taught as appropriate for the children's cognitive ability and age).

