

## English

### National Curriculum Links

#### Reading Comprehension

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Linking what is heard and read to own experiences

discussing word meanings, linking new meanings to those already known

Recognising and joining in with predictable phrases

making inferences on the basis of what is being said and done and predicting what might happen on the basis of what has been read so far

Participating in discussions about what is being read.

#### Writing

Forming lower case letters correctly

Saying aloud what is going to be written about

Composing sentences orally

Reading aloud own writing to teacher and peers

Leaving spaces between words

Joining sentences with the word 'and'

Beginning to punctuate with capital letters and full stops

#### Possible Texts:

Non-fiction books on Africa.

African fiction including: Anansi Stories, Handa's Surprise by Eileen Browne, Why the Sun and the Moon Live in the Sky (Twinkl), Can you Hear the Sea? By Judy Cumberbach, Hot Hippo by

Mwenye Hadithi, Lila and the Secret of Rain by

David Conway and Jude Daly, One Day on Our

Blue Planet by Ella Bailey, The Hunter by Paul

Gerahty, Sleep Well Siba and Saba by Nansubuga

Nagad Isdah

## Maths

### National Curriculum Links

#### Place Value to 50

Recognise read, write, order and count with numbers up to 50

Understand how number to 50 are made with 10s and 1s

Represent numbers to 50 in a variety of ways

Identify one more and one less than a given number up to 50

Compare numbers within 50

Count in 2s, 5s and 10s

#### Measurement: Length and Height

Compare lengths and heights

Use non-standard units to measure length and height

Begin to use standard units to measure length and height

#### Measurement: Weight and Volume

Measure and compare mass

Measure and compare volume



Africa  
Year 1  
Spring 2 2020



## Science

### Materials

#### National Curriculum Links

#### Materials

distinguish between an object and the material from which it is made

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

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 physical properties.

#### Seasonal Changes

Observe changes as winter ends and spring begins

#### Working Scientifically:

Ask simple questions and recognising that they can be answered in different ways

Perform simple tests

Identify and classify

Gather and record information

#### Learning Outcomes

#### Children will be able to:

Use vocabulary to describe the simple properties of materials, such as hard/soft,

stretchy/stiff, rough/smooth, shiny/dull, bendy/not bendy, waterproof/not waterproof

Begin to generate and explain criteria they have identified to sort items according to their materials and properties

Begin to identify and perform simple tests to explore the properties of materials and to find answers to questions

Communicate the results of simple tests

Identify and communicate signs of spring

Identify patterns and changes in weather and temperature and make comparisons

## Geography

### Africa

#### National Curriculum Links

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 (**Uganda**)

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical terms to refer to:

o Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather.

o Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as Uganda in Africa.

#### Learning Outcomes

Children will:

Use atlases and maps to find the United Kingdom, Alnwick, Uganda and Africa

Begin to name continents of the world

Use the compass points.

Look at photos/Google Earth images and consider how the landscape in Africa compares to the landscape in Alnwick.

Research the weather in Uganda and compare to the weather in England.

Look at pictures of traditional houses/schools/clothes and consider how they compare to ours.



## **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 photographs and paintings of African landscapes/sunsets/people/animals for stimulus
- Discuss the use of warm colours and silhouettes
- Create African landscapes/sunsets using paints and dyes
- Create silhouettes to show the flora and fauna of Africa

*Other possible art activities:*

*African masks; camouflage pics; African print patterns*

## **Physical Education**

### **Gymnastics**

#### **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.

#### **Gymnastics**

Children will:

- Learn and begin to use basic jumps (tuck, star and straight)
- Learn and begin to use basic balances (L, T, arabesque)
- Learn and begin to use basic rolls
- Begin to link movements and balances to develop and perform movement sequences
- Begin to self and peer evaluate performance and look for ways to improve their sequences

## **Computing**

### **African Safari Green Screen**

#### **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:

- Begin to understand and discuss what personal information is.
- Be reminded about the importance of keeping personal information private.
- Learn SID's top tips.
- Work collectively to write and perform a safari script/poem based on their work in Geography.
- With support, perform and record their script in front of the green screen.
- Work with an adult to superimpose their videos on an African background.

## **Music**

#### **National Curriculum Links**

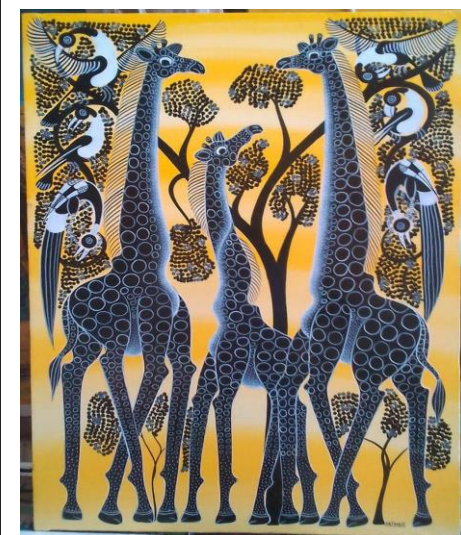
Pupils should be taught to:

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

#### **Learning Outcomes**

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise music.
- Accompany songs using tuned/untuned instruments.
- Know what improvising involves and create own improvisations



## **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

### **Relationships**

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships.
- How to recognise and manage emotions.
- How to recognise risky relationships.
- How to respond to risky relationships and how to ask for help.
- How to respect equality and diversity in relationships.

#### **Learning Outcomes**

Children will:

- Learn about the special people in their lives who look after them.
- Describe what constitutes a good friend and how they communicate their feelings to their friends.
- Work out strategies to help them work cooperatively and to help them respond to others when they are in uncomfortable situations.
- Recognise how their behaviour affects others and describe how to show they care for others.

## Mastering English

### Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Having opportunities to brave write within continuous provision and to write simple sentences as part of topic related work
- Using speaking and language skills to question, discuss and explain their thinking.
- Applying phonic knowledge and known sentence punctuation in writing across the curriculum.

### For example:

- *Writing and performing their safari scripts/poems in front of the green screen (Computing).*
- *Litfest – write about an important famous person and film (Computing)*
- *Describing different climate, landscape and landmarks (Geography).*
- *Writing about the festival of Easter (RE).*

## Mastering Maths

### Opportunities for children to develop deep learning:

#### Geography:

- Using positional and directional language during map work.
- Comparing temperatures in Uganda and Alnwick

#### Computing:

- Timing presentations for green screen productions.

#### Science:

- Measuring growth on spring flowers

## Investigation Possibilities

### Science

- How are the daffodil plants changing over time?
- How are buds on plants changing over time (weekly bud patrol)
- What material should be use to make Handa new clothes?
- What material should we use to make a coat for a cold day?

## Philosophy for Children

### Geography

- Is it fair that some people have little or no access to fresh water?
- Should big game hunting be allowed

### P.S.H.E.

- Should we always let people hug and kiss us even if we don't like it?
- What should we do if we don't agree with our friends?

## Opportunities for Outdoor Learning

### Geography:

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

### Maths:

- Measure length/height of objects in the outdoor environment

### Science:

- Investigating signs of spring in the school environment and beyond

### Art:

- Creating African inspired landscapes with natural materials outdoors