

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p><b>Genres covered:</b>            Setting and description - simple            Narrative            Poetry            Non-chronological report            Recount - trip to zoo            Play Scripts.</p> <p><b>Key text/stories:</b>            Handa's Surprise            Meerkat Mail            Anna Hibiscus</p> <p><i>Handa's Surprise</i> - narrative - retelling - focus on expanded noun phrases and simple sentence writing. Use of 'and, as a conjunction  <i>Meerkat Mail</i> - diary and non chronological report  <i>Anna Hibiscus</i> - character description            narrative -  <i>African Performance Poetry</i></p>	<p><b>Spag:</b>  <b>Phonics:</b>            Revision of all phonics            Read Write Inc  <b>Punctuation:</b>            Capital letters and full stops            Question marks            Exclamation mark (expression)  <b>Grammar:</b>            Expanded noun phrases - what is a noun, what is an adjective?            Simple past tense            Suffixes (-er, -est + recap on -ing and -ed)            Synonyms            Green screen</p> <p><b>Reading:</b>            Follow Oxford reading scheme for home reading.            Fluency and expression            Literal.            Inference            Identification of Fiction and Non-Fiction (features)            Characters and emotions            Ability to discuss events- chronology and sequencing.            Develop written responses to comprehension questions.</p> <p>Poetry - expression, rhyme and innovation.</p>	<p>Listen and respond appropriately to adults and their peers.            Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)            Understand that people might have different opinions.            Use relevant strategies to build vocabulary:            Sometimes use words already known to help understand new words.            Start using specific vocabulary for the topic.            Participate in discussions, presentations, performances, role play, improvisations and debates:            Pretend to be someone else in a role play after someone explains a character to them.            Begin to describe feelings of character in role.            Begin to speak confidently in a group of familiar peers to get-message across.</p>	<p>Ongoing work in books to reveal understanding and progress.            Use of assessment grids in books.            reading plus and Lexia children - see online for assessment.            Termly assessments.</p>

Maths	<p>Numbers to 100</p> <p>Addition &amp; Subtraction</p> <p>Money</p> <p>Multiplication &amp; Division</p>	<p>IZAK 9</p> <p>Place value</p> <p>2,5,10 times tables</p> <p>Count in 3s</p> <p>fact families</p> <p>TT Rockstars</p> <p>Hit the Button</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Sometimes gives more than one reason why something might be true.</p> <p>Can remember some of the main points that others have said in a class discussion.</p> <p>Begin to tell when to speak loudly or quietly most of the time during group work.</p>	<p>Termly end of unit assessments.</p>
Science	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Animals including humans: Living things and their habitats, off-spring, food chains and basic needs of survival, inc. exercise and healthy eating. Describe how animals obtain food from plants and other animals, using an idea of simple food chains</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Make a video of animal facts</p> <p>Visit to Northumberland Zoo</p> <p>Forest school</p> <p>Animal fact files</p> <p>Creative writing linked with literacy based texts:</p> <p>Meerkat Mail</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Sometimes gives more than one reason why something might be true.</p> <p>Understand that people might have different opinions.</p>	<p>Retrieval practice and ongoing work in books to reveal understanding and progress</p> <p>Use of assessment sheets in science books</p>

	<p>Note animals have offspring which grow into adults.</p> <p>Basic needs of survival inc. water, food and air.</p> <p>describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p>			
STEM	<p>Measure, cut, sticking techniques</p> <p>VEX 123 robots</p>	<p>Make own versions of African jewellery and shields using appropriate patterns and colours.</p>	<p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Sometimes gives more than one reason why something might be true.</p> <p>Understand that people might have different opinions</p>	
History	<p><b>Continuity and change</b></p> <p><b>Enquiry into the lives of significant individuals.</b></p> <p>Nelson Mandela</p> <p>African chants &amp; dancing</p> <p>Design and make African style shields and necklaces that Nelson Mandela's tribe may have worn</p>	<p>Analyse Nelson Mandela's quotes and share opinions.</p> <p>Measuring - time lines</p> <p>Symmetry - African shields and necklaces.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Understand that people might have different opinions</p>	<p>Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work</p>

Geography	<p>Kapow - Would you like to live in a hot or cold place?</p> <p>Map skills - locating continents &amp; countries.</p> <p>Use an atlas to locate Africa on a map and research its countries- the weather, climate in relation to the Equator.</p> <p>Use an atlas to identify and create African flags.</p> <p>Identify similarities and differences -lifestyles &amp; culture, including empathy in relation to life in the UK.</p> <p>Make tribal shields, masks &amp; jewellery.</p> <p>Visit to Kirkley Zoo</p>	<p>Distance</p> <p>Scale on a map</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Understand that people might have different opinions</p>	<p>Ongoing formative assessment - use of progression of skills and knowledge</p> <p>Use of assessment spreadsheet for year group.</p>
Art	<p>Study African artists e.g. Stephen Njenga</p> <p>Kapow-Craft and design: Map it out</p>	<p>2D shapes used to create images of objects in the environment.</p>	<p>Understand that people might have different opinions</p> <p>Discuss artists' work and explain what they might do and use in their own work.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p>	<p>Compare and contrast similarities and difference between form, colour and with individual responses in the subject, give open-ended feedback and use effective questioning techniques which cover</p> <p>Making skills.</p> <p>Formal elements.</p> <p>Generating ideas.</p>

				Knowledge of artists. Evaluating Use of assessment spreadsheet for year group.
Music	<p>Call and response Kapow unit Listen to African music: Folk Songs Tempo (Theme: Snail and mouse) Kapow Unit</p> <p>Create and experiment with sound - African drumming</p> <p>Singing with Laura Parkin</p>	<p>Repeated patterns scales vocabulary of musical terms - use the appropriate terminology</p>	<p>Listen and respond to the music. Join in with chants and music for a collective production. Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p>	<p>Peer assessment (reflect and improve performance) Use of assessment spreadsheet for year group.</p>
D/T	<p>Research and design techniques of African masks, shields and jewellery. Craft &amp; Design-Structures: Baby Bear's chair</p>	<p>Reading instructions Measuring Symmetry Measuring Predict, plan, test</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Give feedback and opinions and with support, give some reasons using 'because' to add ideas.</p>	<p>Self-assessment (comparison to plan and reflection of how to improve process)Use of assessment spreadsheet for year group.</p>
RE	<p>Judaism - Why is Moses special to Jewish people? How and why do Jewish people celebrate Hanukkah? Why does Christmas matter to Christians? 1.3 (UC)</p>	<p>Retell the The Story of Moses.</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)Can begin to ask relevant questions to build knowledge and understanding.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p>

			Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.	
PSHCE Me, You and the World	Operation encompass unit Well-being unit Families Unit Rules and choices unit Consent unit Kidsafe FP2		Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Participate in discussions, presentations, performances, role play, improvisations and debates:	Responses and participation in class discussions and events.
Computing	Computing systems and networks - IT around us  Creating media - Digital photography		Use relevant strategies to build vocabulary; Sometimes use words already known to help understand new words Start to use specific vocabulary for the topic	Retrieval activities and ongoing work to show progress and development of skills.  Termly assessment.
Global Eco links	<b>Awareness raising-</b> compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life. <b>Significant individual who has contributed globally:</b> Nelson Mandela & Rosa Parks -fought for change.	Whole Class debate	Recount experiences with significant details and feelings. Speak about what happened in the past mostly correctly. Start to use specific vocabulary for the topic.	Responses and participation in class discussions and events.

	<p><b>continuity &amp; change</b> Respecting similarities and differences <b>Significant event beyond living memory.</b> Respecting similarities and difference</p> <p>The British Empire</p> <p>Social change - apartheid</p> <p>Countries, continents and oceans that the Equator pass through</p> <p>African musical instruments.</p>			
Career Links	<p>Working with animals - discuss job with staff at Kirkley Hall Zoo</p> <p>Awareness raising of endangered animals - compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life.</p>	Interview with zoo keepers	<p>Begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers.</p> <p>Listen and respond appropriately to adults.</p>	<p>Responses and participation in class discussions and events.</p>