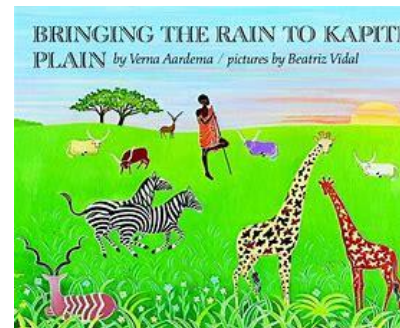
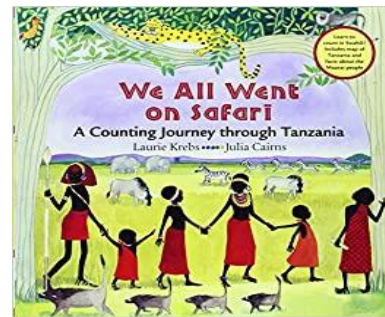
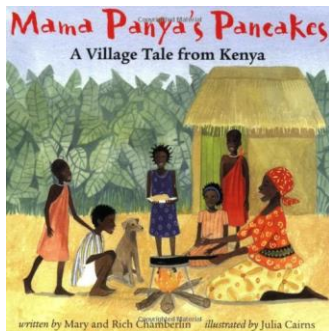


YEAR 1 / SPRING 2

WHAT IS LIFE IN AFRICA LIKE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to encourage the children to explain what they are learning and consider what they need to do next to improve. ✓ Encourage the children to independently access their learning opportunities. ✓ Ensure the children work as independently as possible until tasks are completed to the best of their ability. ✓ Encourage the children to recognise mistakes as learning opportunities.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Provide learning opportunities for the children to take appropriate risks. ✓ Encourage the children to work towards goals. ✓ Encourage the children to show responsibility and some initiative. ✓ Support children to manage their emotions and encourage them to develop effective relationships.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop our understanding of the 5Rs with a particular focus on 'Responsibility' in the Spring 2. ✓ Celebrate successes and learn from our mistakes. ✓ Work towards achieving Learning to Learn Awards. ✓ Encourage the children to ask questions to extend their thinking.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Encourage the children to work cooperatively, working with each other's strengths, so that tasks are completed well. ✓ Ensure that in assemblies, children appreciate, respect and celebrate difference. ✓ Through discussion, ensure that children can see how their behaviour may have affected others. ✓ Discuss the importance of taking responsibility for our actions.



ENGLISH	READING	<ul style="list-style-type: none"> ✓ Respond speedily with the correct sound to graphemes. ✓ Read accurately by blending sounds in unfamiliar words. ✓ Read common exception words, noting unusual correspondences between spelling and sound. ✓ Re-read books to build up their fluency and confidence in word reading. ✓ Link what they read or hear read to their own experiences. ✓ Make inferences on the basis of what is being said and done.
	WRITING	<ul style="list-style-type: none"> ✓ Continue to say out loud what they are going to write. ✓ Sequence sentences to form short narratives. ✓ Re read what they have written to check it makes sense. ✓ Read aloud their writing clearly to be heard by others. ✓ Join words and joining clauses using 'and' and 'because'. ✓ Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. ✓ Form lower case letters accurately. ✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
	SPELLING / PHONICS	<ul style="list-style-type: none"> ✓ Spell common exception words.. ✓ Use letter names to distinguish between alternative spellings of the same sound. ✓ Use -ing, -ed, -er and -est where no change is needed in the spelling of the root word. ✓ Use the prefix un-. ✓ Apply phonic knowledge and spelling rules covered, to their written work.
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> ✓ Articulate and justify answers, arguments and opinions. ✓ Listen and respond appropriately to adults and their peers ✓ Use relevant strategies to build on their vocabulary. ✓ Listen carefully and take turns in group discussions.

MATHS	<p>Addition and subtraction word problems</p> <ul style="list-style-type: none"> ✓ Work out what to do and which calculation to use. <p>Measuring</p> <ul style="list-style-type: none"> ✓ Compare height and length. ✓ Measure length using non standard units. ✓ Measure height and length using hands and feet. ✓ Measure height and length using a ruler. <p>Numbers to 40</p> <ul style="list-style-type: none"> ✓ Count to 40. ✓ Count in 10's and 1's. ✓ Compare numbers. ✓ How much more? ✓ Number patterns.
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SCIENCE	<p>Work Scientifically</p> <ul style="list-style-type: none"> ✓ Ask simple questions ✓ Use observations and ideas to suggest answers to questions making tables and charts about the weather. <p>Changing seasons</p> <ul style="list-style-type: none"> ✓ Observe and describe weather associated with the seasons and how day length varies. ✓ Observe changes across the four seasons ✓ How do different seasons affect me? ✓ What do different types of weather look or feel like?
HISTORY	

COMPUTING	<p>Animated Story Books</p> <ul style="list-style-type: none"> ✓ Use the different drawing tools to create a picture on the page. ✓ Add text, animation and sound to a page. ✓ Add a voice recording and create music for a page.
GEOGRAPHY	<p>Place Knowledge – Africa/Kenya</p> <ul style="list-style-type: none"> ✓ Understand geographical similarities and differences through studying the human and physical geography of England and Kenya. ✓ Use aerial photographs to compare Alderley Edge and Nairobi. What is the same? What is different? ✓ Use an atlas to find Kenya and the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ✓ Label maps to show where biomes can be located. ✓ Describe what the vegetation is like in each biome. ✓ Complete a table to show what the biomes are in different parts of the world (e.g. Sahara desert in Africa and Artic Circle) ✓ Describe the relationship between biomes and climate zones. ✓ Research the annual temperature and rainfall in different biomes and show it in a graph ✓ Know some of the animals and plants that will live in the biome ✓ That the polar region only has 2 seasons – winter and summer



MFL	NOT COVERED IN KS1	PHYSICAL EDUCATION	<p>Dance- Indoor P.E.</p> <ul style="list-style-type: none"> ✓ Learn how to perform and copy a short motif reflecting African culture ✓ Respond to music exploring mood ✓ Respond to different beats/rhythms in music ✓ Create and perform short phrases using basic dance actions <p>Ball skills – outdoor PE</p> <ul style="list-style-type: none"> ✓ Bounce passes ✓ Over arm and under arm passes ✓ Controlling the ball with our feet and hands ✓ Using a stick or racket to hit a ball
DESIGN TECHNOLOGY	<p>Design</p> <ul style="list-style-type: none"> ✓ Design something for a purpose and user ✓ Generate own designs and communicate ✓ Use ideas found in own design <p>Make</p> <ul style="list-style-type: none"> ✓ Cut, peel, chop, slice and grate ✓ Measure using cups. Mix and stir ✓ Work safely and hygienically <p>Evaluate</p> <ul style="list-style-type: none"> ✓ Explain if they like or do not like their finished product and why ✓ Consider appearance, taste and aroma ✓ Suggest how they can improve their products <p>Technical knowledge</p> <ul style="list-style-type: none"> ✓ Understand where food comes from ✓ Food products should be combined according to sensory products ✓ Know the bridge grip and claw grip ✓ Know the 2 main parts of the eat well plate - fruit/vegetable and carbohydrates ✓ Know that a healthy diet contains some of each of the eat well plate 		ART AND DESIGN
	MUSIC	<ul style="list-style-type: none"> ✓ Learn to recognise when it is appropriate to take a breath when singing a song. ✓ Through movement show how a piece of music can be broken up into sections (different phrases). ✓ Identify, through movement, when phrases begin and end. 	
PSHE	<ul style="list-style-type: none"> ✓ My Happy Mind- Relate ✓ No Outsiders- To understand that our bodies work in different ways. 	ENRICHMENT	<ul style="list-style-type: none"> ✓ World Book Day 3.3.23 ✓ Red Nose Day 17.3.23 ✓ No Outsiders ✓ Science Week 6.3.23 ✓ DT Week 20.3.23 ✓ Book Fair 13.3.23 ✓ World Poetry day 21.3.23