

Topic: Around the world/Grace & Family

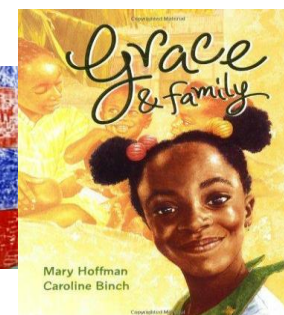
Starting point (Hook): A visit from Miss Hinxman - sharing videos/photos/objects.


Outcome: Gambian party (with Year R) /Parents in to watch our dance (I Just Can't Wait to be King).


Role Play Area: Fruit/Vegetable Market Stall

Visitors: Miss Hinxman (talking about her trip to Africa last year) & Amanda Reed (talking about life as a child growing up in Africa)


Topic display: The Gambia & The UK comparison; African animals/ food **English display:** African art work




			Creative curriculum/Learning journey			
Week	Special events	English Focus text Grace and Family By Mary Hoffman	Science learning Theme/area - *Animals including humans/ living things and their habitats. *Key Question: What do animals need to survive? *Working scientifically with fruit and vegetables!	Geography learning Theme/area - *Comparing Europe to Africa. *Comparing England to The Gambia.	Art & DT learning Theme/area - *Art around the world. *Food around the world. *Healthy dishes.	Computing learning Theme/area - *Creating African art work for a display. *Learning to use Word.
1 w/c: 25 th Feb	Visitor - Miss Hinxman (talking about her time in Africa - sharing pictures, clothing).	Grace and Family By Mary Hoffman Getting to know the text. <i>Learning wish: Can I write a sentence using capital letters, finger spaces and full stops?</i>	Comparing our life with those in Africa. Focusing on school life and Miss Hinxman's experience in an African School. <i>Learning Wish: Can I talk about what life is like for an African school child?</i> <i>Learning Wish: Can I talk about how our school life in England is different to children in Africa?</i> Working scientifically - Orange buoyancy experiment. 		'Stepping inside a rainbow' Looking at colour, African clothes. Design a print for class collage.	Explore colour and pattern on computer (2 simple).
2 w/c: 4 th March		Grace and Family By Mary Hoffman <i>Learning wish: Can I write</i>	<i>Learning Wish: Can I identify African animals by looking at their patterns?</i>	Introduce topic of Africa. What do the children already know about Africa? What do they want to know?	Make their print block (thick string, cardboard piece, paint,	Copy their print design onto computer. (2 simple).

		<p>a sentence using capital letters, finger spaces and full stops?</p>	<p>Learning Wish: Can I talk about why animals have patterns?</p> <p>Working scientifically - Creating 'fruit volcanoes' (see link at the end of his plan).</p> 	<p>Can the children identify it on the map? Explain to the children that it is a CONTINENT and not a country. That means it is made up of lots of different countries.</p> <p>Learning wish: Can I find Africa on a map or a globe?</p> <p>Learning wish: Can I name some countries in Africa?</p> <p>Learning wish: Can I find Europe on a map or a globe?</p> <p>Learning wish: Can I name some countries in Europe?</p>	<p>fabric).</p>	
<p>3 w/c: 11th March</p>		<p>Grace and Family By Mary Hoffman</p> <p>Learning wish: Can I write a sentence using capital letters, finger spaces and full stops?</p>	<p>Learning Wish: Can I talk about what humans and animals need to live? (Water, food, air).</p> <p>Learning Wish: Can I talk about animals which live in The Gambia and England?</p> <p>Then looking at <u>wider comparisons</u> thinking about different areas of both Europe (Finland, Norway - cold, Spain, Greece - hot). Talk about weather linking to the animals that live there/their adaptations. Look at animals that live in the different parts of Africa too (rainforest/desert areas).</p>	<p>Children explore various parts of a map of Africa showing desert areas and rainforest areas. Discuss the climate of Africa. Explain the term 'equator' and explain that countries near the equator are hotter. This doesn't mean that it doesn't rain (like tropical rainforests). Tropical rainforests have frequent rainfall.</p> <p>Talk about how we are closer to Africa in the South of England. We are a warmer part of England. We are closer to the equator. Scotland is a colder</p>	<p>DT - looking at food from Africa. Tasting (fruit, veg, rice). Evaluating.</p>	<p>Show the children how to use Word. Typing a caption for a picture - link to Grace text.</p>

			<p>Learning Wish: <i>Can I talk about animals which live in different parts of Africa?</i></p> <p>Learning Wish: <i>Can I talk about animals which live in different parts of Europe?</i></p> <p>Working scientifically - Grace has a problem!  Apple experiment: can we stop apples going brown? (see link at the end of this plan).</p> <p>Working scientifically  -Dancing rice (see link at the end of this plan).</p>	<p>part/further away from the equator etc.</p> <p>Learning wish: <i>Can I talk about the different areas in Africa?</i></p> <p>Learning wish: <i>Can I point to parts of Africa which are nearer the equator?</i></p> <p>Learning wish: <i>Can I point to talk about what the weather is like nearer the equator?</i></p> <p>Learning wish: <i>Can I talk about the weather in The Gambia?</i></p> <p>(Compare to our weather).</p>		
4 w/c: 18 th March	Visitor - Amanda Reed (talking about what life was like growing up in Africa).	<p>Grace and Family By Mary Hoffman</p> <p>Learning wish: <i>Can I write a sentence using capital letters, finger spaces and full stops?</i></p>	<p>Children find out about how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Learning wish: <i>Can I talk about what animals eat? (Focusing on English animals this week).</i></p> <p>Working scientifically -Colourful celery experiment (see link at the end of this plan).</p>	<p>Comparing our lifestyle with people from The Gambia - clothes, access to food, transport, weather, plants, schools, trees. Look at photos. Sorting pictures (England and The Gambia).</p> <p>Learning wish: <i>Can I talk about what life is like in The Gambia?</i></p> <p>Learning wish: <i>Can I talk</i></p>	Making food for a Gambian party. Invite Reception.	Recapping what we know about using Word. Children writing invitations for the party.

				about how life in The Gambia is different to life in England?		
5 w/c: 25 th March		Mothering Sunday Poem Learning wish: Can I write a poem?	Learning wish: Can I talk about what African animals eat? (Food chain). Working scientifically - Salty potato experiment (see link at the end of this plan). 	Learning wish: Can I name some foods that are grown in England? Learning wish: Can I name some food that are grown in The Gambia? Wider comparison... Learning wish: Can I name some foods that are grown in other parts of Europe? Learning wish: Can I name some foods that are grown in other parts of Africa? (Discussing why this is and how we get the food from Africa).	Mothering Sunday cards! Baking healthy fruity cakes for Mothering Sunday presents.	Consolidating what we know about using Word. Children write up their Mothering Sunday poems on Word.
w/c: 1st April	Easter/ RE week	RE - Easter story Learning wish: Can I retell the Easter story? Learning wish: Can I write a sentence using capital letters, finger spaces and full stops?	Animals and their babies - link to new life (Easter). Learning wish: Can I name animals and their young? Learning wish: Can I talk about how animals look after their young?	Children go on an Easter egg hunt in our playground. The eggs will be hidden in/near trees. Can the children identify the tree names where they found their eggs? Learning wish: Can I name and talk about different trees?	'Moving' Easter cards Children use a variety of resources (split pins, card) and explore how they can create a moving Easter card.	Children revisit 2 Simple and use what they know about creating patterns to create Easter egg designs.

			<p>Working scientifically - What happens to these marshmallows (Easter themed) when we put them inside different liquids? (see link at the end of this plan).</p> 	<p>Children will learn to use simple compass directions during our Easter egg hunts (North, East, South, West).</p> <p>Learning wish: <i>Can I use North, East, South and West to give clues?</i></p> <p>The children will observe what is happening to the trees in our playground. What is happening? Let's look back in our learning journeys at what the trees looked like in the Autumn and Winter time. Why are the trees changing? Talk about the seasons with the children.</p> <p>Learning wish: <i>Can I talk about what is happening to the trees now that it is the Spring time? (Link to RE - new life).</i></p>	
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'Fruit Volcanoes' - <https://littlebinsforlittlehands.com/erupting-lemon-volcano-chemistry/>


Colourful celery and salty potato experiments - <https://www.healthykids.nsw.gov.au/kids-teens/kids-activities/healthy-kids-activities.aspx>

Apple experiment - <https://www.pre-kpages.com/apple-science-experiment/>

Dancing rice experiment - <https://www.greenkidcrafts.com/dancing-rice-experiment/>

Easter marshmallow experiment - <https://www.giftofcuriosity.com/easter-peeps-science-experiment/>

Google Earth - <https://www.google.com/earth/>

Week	Maths White Rose. Key areas to cover	Music Theme/area - Charanga.	P.E Mrs Milner African Dance	P.E Premier sports Mr Adams and Mrs Milner Net & wall games	PSHE/Thrive 	R.E Theme/area - Belonging, Easter.
1	Number: Place Value within 50 (Multiples of 2, 5 and 10 to be included) <u>Small steps:</u> <i>*Numbers to 50.</i> <i>*Tens and ones.</i> <i>*Represent numbers to 50.</i>	Each Unit of Work is based on a range of styles and genres and musically draws together listening/appraising, composing/improvising and performing skills.	African Waterhole (Time to Move). See link at the end of this plan.	Hitting & receiving Controlling a ball	<u>Dreams and Goals</u> Weekly celebration: Stay motivated when doing something challenging. <i>Learning wish: Can I set goals?</i> <i>Learning wish: Can I talk about my successes?</i>	Belonging to a Family Explore the idea of belonging. Encourage the children to talk about their families. The children will all make a 'paper doll chain' to show who is in their family. <i>Learning wish: Can I talk about who is in my family?</i> <i>Key vocabulary - belonging, family, special, Mum, Dad, sister, brother.</i> (also talk about 'extended family' like grandparents, aunties, uncles, cousins)
2	Number: Place Value within 50 (Multiples of 2, 5 and 10 to be included) <u>Small steps:</u> <i>*One more one less.</i> <i>*Compare objects</i>		Explore African dance movements. Children create their own African dances in groups. Children perform to each other.	Hitting & receiving Sending a ball to a target	<u>Dreams and Goals</u> Weekly celebration: Keep trying even when it's difficult. <i>Learning wish: Can I set a goal and talk about how I could achieve it?</i> <i>Learning wish: Can I talk about how I learn best?</i>	Special Times with My Family Children talk about special things they like doing with their family, where they like to go, special times and events shared together. <i>Learning wish: Can I talk about special times that I have with my family?</i> <i>Key vocabulary - belonging, family, special., celebrations, anniversaries, birthdays, weddings, holidays.</i>

	<p>within 50.</p> <p>*Compare numbers within 50.</p>					
3	<p>Number: Place Value within 50 (Multiples of 2, 5 and 10 to be included)</p> <p><u>Small steps:</u></p> <p>*Order numbers within 50.</p> <p>*Count is 2s.</p> <p>*Count in 5s.</p>		<p>Children learn an African Dance (I Just Can't Wait to be King).</p>	<p>Hitting & receiving</p> <p>Controlling a ball with a bat</p>	<p><u>Dreams and Goals</u></p> <p>Weekly celebration: Work well with a partner or in a group.</p> <p><i>Learning wish: Can I talk about ways that I can work well with a partner?</i></p> <p><i>Learning wish: Can I talk about successes I have had by working with a partner?</i></p>	<p>Belonging to a Jewish faith/Jewish Family Traditions</p> <p>The children will learn about some people belong to a Jewish faith. The children will meet Jessie (puppet) who is a Jewish little girl. Jessie will tell the children about her family life and will tell the children about Shabbat/Sabbath (a special meal shared on Friday evening leading into a day of prayer/taking part in restful activities together).</p> <p><i>Learning wish: Can I talk about how Shabbat is celebrated?</i></p> <p><i>Learning wish: Can I talk about why the candlesticks, Challah bread and Kiddush cup is special?</i></p> <p><i>Learning wish: Can I talk about special meals I share with my family?</i></p> <p>Key vocabulary - belonging, family, Jew, Jewish, Shabbat, Challah loaves, Kiddush cup, blessing, thanks.</p>

4	<p>Measurement: Length and Height</p> <p><u>Small steps:</u></p> <p>*Compare lengths and heights.</p> <p>*Measure length.</p>		<p>Continuing an African Dance (I Just Can't Wait to be King).</p>	<p>Hitting & receiving</p> <p>Sending a ball with a bat</p>	<p><u>Dreams and Goals</u> Weekly celebration: Have a positive attitude.</p> <p><i>Learning wish: Can I take on a new challenge?</i></p> <p><i>Learning wish: Can I talk about how I feel when I take on a new challenge?</i></p> <p><i>Learning wish: Can I talk about how taking on new challenges help me?</i></p>	<p>Belonging to a School/ Belonging to Year 1</p> <p>Discuss how we are a part of our school - we are part of Chantry. We also belong to Year 1. We are all members of Year 1. Explore being members and what makes us belong. We learn together, play together, look after each other, etc.</p> <p><i>Learning wish: Can I talk about some of the things that we do together as members of Year 1?</i></p> <p><i>Learning wish: Can I talk about how I can look after other members in my class?</i> Key vocabulary - class, belong, member.</p>
5	<p>Measurement: Weight and Mass</p> <p><u>Small steps:</u></p> <p>*Introduce weight and mass.</p> <p>*Measure mass.</p> <p>*Compare mass.</p>		<p>Children learn an African Dance (I Just Can't Wait to be King).</p>	<p>Hitting & receiving</p> <p>Sending a ball with a bat on a target</p>	<p><u>Dreams and Goals</u> Weekly celebration: Help others to achieve their goals.</p> <p><i>Learning wish: Can I talk about obstacles I come across when I do a new challenge?</i></p> <p><i>Learning wish: Can I talk about how I can overcome obstacles?</i></p> <p><i>Learning wish: Can</i></p>	<p>Belonging to a Christian faith/Christian Family Traditions</p> <p>The children will learn about some people belong to a Christian faith. The children will meet Daniel (puppet) who is a Christian little boy. Daniel will tell the children about who he lives with, his Mum and Dad's occupation, favourite family events, etc. Daniel will talk about going to church on Sunday with his family. Discuss Daniel being a member of his family, a member of his class at school and a member of his church too.</p> <p><i>Learning wish: Can I talk about why Daniel goes to Church and what he does there?</i></p> <p><u>Possible church trip in the community</u> We will explore what the inside of a church looks</p>

					<p><i>I talk about how I feel when I see obstacles?</i></p> <p><i>Learning wish: Can I talk about how I feel when I get past an obstacle?</i></p>	<p>like and how beautiful it is. The children will make stained glass window (Art link).</p> <p><i>Learning wish: Can I talk about what I can see in a church?</i></p> <p>Key vocabulary – belonging, family, member, Christian, church.</p>
6	<p>Measurement: Weight and Mass</p> <p><u>Small steps:</u></p> <p><i>*Introduce capacity.</i></p> <p><i>*Measure capacity.</i></p> <p><i>*Compare capacity.</i></p>		<p>Perform our dance to parents.</p>	<p>Hitting & receiving</p> <p>Sending a ball with a bat on a target</p>	<p><u>Dreams and Goals</u></p> <p>Weekly celebration:</p> <p>Working hard to achieve our own dreams and goals.</p> <p><i>Learning wish: Can I talk about how I feel when I succeed in a new challenge?</i></p> <p><i>Learning wish: Can I think of ways to celebrate my challenge successes?</i></p>	<p><u>RE Focus Week</u></p> <p>What Else Am I a Member Of?</p> <p>We will think back over our previous weeks – member of our family, school, class.</p> <p><i>Learning wish: Can I talk about all of the things that I am a member of?</i></p> <p>The children will think about clubs they belong to, living in Bexhill town, being part of the same community, etc.</p> <p>Key vocabulary – belonging, member, community, team.</p> <p><u>Easter Story</u></p> <p>Daniel (puppet) will tell us why Easter is special to him and special to other Christians too. Ask the children what they know about Easter eggs. Daniel will share the Easter story and talk about new life.</p> <p>The children will learn about different Easter symbols and learn about why they are special (eggs, the cross, etc).</p> <p><i>Learning wish: Can I retell the Easter story?</i></p>

						<p><i>Learning wish: Can I name some Easter symbols and talk about what they mean?</i></p> <p><i>Learning wish: Can I talk about the new life that we see in the Spring time?</i></p> <p><i>Key vocabulary - Christian, belief, Easter, Jesus, Palm Sunday, Palm cross, resurrection, new life, symbol, celebrate, spring.</i></p>
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African Waterhole - <https://www.bbc.co.uk/sounds/play/b03q6ttc>