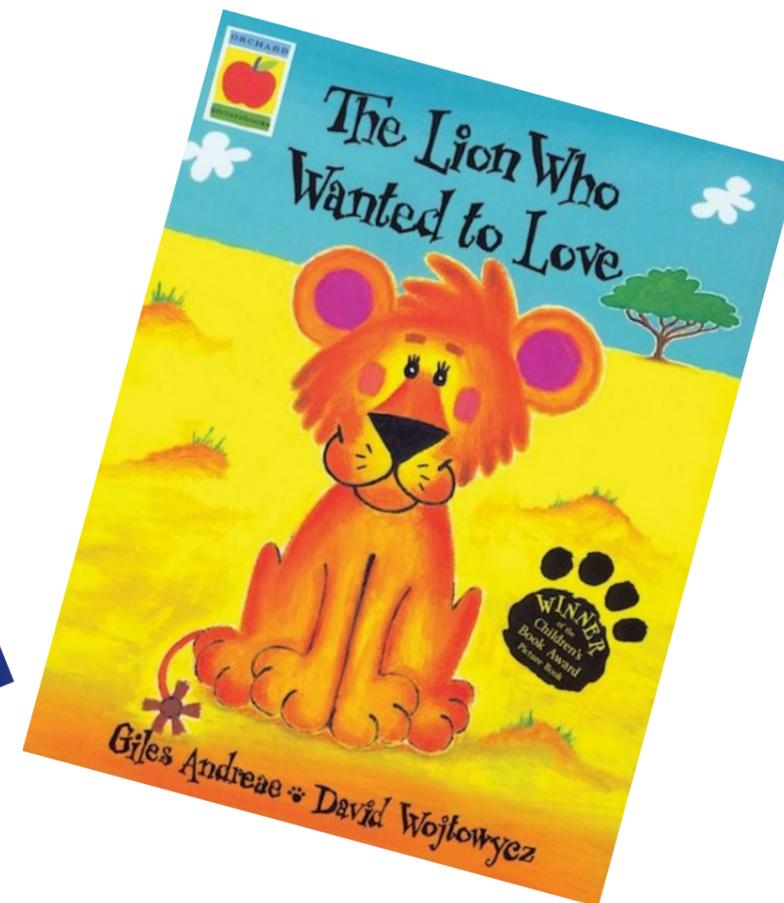
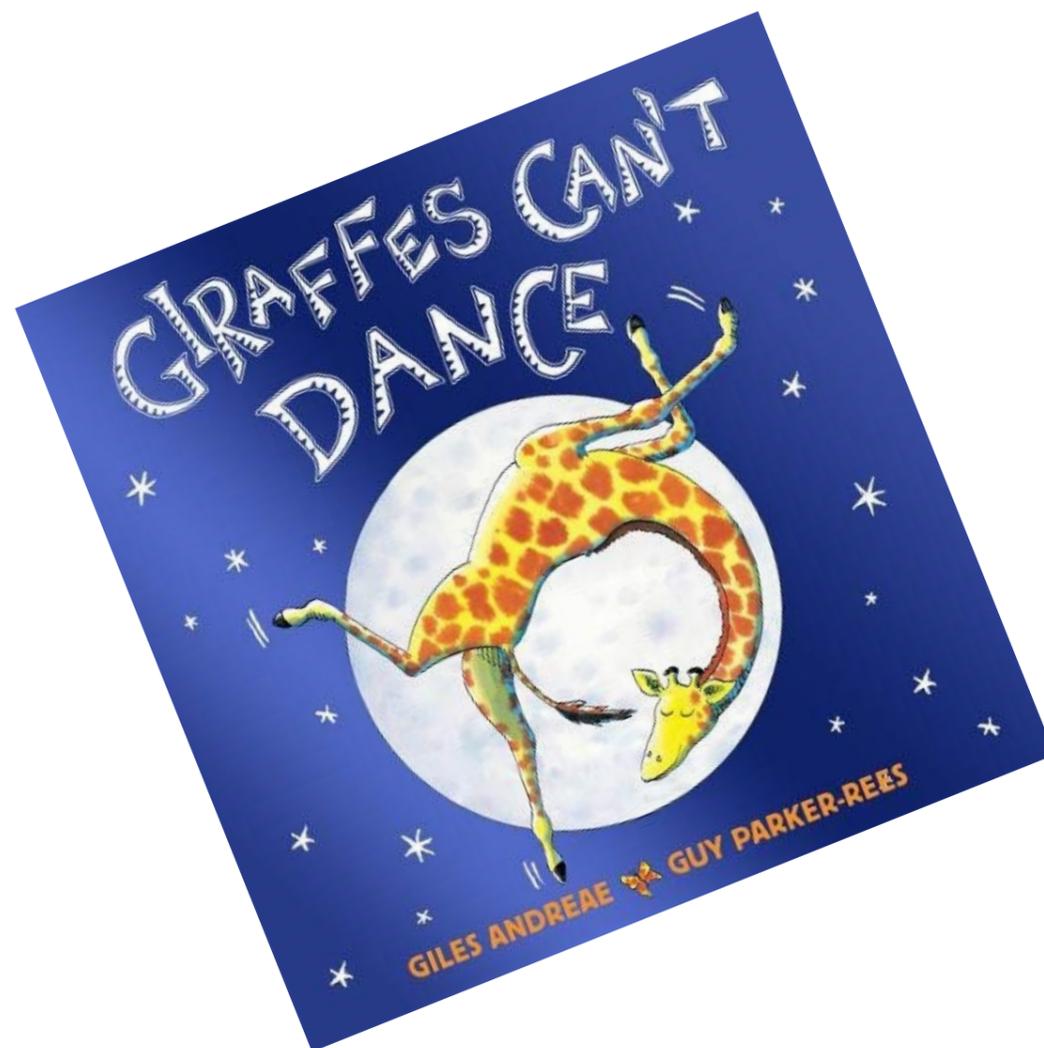




Out of Africa



Foundation Stage

Summer 2021



Immersion



SPARCS

- Giant box to arrive with markings on the side and stamps from faraway - guess what's in the box (inflatable giraffe)
- Book to be wrapped up inside the box with a letter from Gerald to read his story
- A range of wild animals in the box for the children to play with

Experiences

- Visit to Yorkshire Wildlife park or online equivalent if still no visits allowed
- National Geographical - Youtube clips of African animals and African culture

Presentation of Learning

-
- Dad's day - if allowed or video equivalent

Resources for the term:

Giraffe can't dance

Lion who wanted to love

Wild animals

African role play hut

Reading

Giraffes can't dance

Draw on knowledge of vocabulary

- Look at pictures from the text to start with and talk about the characters, setting and key points
- Stop on key words (after first read) and talk about meaning
- List all the WOW vocabulary and pick key words to focus on each day— encourage pupils to use them in a sentence (related and unrelated to the text)
- Use new language in sentence writing
- Give them a picture as a group and use as many of the WOW words to describe
- Pupils to learn key phrases from the text using the WOW words
- Match the words to the meaning

awfully	roar	shuffling
bandy	clumsy	swishing
shoots off trees	froze	boogied
buckled at the knees	rooted	quite entranced
prance	clot	miracle
elegant	little clearing	twizzled
bravely	swaying	somersault

WHO	WHERE	WHAT DOING?
Gerald	Savannah	Running
Cricket	Plaines	Falling
All the other animals	Forest	Prancing
	Trees	Shuffling
	Clearing	Swishing
	Jungle dance	Boogying
		frozen

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Look at non-fiction texts and learn about giraffes — find out more information about them and why they would not be good at dancing. What would a giraffes talent be?
- Find out key facts and information about 'The African Plains' - use non-fiction texts and write key words, phrases and information - make an information booklet about Africa and Giraffes
- What information in the text can we find to support the idea that 'Giraffes Can't Dance?' - what key words, phrases and pictures support this?
- Look at P.14 - (so he crept off from the dancefloor...) How do we know Gerald is sad? Why will he be feeling alone? What information in the text tells us this?
- Look at P.18 - Describe what Gerald is thinking/feeling when listening to the jungle sounds. (LA - what can Gerald hear?)
- P.20 - What do the facial expressions of the other animals tell us about Gerald dancing? How are the other animals feeling when they see him dancing? What is Gerald feeling when he jumps into the air and does a somersault? How do we know this?
- Non-fiction texts - Talk about the contents page, titles on the page and how these books are for the purpose of finding information. Talk about the language in the texts - it is there to give us more information, not to tell us a story

Identify and explain the sequence of events in texts

- P.20 What 6 things did Gerald do when he heard the song? Can you put them in order?
- P.17-18 What noises did Gerald hear the earth making? Can you put them in order?
- P.8-10 What did the animals do? Can you put them in order? Pupils to place the pictures from the story in order and ELG/ELG+ group to write labels for the pictures, encouraging them to use story language
- Use signifiers for the different sections
- Order the story using Feet and Story mountain

1. Hooves started shuffling
2. Neck was gently swaying
3. Tail was swishing round
4. Threw his arms out sideways
5. Did a backwards somersault
6. Leapt into the air

1. Swaying grass
2. Trees (What sound will the trees make?)
3. Branches in the breeze

1. Warthogs started waltzing
2. Rhinos rock 'n' roll
3. Lions danced the tango
4. Chimps all did the cha-cha
5. Baboons did a splendid Scottish reel

Predict what might happen on the basis of what has been read so far

- Look at a range of photographs and or short video clips - model how to make a sensible prediction based on information already gained and knowledge from past experiences
- Encourage the pupils to make predictions about photographs and short video clips - encourage them to give reasons for their predictions (do this before reading the book)
- Read from P.1-5 (Turns up to skip and prance) - Pupils are to predict what they think will happen based on the small amount of information they have heard
- Read up to end of P.12 (Giraffes can't dance, you silly fool, oh Gerald don't be daft) - What will happen next? How is Gerald feeling at this point? What will he do next? What will the other animals do? Why do you think this, give a reason for your prediction (Teach them to make a sensible prediction based on what they have already read)

Make inferences from the text

- P.3 - Why was Gerald good at munching shoots off trees? (Tall) Look for other things that he would be good at doing because he is tall. Relate to some of the other animals - what will they be good at doing and why?
- P.4 - Why does he find it so hard to run?
- P.11 - 'Gerald swallowed bravely' - What does this tell us about how he is feeling? How do you behave when you are nervous/scared? How do you make yourself feel better?
- P.14 - How are the other animals behaving here? Happy/sad? What about the raccoon? Is he the same of the other animals? How is he feeling? What does his face tell us about his feelings?
- P.14 - Why is Gerald's head low and stooped over? What does this picture tell us? The picture doesn't show us his face - draw a picture to show us how Gerald is feeling at this point.

Reading

Giraffes can't dance

Word of the week

- Introduce the word of the week through a picture/word/ syllable clapping and sentences
- Pupils to listen to the word being said - clap it - hear the initial phoneme and repeat back - look at the grapheme for the phoneme - learn 2/3 simple sentences with the word in it - over the week use the word and by the end of the week say their own oral sentence using the word

Week	Word
1	jungle
2	sway/ing
3	shoots
4	elegant
5	brave/ly
6	clumsy
7	shuffle/ing
8	swish/ing
9	miracle
10	prance
11	somersault

b e a r



b e a r



B b

I can see the grizzly bear.
The bear is big and strong.
Look at the brown furry bear.



Reading (FS1)

Assessment

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary
- Understand a questions or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes be able to talk about familiar books , and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals
- Use longer sentence of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversations with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play

Observational checkpoint

Can the child shift from one task to another if you fully obtain their attention?

Is the child using sentences of four to six words

Can the child use sentences joined up with words like because, or and?

Can the child answer simple 'why' questions?



Reading (FS2)

Assessment

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter—sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG Final Year Outcome

Comprehension: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: say a sound or each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

Giraffes can't dance

Draw on phonic knowledge

- Stop on key words (after first read) and talk about meaning
- Explore any of the short phrases
- Pupils to make vocal and body noises to match the different animals
- Pupils to use instruments to make sounds for the different animals
- Animal sound bingo
- Letter sound of the week - pupils to be introduced to the sound, what it looks like, objects and pictures of that sound, pupils to look of things in the environment with that sound and add them to the sound of the week wall chart - can you write the sound (pupils to have a model and explore mark making of the letter sound)
- Play eye-spy weekly with pictures from the text to encourage them learn them and be able to distinguish between sounds
- Name writing - start with initial letter and build up only when ready - learn the sound as you learn to write each letter
- African Hut role play area - signs and labels using phonic knowledge

Make marks that others are able to read and that they can read themselves

- Demonstrate how to write a simple sentence
- Daily writing in Talk for Writing sessions - opportunities for mark making for less about and modelled writing for others
- Sentence build up - jumbled sentences to put together
- Pictures from the text to mark make about
- Speech and Thought bubbles in the writing area to make own sentences
- Range of resources to encourage writing opportunities
- Character descriptions
- Information posters and charts to show for each animal
- FS1 - name writing - stating with one letter at a time and building up
- FS1 - drawing a picture of themselves each month to see the progress and develop fine motor skills
- FS1- gross motor skills daily in the outdoor area

Write for a range of purposes

- Look at a range of pictures from the text as inspiration
- Lists of animals from the story
- Beginning, middle and ending - story mountain
- Posters to show information about each animal
- Information booklets about Africa/animals/homes/house/culture
- Free choice story books for making own stories
- Labels for role play area
- Labels for the classroom and outdoor area
- Large story map - indoors and outdoors.
- Draw animals from the text and the different environments
- Weekly funky fingers activities to strengthen fingers for writing
- Posters to show information about animals from the story and or from the visit
- Information leaflets (FS2) to show what they have learned
- Letters to partner school in Africa

Outdoor opportunities

Exploring Spring and Summer - what has changed in the outdoor classroom? What can we see, hear, smell and feel?

Mark making on the floor with chalk

Brushing, sweeping, window scraper (develop arms for writing)

Mixing paint/water/mud/

Clay and playdough models to develop strength in arms and hands

Threading and weaving

Exploring the environment

Sentence work

- Demonstrate how to orally say a simple sentence
- Daily mark making in Talk for Writing sessions
- Opportunities for mark making and modelled writing
- Coloured feet with pictures - build up a sentence making sure all elements in the sentence
- Counting words in sentences - coloured strips - can you make a sentence
- Clapping syllables in words and recognising words
- Writing implements - writing area - opportunities for lots of mark making and talk about marks
- Whiteboards
- Handwriting pattern sheets
- Daily name writing
- Name label cards for copying name
- Simple sentences linked to pictures and the text



Writing

Assessment

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name
- Write some letter accurately
- Use one handed tools or equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show preference for a dominant hand

Observational checkpoint

None for this area



Writing

Assessment

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sounds with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

ELG Final Year Outcome

Writing: write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases or sentences that can be read by others.

Fine motor: hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Number

Handa's Hen

Count reliably with numbers

- Count hens/chicks from the story
- Join in with story predicting and prompting number that is going to come next
- Make a number line to help with counting
- Count children in a morning/ for dinner using numicon to represent
- Count physical activities such as hops skips, steps jumps
- Sing maths songs
- Look for numbers and counting in the environment.
- Number blocks Maths NCTEM resources
- <https://www.ncetm.org.uk/resources/52060>
- Encourage/ model one to one correspondence when counting

Use quantities and objects

- Be able to subitise groups of objects
- Look at arrays and subitise
- Match quantities of objects to numicon
- Match quantities of objects to numeral
- Put the correct quantities of objects into/ onto things.
- Hens into a coop
- Tangerines into a basket
- Sweets into jar etc
- Be able to identify what is NOT a given quantity
- Identify the quantity in lots of variations (link to subitising)
- Move through steps, pictorial, abstract, to concrete

Shows an interest in number in the wider environment

- Noticing numbers Number hunt around the school
- Number hunt
- Number challenges at home
- Numbers that important to them and their family
- Eg, age, number of people in family number of house etc
- Thinking about jobs where numbers are important and incorporating into role play and discussion

Use mathematical language

- Use more or less when looking at the quantity of hens in the story
- Ask the children questions beginning 'How many....
- Ask children questions using language 'Share
- Use number names in relation to class text.
- Use number names in relation to quantity of objects
- Use number names in relation to numerals
- Order the animals—1st, 2nd, 3rd etc.
- Order the fruit 1st, 2nd, 3rd etc.

Shows an interest in number problems

- Share resources between people
- How many will we need for problems.
- Talk with children about the strategies they are using,
- e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Construction number problems—How many more bricks will we need etc.
- Work with a partner to solve problems
- Count money to match items in role play situations
- Count plates and cutlery out for correct number of people in home corner

Outdoor Learning

- Count physical activities - hops skips, steps, jumps
- Numbers in the outdoor environment
- Subitising groups of outdoor equipment
- Thinking about quantities when building with bricks
- Thinking about quantities when playing with sand and water
- Role play opportunities
- Use mathematical language during outdoor role play, construction and sharing resources
- Solving outdoor construction problems
- Sharing outdoor resources
- Counting out turns on equipment



Number

Assessment

- Fast recognition of up to 3 objects, without having to count them individually
- Recite numbers past 5
- Say one number for each item in order (12345)
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- Show finger number up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers to up 5
- Compare quantities using language 'more than,' 'fewer than'



Number

Assessment

- Count objects, actions and sounds
- Subitise
- Link the number symbol with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the 'one more than/less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds 0-10

ELG Final Year Outcome

Number: *have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bond to 5 (without reference) and some number bonds to 10, including double facts.*

Numerical pattern: *verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within number to 10, including evens and odds, double facts and how quantities can be distributed equally.*

Shape/Measure

Handa's Hen

Shows an interest in shape in the wider environment

- Children to talk about the shapes they use and see in everyday life
- Children to match shapes and talk about where else they might find these shapes
- Children to hunt for shapes at home and share their discoveries at school
- Make a shape collage of shapes in the wider environment, HOME, OUTDOORS ETC
- Children to hunt for and spot shapes in the outdoor environment
- Children to talk about shapes they, in larger constructions they make or see
- Children to look at investigate shapes, colours and patterns in the natural world - link to Spring and Summer
- Children to draw shapes they find or know about
- Make shape animals

Shows an interest in simple pattern and colour

- Shape pattern pictures
- Sorting animals into categories/colours/patterns
- Animal patterns
- Similarities and differences between the animals
- How many ways can you sort the animals
- Patterns from the story
- Looking at symmetry - can you make symmetrical patterns using paint/ lines/ shapes/ crayons - link to Literacy text
- Can you name colours and use the to make patterns
- Pattern bingo games
- Pattern jigsaws
- Colour bingo games and colour jigsaws

Uses mathematical language to talk about shape

- Look at pictures and objects which have patterns or symmetry and discuss
- Children to use simple vocabulary to describe shapes they play with or create
- Children to make shape picture and talk about the shapes they are using
- Children to begin to assign the correct names to simple shapes
- Children to sort and match shapes
- Children to print shapes and talk about them
- Children to make play dough shapes and discuss

Examples of language children might use

shape', 'box',
'in', 'on', 'inside', 'under', long, longer', 'longest', 'short',
shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'

Explores length, weight, capacity and time

- Use big and small when looking at animals
- Ordering a set of animals from smallest to biggest,
- Sorting animals into big and small
- Use language related to capacity such a full and empty, when playing with sand and water
- Using language such as heavy, heaviest, during indoor and outdoor play.
- Sequence events from class texts
- Talk about classroom routines—do the children what happens in their school day and when
- Do they children understand what happened yesterday and what is happening tomorrow
- Play games involving positional language



Shape and Measure

Assessment

- Talk about and explore 2d and 3d shapes using informal and mathematical language. (sides, corners, straight, flat, round)
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones—an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating patterns
- Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then...'



Shape and Measure

Assessment

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

ELG Final Year Outcome

No ELG for shape and measure

Out of Africa

PSE - Relationships, Behaviour and Self-Esteem, Self Confidence

- Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day
- Have you filled a Bucket - reintroduce and talk about how our actions affect others and how we are responsible for our own actions - daily chart for those children who have filled a bucket (Weekly reward for bucket fillers)
- Paula and Carlos - weekly demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them
- Reinforce class mantras (Be the best you can be, Everyone has the right to be heard, feel safe and learn) Encourage pupils to use these with each other to hold to account

Knowledge of the World - People/Communities, The World and Technology

- African day , learning about African food, African culture, African dancing, What the weather may be like, Locating Africa on a map ect.
- Watch African animal videos, David Attenborough
- Compare Africa to where we are, Familiar people, Sierra Leona
- Famous people from Africa
- African Pop Stars
- Zoom call with Erick?
- Make African recipes
- Investigate religions and places important to them.
- Explore different technology and how things work.
- Learning African language (some)

Creative Development - Expression and Exploring Media

- Use of 'Charanga' to learn a range of songs and start to use percussion instruments to assist children to express themselves.
- Use of role-play areas to develop and enhance play and acting out narratives
- Story spoons to enhance retelling/acting out stories
- Sing a range of songs and learn songs from different cultures - including Africa
- Develop movement and dance skills
- Paint African prints/patterns, silhouettes
- African Jewellery
- African head dresses
- Painting African animals/ junk model hut/animals.
- Learn African songs.
- African masks
- African dancing.
- African instruments (rainmakers)
- African music session

Physical - Moving and Handling and Health and Self-Care

- Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers)
- Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc.
- Screw driver play set - can you twist and turn your hand
- Sweeping outdoors and window cleaning
- Nuts and Bolts set
- Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc.
- Encourage pupils to eat fruit during the session - choose when you are hungry, get to know your body and how it feels, drinking milk and water to stay healthy and strong
- Using outdoor area to develop gross motor movements
- Weekly PE sessions
- Daily Mile FS2



Other Curriculum Elements



Enterprise

Artwork - African sunset
African pottery
African jewellery

RE

Theme: Story Time

Key Question: What can we learn from stories?

Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism

Theme: Special Places

Key Question: What makes places special?

Religions: Christianity, Islam, Judaism

British Values and SMSC

As a British Citizen we will learn about respect for ourselves and each other. We will talk about how to respect the ideas and beliefs of others. As a British Citizen we will continue to work as a team to support each other with our learning challenges. We will talk about rules that help to keep us safe in the classroom and how our school rules help to make it a safe and happy place to learn.

Jigsaw PSHE

Relationships
Changing Me