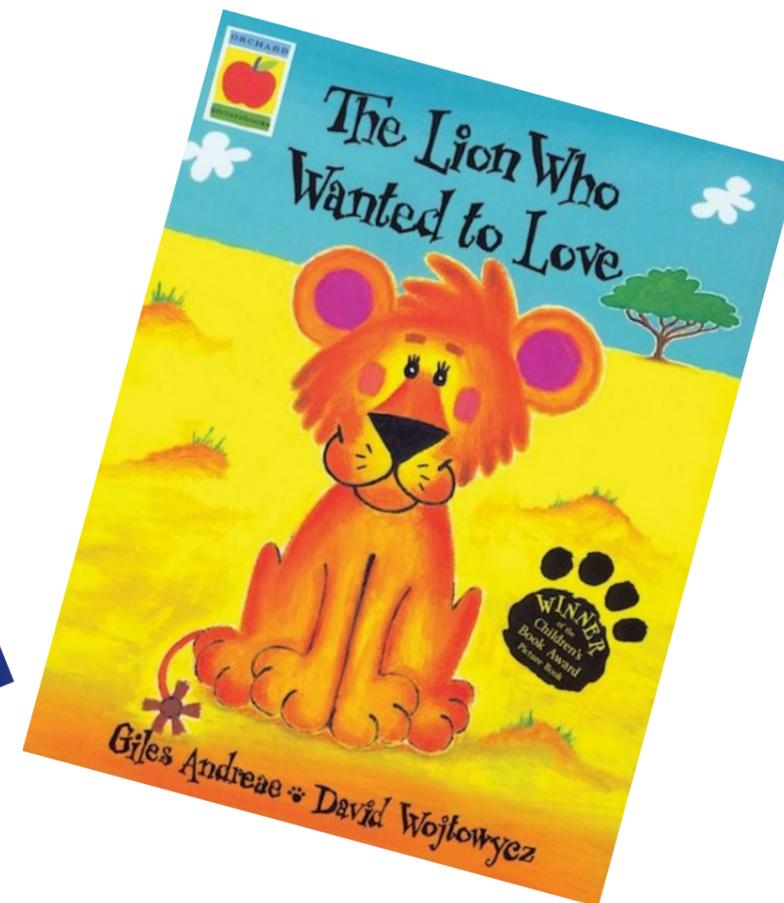
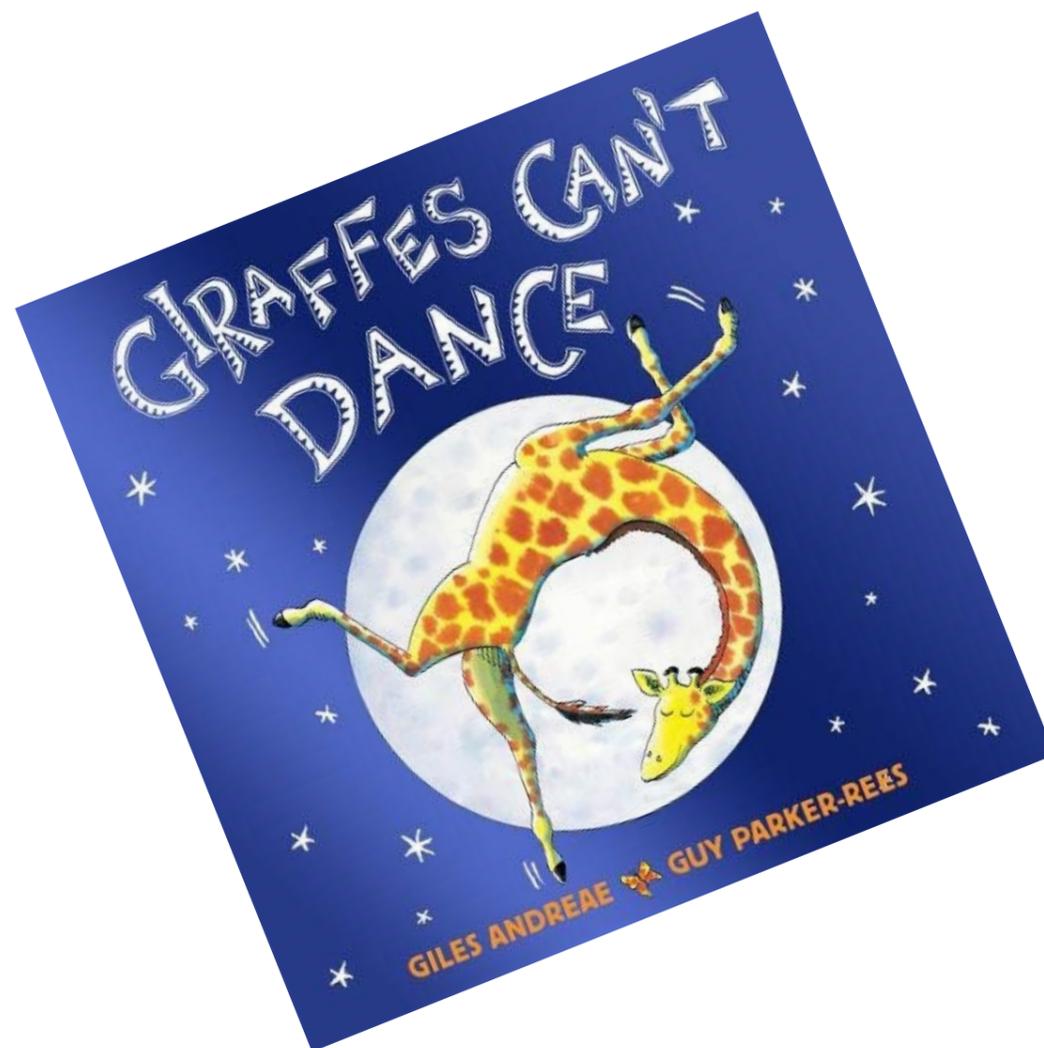




Out of Africa



Rainbow Room

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

- Parent day- sharing what they have learnt - show work/ perform the stories/ talk about what they know and then cook for the family and share a meal together

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	

WHO	WHERE	WHAT DOING?
Gerald	Savana	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 Plaines' - 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

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.

Giraffes Can't Dance

1) Sequence - Use Language through Colour (Footprints)

WHO? - who is in the story/ can you draw and write the characters?

WHERE? - where is the story set? Can you draw and write about the setting?

WHAT DOING? - what are the characters doing?

ADJECTIVE - describe the characters and setting

Put them together - orally at first, (*Gerald is walking through the forest, feeling sad.*) then into writing.

Extension –OBJECT- can they orally say an object as part of the sentence. Do lots of oral rehearsal and then have a go at putting into writing as a group and then individually with the Yr1 children.

2) Sequence

Look at the story mountain - beginning, problem, middle/build up, resolution, ending

Pupils to use picture cards to order the story

Use picture cards as prompts to re-tell the story in own words, but encouraging them to use key phrases and words from the original text

Stick the story in order and write simple sentences for key parts of the story

3) Sequence

Start to look at innovating sections of the story.

Choose a new character - is it an animal or person? What are they called? What do they do? Can you draw your character and describe it

Choose a new setting - where is it? Can you draw your new setting and describe it?

New problem - what happens?

New resolution - how does it get resolved?

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
- FSI - name writing - starting with one letter at a time and building up
- FSI - drawing a picture of themselves each month to see the progress and develop fine motor skills
- FSI - 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

Giraffes Can't Dance

Draw on phonic knowledge

- Use phonics to write simple sentences (Use Language in Colour sequence to help with the writing process)
- Learn new phonemes and graphemes and use them when writing - encourage pupils to use the right spelling if they have covered a particular phoneme
- Encourage pupils to use HFW that they have learned to spell when writing
- Encourage pupils to use their phonics at all times and sound out
- Use phonic mats for support and visual aid
- Remind them to look around the room for cues and find the correct phoneme needed
- Daily phonics - 30mins discrete phonics session a day

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
- Speech bubbles and thought bubbles for Gerald and the other animals
- Write about what makes you special
- 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
- Diary - KS2 write a short diary as if they are Gerald - talking about what happened and how he feels

Language in colour opportunities

- Learn the different coloured feet and how they are used to build up a range of sentences (liaise with Lynn if more ideas are needed)
- Who
- Where
- What doing
- Adjective
- Object
- Have the feet and picture cards for pupils to use to form their own sentences
- Have resources for them to use in free choice time to build up vocabulary
- Do lots of oral sentences before any writing - pupils need to be able to verbalise before they can write

Sentence work

- Simple sentences related to the text
- Write a sentence about a picture from the text
- Write a sentence using who/where/what doing
- Spelling words - practise daily spellings and then use them in a sentence to give them meaning and purpose
- Reinforce (capital letter, finger space and full stop)
- Learn the sentence song and sing before writing (*Start each sentence with a capital letter, it will make your writing better, after each word put a finger space, keep your writing in it's place, at the end of a sentence put a full-stop, then your writing won't run off*)
- Cut up words and pictures for pupils to make simple sentences - use phonic sounds covered and spelling words to reinforce skills
- Daily handwriting practise - pupils **MUST** use cursive lettering and need time to practise and consolidate this skill

Giraffes can't Dance

	Group discussion	Activity	Resources	
Week 1 <i>(Prediction / introduction to the text)</i>	Group discussion about what the story might be about. Look at the front cover of the story. What animal is on the front of the story. What do we already know about giraffes?	Make a poster about giraffes showing what we already know about them. What do they look like? Where do they live? What do they eat? What do they do?	Large paper	
	Think about the title of the story. Why do you think giraffes can dance? What else do you think giraffes would be good at? Do you think any animals would be good at dancing? What do you think will happen in the story?	Children to write a prediction about what might happen in the story. When they have finished their predictions, children to share with the rest of the class		
	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.	Group discussion based on the questions.		
	Read the full story and compare to the prediction they made to what actually happened in the story.	Relook at the blurb for the story, talk about its purpose. To give a hint about what will happen, to tell the reader something about the story, to make the reader want to read the story. Children to write their own blurb for the story to link to what they now know happens.		
	Vocabulary work - Children to look at the text again and as a group pick out the words they want to find out what they mean. (Look at orange vocab box on page 3 of the planning for additional ideas for words to choose) Make a list of these new WOW words and their meanings. Can the children use these words in new sentences (either orally or written). Display WOW words in the classroom and refer to them daily.	Children to select words they want to find meaning of from in the book. Look at words together to find their meanings and write down as a group.		
Week 2 WHO	Re-read the story, Talk about all the characters (WHO) we meet or are mentioned in the story. What is the same about all the characters - they are animals. Do the children know any other stories which have all animals in? Have they heard of all the animals? Are there any animals here that you would like to find out more about.	Make a group poster to show WHO the different characters in the story. Add to washing line. Children to make their own who sheets for the story, how many characters can they remember?	Language in color font for WHO stuck to a large sheet. Sheet for individual work.	
	Have large picture of the character stuck onto large sheets. Next to each picture have a picture of the real version of the animals. Discuss how they are similar and different to each other. Around the pictures children to generate different adjectives to describe the real and story animals.	Have large picture of the character stuck onto large sheets. Around the pictures children to generate different adjectives to describe the animals	Pictures of characters and photos of real animals for the children to describe. Individual sheets for more able children.	
	Model to the children how to put their adjectives into Sentences/ phrases. The strong, quick lion. Display modelled writing on the washing line.	Children to write a sentence/phrase or sentences about the characters in story using at least one adjective in each sentence. More able children to add more than one adjective.	Character description sheet	
	Watch some videos of the different animals from the internet. Can you use the videos to add any more words to your adjective sheets	Children to complete their character descriptions and draw a picture to go with it. Children to share their sentences with the group. Can the children pick out the adjective they have used.		

Week 3

WHERE

	<p>Talk to the children about WHERE in the world the story set. (Africa). Do you now where Africa is. Can they find it on a map. How is Africa different to where we live? Watch some video clips about the African Savana Perhaps watch some videos about an African safari</p>	<p>Children to make a large poster about Africa as a setting with all the things they have learnt . Children to draw some pictures of how they imagine Africa to be. Use stimulus pictures to help. Children to label their Africa pictures.</p>	<p>Paper to draw settings. Different drawing materials Videos clips of African settings</p>
	<p>Talk about the different places Gerald goes in the story</p> <ul style="list-style-type: none">• The African Savana• The Jungle Dance• The Clearing/ in the moonlight <p>Look at the pictures if these</p>	<p>Children to make a WHERE poster with all these places on to display next to the WHO poster.</p>	<p>Language in color foot for WHERE stuck to a large sheet</p>
	<p>Remind the children what an adjective is. Have large pictures of all different settings from the story Encourage children to describe the setting using adjectives</p>	<p>Children to add adjectives using post it notes onto one of the setting from the story. Can they magpie some great adjectives from other children in the group.</p>	<p>Large pictures of settings.</p>
	<p>Children to use the adjectives generated to wrote an expanded noun phrase to describe the setting. More able children to use 2 or more adjectives separated by a comma Eg the hot, noisy jungle</p>	<p>Children to write sentences/phrases about the setting picture using the adjectives generated. More able children to write more than one expanded noun phrase and to carefully select the most effective adjectives.</p>	

Giraffes Can't Dance

	Group		Resources
Week 4 WHAT DOING + (Putting all three elements together)	Have picture cards of each character from the story. Children to take it in turns to turn each picture card over and then say what they do in the story. Add all the WHAT DOINGS to the poster. Eg. The warthogs waltzed	Children to add all the WHAT DOINGS from the game to the large poster and display next to the WHO and WHERE posters.	Language in color foot for WHAT DOING stuck to a large sheet Picture cards of animals
	Recap WHAT DOINGS from yesterday.	Children to write down their WHO and WHAT DOING sentences and draw a picture to match their sentences. More able children to do more than one sentence Can they add an adjective to their sentence. The smelly warthogs waltzed	All language in color feet.
	Recap all three elements covered WHO, WHERE and WHAT DOING. Model how we can use all their amazing ideas to make a really good sentence. Eg the giraffe swayed at the jungle dance . . Model writing their 3 part sentences using large sheet of WHO WHERE and WHAT DOING.	Children orally rehearse their WHO WHERE and WHAT DOING sentences Children write their 3 part sentences.	
	Talk to the children about how they can improve their sentences by adding adjectives eg The giraffe danced in the clearing The bandy giraffe danced in the moonlit clearing.	Children to take their sentences from yesterday and improve them by adding adjectives	
Week 5 SEQUENCING	Children discuss the following sequencing questions as a group <ul style="list-style-type: none"> • 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? 	Children to orally sequence from the group discussion	Sequencing resources
	<ul style="list-style-type: none"> • 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 	Children to sequence the parts of the story from the group discussion More able children to use written resources Less able to use resource with pictures.	Sequencing resources
	<ul style="list-style-type: none"> • Order the story orally using story mountain to help 	Children to use their sequenced picture to orally retell the story. Encourage the children to use key phrases from the text.	Picture cards from story Story mountain
	Choose some children to use the picture cards to orally retell story to the rest of the class.	Children to stick pictures of their story in the correct order. More able children to write sentences to match their picture.	Picture cards

Week 6/7
INNOVATION

<p>Tell children that they are going choosing an different animal to be the main character in their own story.. Have group discussion to talk about what animal could they choose. What is their animal called?</p>	<p>Children to draw a picture of their new character and name the character.</p>	<p>Paper for drawing their new animal character</p>
<p>Model writing some descriptive sentences about a new animals character. Remind the children about how we use ADJECTIVES to make our sentences more interesting.</p>	<p>Children to use ADJECTIVES to write sentences to describe their character.</p>	
<p>WHERE will their animal live? Think about an appropriate setting. Eg. A fish might live in the sea, a cat might live in a house, a hedgehog might live in a garden, a fox might live in a woodland etc.</p>	<p>Children draw the setting for their new character. Children to add adjectives to their setting drawing if they have time children to begin to add adjectives or expanded noun phrases to label their setting eg. Tall trees, swirling water etc</p>	
	<p>Children to complete their setting picture adding adjectives</p>	
<p>Children to talk about what problem their animal might have. What would a good title for their story. Eg A story where a cat is not very good at singing might be called 'Cats Can't Sing'</p>	<p>Children to think of a title for their story based on the problem that the animal has.</p>	
<p>Children to orally rehearse their new story using the story mountain. Beginning, problem, resolution(how it is solved), ending</p>	<p>Children to orally rehearse their new story</p>	
<p>Children to make stick puppets to act out their new story</p>	<p>Children show their puppet story to the rest of the group</p>	<p>Resources for puppets</p>
<p>Children to draw a sequence of pictures to tell their final story More able children to have more boxes to draw pictures in, Can the children write sentences to go with their pictures which tell the story.</p>	<p>Children to draw a sequence of pictures to tell their final story More able children to have more boxes to draw pictures in, Can the children write sentences to go with their pictures which tell the story.</p>	<p>Story sequencing sheets</p>
<p>Children to draw a sequence of pictures to tell their final story More able children to have more boxes to draw pictures in, Can the children write sentences to go with their pictures which tell the story.</p>	<p>Children to draw a sequence of pictures to tell their final story More able children to have more boxes to draw pictures in, Can the children write sentences to go with their pictures which tell the story.</p>	

Giraffes Can't Dance

	Whole class teaching	Children's activity	Resources
Week 8 INFORMATION TEXTS/ NON CHRONOLOGICAL REPORT ABOUT AFRICA	As a group (or in smaller groups) conduct some research about Africa answering specific questions they want to find out about devised as a group Example questions..... Where is Africa? What is the weather like in Africa? What animals live in Africa? What is the food like in Africa?	As a group (or in smaller groups) conduct some research about Africa answering specific questions they want to find out about devised as a group Example questions..... Where is Africa? What is the weather like in Africa? What animals live in Africa? What is the food like in Africa? Children to display their research on large sheets of paper.	I pads, computer for reserach
	Look at some examples of information texts and non-chronological reports and talk about how they are presented. What features can they see? Title Subheadings Photos Labels Facts How is this different to our text 'Giraffes Can't Dance'?	Look at some examples of information texts and non-chronological reports and talk about how they are presented. What features can they see? Title Subheadings Photos Labels Facts How is this different to our text 'Giraffes Can't Dance'?	Examples of reports
	Model filling in the information sheet about Africa. Think back to the features that we saw yesterday. Provide the children with photos to add to their report	Children to start their information sheet about Africa. Less able children to write simple sentences eg. Africa is hot and sunny. More able children to write more complex sentences. Africa is dry and hot because it hardly ever rains.	Sheets for information texts Photos to cut out and add to their information texts
	Share the work they have completed so far.	Children to complete their information texts about Africa	Sheets for information texts Photos to cut out and add to their information texts

Giraffes Can't Dance

	Whole class teaching	Children's activity	Resources
Week 9 Information posters and lists	As a group (or in smaller groups) conduct some research about African animals, answering specific questions they want to find out about devised as a group Example questions..... What animals come from Africa Where do they live? What do they eat? Do they have any specific features?	As a group (or in smaller groups) conduct some research about African animals, answering specific questions they want to find out about devised as a group Example questions..... What animals come from Africa Where do they live? What do they eat? Do they have any specific features? Children to display their research on large sheets of paper.	I pads, computer for research and text books from the library service
	Look at key features of a list Single words Writing goes down the page How is this different to our text 'Giraffes Can't Dance'?	Explain to the children that today they are going to go on a hunt in the outdoor area to look for some of the animals that they have been researching. Children to go on a hunt and make a list of all the animals they find and write them as a list (photographs of the animals to be hidden around the outdoor area.	Photographs of African animals Clipboards and pens paper
	Talk again about reports and talk about how they are presented. What features do they have? Title Photos Labels Facts This week we are focusing on title/labels and facts.	Children to go again on a hunt in the outdoor area to look for the animals - this time they need to read the information about each animal. Pupils to read the information about each animal and the labels/facts about each one. Children to then write a label for each animal - laminate and stick next to the hidden animals outside	Fact sheets hidden in the outdoor area
	Reinforce the expectations for information. Model writing an information piece of text about one of the animals.	Pupils to choose 1 animal each to write their own information sheet about. KS2 children to include: title/photo/labels and facts. KS1 children to include title/photo/labels	Template information sheets

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 coup
- 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

- 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

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



Number

Assessment

Number (KS1)

- 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.*

Giraffes can't Dance

	Group discussion	Activity	Resources
Week 1	<p>Discuss numbers 11-20. Count from 0-20 forwards and backwards.</p> <p>Discuss what the number 11 is and how it can be represented.</p> <p>Practise representing it in different ways with a range of equipment.</p>	<p>Children will identify the target number on the mat. They will determine the number represented by each picture. They will cover the pictures that show the target number.</p> <p>Challenge - Children can use cubes to cover the determined number and a different manipulative to cover all incorrect numbers with a different manipulative.</p> <p>Use a whiteboard and pen to draw a representation of their number.</p> <p>Swap boards and try with another one.</p>	<p>A range of manipulatives.</p> <p>Cubes</p> <p>Number mats</p>
	<p>Recap on numbers 11-20.</p> <p>Show some representations (practical equipment on the table) and ask the children the number that has been shown.</p> <p>Show how number 11-20 can be broken in tens and ones using numicon and base 10.</p> <p>Children have a go at doing this with a range of numbers 11-20</p>	<p>Children play matching game in a small group.</p> <p>Pick one card from each pile. Read the numerical number and identify which number is being shown on the representation,</p> <p>If they match, children can keep them. If not, put them back and let someone else have a turn.</p> <p>Adaptation - for lower ability. Play with numbers 11-15 first and then repeat with 16-20.</p>	<p>Matching game.</p> <p>Range of representations of different numbers with practical equipment.</p>
	<p>Recover the activity from yesterday.</p> <p>Begin with giving the group a number 11-20 and ask them to represent it with any equipment they want to chose.</p> <p>Ask children to prove they have represented the number correctly (counting)</p>	<p>Look at the numerical number.</p> <p>Match the number with the representation of flowers.</p> <p>Reinforce that the vase holds 10 so they don't need counting. They should count the single ones and add them to the 10.</p>	<p>Flower game.</p> <p>Full range of manipulatives.</p>
	<p>Continue with representations to show numbers 11-20</p> <p>Let children practise doing this with manipulatives again.</p> <p>Challenge each other to make a number and check if they have got it correct.</p>	<p>Show children the ladybird and leaf game.</p> <p>The leaf shows the numbers. Can the children recall them all. Can they order them?</p> <p>Look at the ladybirds. A full ladybird has 5 spots. Count in 5s as a quick assessment,</p> <p>Play the game and match the ladybird spots to the number on the leaf.</p> <p>Challenge - Write a number on the leaf with a whiteboard pen and ask the children to draw the spots on the ladybird to represent it or use counters to represent the spots.</p> <p>ASSESSMENT - Children fill in the tens frames to represent each number.</p>	<p>Leaf and ladybird game.</p> <p>Lots of manipulatives.</p> <p>Leaf and ladybird templates with whiteboard pens.</p> <p>ASSESSMENT sheet</p>

Giraffes can't Dance

	Group discussion	Activity	Resources
Week 3			
Week 4			

Giraffes can't Dance

	Group discussion	Activity	Resources
Week 5			
Week 6			

Giraffes can't Dance

	Group discussion	Activity	Resources
Week 7			
Week 8			

Giraffes can't Dance

	Group discussion	Activity	Resources
Week 9			
Week 10			



Out of Africa

Life Skills

- Walk to the local park
- Cross the road - look at different places to cross and how to keep safe
- Weekly walks around the local area - looking at safety measures
- Stranger danger
- Keeping safe in different situations
- Gardening - starting to pull up weeds and prepare the front of the classroom for planting
- Food hygiene - link to when they make jam sandwiches
- Planting and growing own vegetables
- Shopping for ingredients when baking/cooking

Geography

- Where is Africa?
- Talk about it being a continent and learn the other continents
- What is the same and different about England and Africa - compare and contrast homes/ clothing/ food/religion/ landscape

Art/ Design Technology

- Colouring mixing - look at primary and secondary colours
- How do we make secondary colours? Which primary colours do we mix?
- What happens when we add white and black?
- Evaluate and Analyse artwork of the Artist: Martin Bulinya
- Create own paintings in the style of Martin Bulinya
- Talk about what they like about his paintings/how they make them feel/ colours that are used etc.
- Create African patterned fabric – look at different printing techniques
- Look at the colours/ shapes and patterns of African fabric

Science

- Changes in the seasons - observing Spring into summer - learn facts about Spring and Summer
- Using senses to explore the season
- Plants
- Learn about plants - the parts of a plant etc.



Science



Week	Whole class teaching	Activity	Resources
<p>Lesson 1 I can show an understanding of different types of plants</p>	<p>Input Discuss that the new science unit is all about plants What do we know about plants already? Talk through lesson 1 PowerPoint up until slide 5 Discuss why garden and wild plants are different to one another (wild often grown without a person planting the seed - can be planted by animals. Garden are planted by people) Discuss how trees are different to the other plants (they have trunks and branches) Have you seen any of these plants before? Why do you think they are all different?</p>	<p>Main part Go on outdoor walk taking pictures of different plants - aim to get one photo of each type of plant for booklet When back in the classroom talk about what they saw show each other photos. (slide 6) While photos are being printed complete first part of sheet - <u>match up photo to name of plant</u> Come back together to talk about what they know about the structure of a flowering plant and a tree (slides 7-10) Send children in groups to reorganise pictures of a flowering plant come back and see if they were correct. Once discussed the correct structure, talk about how they will now be able to complete the structure of a tree based on their previous task. Again come back together to see if they were correct. Plenary Discuss what they have learnt in this lesson.</p>	<p>ipads Route for outdoor walk will need to be planned to ensure a range of plants are observed Lesson 1 PowerPoint</p>
<p>2 Lesson 2 I can show an understanding of how a seed will grow</p>	<p>Discuss how today they are going to be planting some seeds to see how they grow over the next few weeks Talk about what a plant might need to grow to gain a knowledge on children's awareness Show them the resources and ask them how they think they will plant the seeds fairly.</p>	<p>Plant seeds - amount of seeds and soil in each must be the same. Once planted show children sheet in booklet - talk about how each pot will get a different treatment throughout the next few weeks. Discuss each treatment the plant will get - one talked about one ask the children in they think that plant will grow - get them to tick in the box if they think it will grow. Once completed the table get the children to write/say a sentence about which plant they think will grow the most (year 3/4s should be able to say why) Once sheet completed talk about how the children will need to look after the plants and at the same time everyday they will water the ones needing it the same amount Ensure all plants are labelled and in correct places based on the sheet</p>	<p>Small plant pots (clear plastic cups) Soil flower seeds labels Lesson 2 3 4 PowerPoint Slides 1-4</p>



Science



Week	Whole class teaching	Activity	Resources
<p>3 Lesson 3 I can show and understanding of what a seed needs to grow</p>	<p>Discuss how the next few lessons they will learn what a plant needs to grow strong and healthy Today they are focusing on water Talk through PowerPoint slide and watch video on link Discuss as a class the main reasons why a plant needs water and how it gets the water</p>	<p>Complete first part of sheet in the booklet</p> <p>Once the children have a an understanding of why a plant needs water and how the water travels through the plant - complete the experiment</p> <p>Put white flowers in a cup of water with a lot of food colouring The children should see the petal change to the colour of the food colouring Once the petals have changed colour cut open the stem to see how the water travelled as it will have left tracks Take a photo of each child's flower for booklet</p> <p>Plenary - ask children to look at predictions and if they could, would they now change any and why?</p>	<p>Lesson 2 3 4 PowerPoint Slide 5 clear plastic cups White flowers Food colouring</p>
<p>4 Lesson 4 I can show an understanding of what a plant needs to grow</p>	<p>Get the children to draw flowers on some card and cut them out - they will need these for later in the lesson</p> <p>Recap knowledge from last lesson Discuss how today the children are learning about how a plant also needs sunlight to grow strong and healthy Talk through PowerPoint slide and watch video on link Discuss what they have watched and what are the main reasons why a plant needs sunlight and how it absorbs the sunlight</p>	<p>Complete first part of sheet in booklet</p> <p>Get children to look around classroom and think of 5 areas where a plant would get a lot of sunlight Do you think the plants will get the same amount of sunlight all day long? Why wouldn't it get sunlight all day long? What factors will affect the amount of sunlight?</p> <p>Get children to find 3 final areas and take a picture of their plant pot (with their drawn flower in) in each area. These photos are to put in booklets Which area do you think your flower would have grown the most in? Why?</p> <p>Plenary - ask children to look at predictions and if they could, would they now change any and why?</p>	<p>Lesson 2 3 4 PowerPoint Slide 6 ipads Empty plant pots (plastic cups) enough for each child</p>



Other Curriculum Elements



Enterprise

**Grow vegetables to use for making soup and to sell to parents.
Make and decorate plant pots to sell.**

Speech/Precision/Spellings

**Daily 1:1 precision reading
Daily 1:1 spellings
Daily 1:1 reading - apply phonics and new HF words
Speech programmes - overseen fortnightly by SALT**

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.

Social skills games

**Weekly friendship group
Playing turn taking games
Situational cards - solve the problem
Working together to develop the outdoor area - working as a team**