

Our learning journey this half term is based around the children's interests, within a broad theme of...

# Kenya

Join us as we take a journey through Africa and discover life in Kenya. We will explore African wildlife, traditions, folk stories, and the diverse villages.

## Core Texts

Lila and the Secret of Rain by David Conway  
Africa Is Not a Country by Mark Melnicove  
Africa Amazing Africa by Atinuke and Mouni Feddag

### Reading time texts:

Mama Panya's Pancakes by Mary and Rich Chamberlin  
Little Leaders Bold Women in Black History by Vashti Harrison  
The Ugly 5 by Julia Donaldson

## Maths

The children's fluency, reasoning and problem solving skills will be developed in the following areas:

### Addition and subtraction

- To know the addition and subtraction symbols
- To solve problems involving addition and subtraction

### Time

- To identify o'clock and half past on an analogue clock.
- To understand how the hands of the clock work.

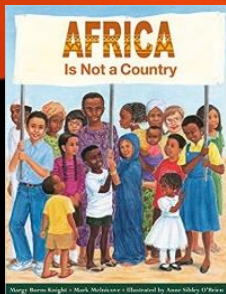
### Fractions

- To recognise and find  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{3}$  and equivalent fractions.
- To recognise and find fractions of a shape and amount.

We will also spend time revising our mental maths skills for number bonds to 10, 20 and multiplication/division facts.

## Phonics and Spelling

This half term we will continue to follow the 'No Nonsen' spelling scheme, which is a comprehensive progression in the teaching of spelling.



## Communication & Language

### Grammar and Vocabulary

- To know when to use and use different sentence types in writing.
- To extend independent sentences (clauses) by using conjunctions.
- To use noun phrases in own writing to add detail.
- To use a capital letter and full stop in the correct place.
- To use the past and present tense correctly.
- To use a question mark correctly.

## Communication & Language

### Speaking and Listening

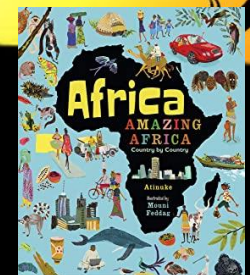
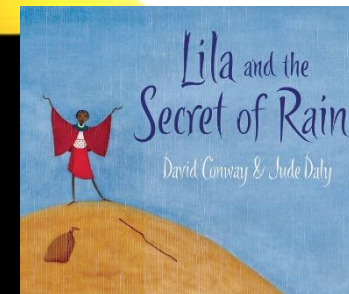
- To give an opinion with a reason and listen to others' opinions.
- To recite/perform own compositions.
- To talk about the books I have read and retell familiar stories/texts.

### Reading

- To recognise key ideas in a text.
- To make predictions about possible events and characters' behaviour.
- To find and explain inferences about characters' feelings and thoughts.
- To give reasons for characters' actions or behaviour.
- To use prior knowledge and reading experiences to understand text.
- To ask questions to clarify understanding.
- To find and discuss the setting or time in books or stories.

### Composition

- To use a modelled or suggested planning format to map out ideas for writing.
- To begin to group related ideas into sections.
- To evaluate effectiveness of writing.
- To make changes following suggestions or with support.



## Understanding of the World

### RE – Ceremonies

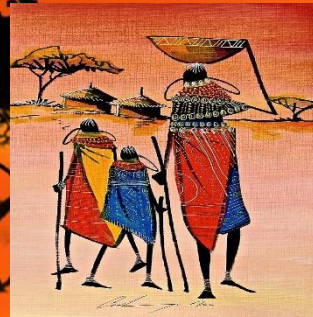
- To learn about what a ceremony is.
- To explore what happens at the Muslim ceremony of Aqiqah.
- To explain what happens at a Hindu wedding.
- To plan our own ceremony based upon what we know across different religions.

### Geography- How does Hassocks in the UK compare to Nairobi in Africa?

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- To identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Science- How do different conditions affect the growth of plants?

- To grow our own bean plants.
- To discuss what a plant needs to grow.
- To keep a record of our observations.
- To experiment with different growing conditions and to evaluate what I have found.



## RSHE

### Jigsaw – Relationships

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To identify some of the things that cause conflict with my friends.
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To express my appreciation for the people in my special relationships.

## Expressive Art and Design

### Art – Form

- To explore the work of Magdalene Odundo.
- To begin to replicate patterns and textures using folding, pinching, twisting and other tools.
- To create a sculpture.

### Music (African themed music)

- To create short sequences of sounds.
- To understand timbre, dynamics and tempo.
- To perform in front of an audience.
- To play simple rhythms in unison.

## Independent Learning

We will be developing our knowledge of what plants need to grow and survive, by planting our own beans to see how the different conditions impact upon growth.

## Physical Development

We will be exploring and developing the skills needed to play invasion games. We will also be learning Tennis skills.