



Term: Summer 2	Year: 2018/2019	Teachers: Mrs Trenerry	Year Groups: 1 Tehidy
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## TOPIC: Amazing Africa

### Religious Education

**We will be looking at our own local church St Uny and the Wider Church Community.**

We will be drawing and labelling our own local church, St Uny and finding out what the local church and wider church community do for people and the significance of the church and what it means to people that attend.

We will write a report of our local church, thanking those that help run it for what they do.

We will be writing about when we have visited a church in our lives, and what it meant to us as well as looking at how we have celebrated our religion this academic year.

### Seasonal Enrichment

Trip to the beach to celebrate our phonics screening.

Outdoor learning – Forest school trip – linked to our science theme.

Planting seeds/bulbs – identify and describe the common structure of a variety of common flowering plants.

Church visit – The children will be visiting their local church St Uny.

### COMPUTING

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

We will have the chance to use the chrome books to find out information about Africa.

### Physical Education

We will be continuing to master basic movements including throwing and catching, but we will now apply these in team games and races.

### ART AND DESIGN/DESIGN AND TECHNOLOGY

To use a range of materials creatively to design and make products.

Create Lion king art work – linked to our main text.

Design and make an African tribal neck piece – linked to our second text Hand's surprise.

Study the work of a range of Artists.

We will study the work of African born Artist, Joseph Amedokpo and create a piece of art similar to his.

### English/Spelling/Grammar

Daily RWI Phonics, phonics intervention, last minute phonics support in preparation for Year 1 phonics screening, comprehension challenges linked to our topic and a read text, common exception word practice, handwriting practice and SPaG challenges. We will be focusing on different sentence types and can identifying when to use a full stop, a question mark or an exclamation mark. We will be using -ing, -ed, -er and -est in the spelling of root words as well as using the spelling rule for -s or -es.

#### Phonics challenges

We be accessing phonics challenges across set 2 and 3 in preparation for our Year 1 phonics screening checks.

#### Fiction

##### The Lion King -

Sequence the story of The Lion King, describe an African setting, describe our favourite African animal using adjectives, write from memory, simple sentences linked to The Lion King dictated by the teacher, write a postcard from Simba about his adventures in Africa, Create a new ending to the film, based on what has been heard and seen.

##### Handa's Surprise -

Write a diary entry (days of the week) from Handa, complete some comprehension challenges based on the story, I can pull a story apart, recognising the main character, setting, events and adapting this to re-create a story.

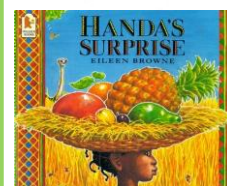
#### Non – Fiction

We will be writing about our visit to the local church. (RE link)

We will be writing a diary entry and life I Cornwall and what life would be like living in Africa (Geography link)  
Create a persuasive poster, to encourage people to save water, using exclamation marks.

#### Poetry -

Create a riddle based on our African animal of choice. Create a senses poem about the African landscape seen in the film.



### GEOGRAPHY

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.

We will our prior knowledge of the continents and oceans to locate Africa and to recall some information that we already know.

We will create a table to compare the similarities between Cornwall and an African country, as well as writing diaries of a typical day in each and describing and drawing the different setting of Cornwall and an African country.

We will be learning about human geography and physical geography and the influence we can have on the world.

### SCIENCE

Identifying and name a variety of common wild and garden plants, including deciduous and evergreen trees.  
Identify and describe the basic structure of a variety of common flowering plants, including trees.

We will be learning about what plants need to grow, ready to plant our own seeds and bulbs which we will then nurture throughout the half term.

We will look at the structure of a plant and label plants.

We will be attending the local forest school to learn about deciduous and evergreen trees as well as some wild plants.

### SPIRITUALITY

Windows  
Mirrors  
Doors  
This will be linked to the focus for the half term.

### MUSIC

Listening to African tribal music and using a variety of instruments including drums to follow in time to the beat of the music.

### BRITISH VALUES

The class will be exploring Water Aid and what we can do at home and in our own lives to prevent water wastage,

### MATHS

#### Strand:

##### Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

#### Strand:

##### Position and direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns

#### Strand:

##### Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

#### Strand:

##### Measurement: Money

Recognise and know the value of different denominations of coins and notes.

#### Strand:

##### Time

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measure and begin to record time (hours, minutes, seconds)