

Year 1 Autumn 1

# Amazing Africa:

We're going on Safari

**BIG QUESTION...**

**What is like in this continent  
and which animals live there?**



Climb aboard Year 1's unique Safari Jeep as we begin our journey exploring Amazing Africa!

How confidently could you spot this huge continent on a map of the world and what do you already know about the people and creatures that call African countries home?

We focus in on Kenya and make some comparisons between this distant country and our own.

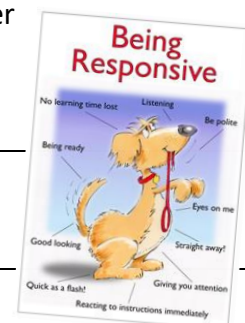
Buckle up Year 1 adventurers...this could be a bumpy ride!



## In this half term, you will learn...

<p><b>Reading</b></p>	<p>to continue to develop a love of reading through sharing quality texts as well as providing time with our daily 'Reading Sessions' for children to engage with a range of fiction and non-fiction texts independently and with their peers.</p> <p>Our daily phonics sessions will focus on recapping and introducing new sounds, tricky words and embedding reading strategies to support independence and confidence.</p> <p>The following sounds will be covered, in line with our phonics scheme '<a href="#">Little Wandle Letters and Sounds Revised</a>'</p> <ul style="list-style-type: none"> <li>• Review Phases 3 and 4 sounds learnt in Reception</li> </ul> <p>Introduce <b>NEW</b> Phase 5 graphemes</p> <ul style="list-style-type: none"> <li>• /ai/ 'ay' e.g. <b>play</b></li> <li>• /ow/ 'ou' e.g. <b>cloud</b></li> <li>• /oi/ 'oy' e.g. <b>toy</b></li> <li>• /ea/ 'ea' e.g. <b>each</b></li> </ul> <p>Review these by reading them in longer words.</p> <p>We will also be reviewing previously taught tricky words from Phases 2–4:</p> <p><b><i>the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</i></b></p>
<p><b>Writing</b></p>	<p>We will focus on embedding the following skills and knowledge through quality texts and experiences;</p> <ul style="list-style-type: none"> <li>• Saying a sentence aloud and then writing it.</li> <li>• Write 'Golden sentences' which include finger spaces and a full stop.</li> <li>• Write lists, captions, instructions and retell familiar stories.</li> <li>• Practise correct letter formation, orientation and sizing of letters.</li> <li>• Practise tricky word spellings – these will need to be practised little and often at home</li> </ul>
<p><b>Mathematics</b></p>	<p>We will focus on embedding the following mathematical skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Count forwards to 10 and count backwards from 10.</li> <li>• Count one more and one less, with different representations of a number.</li> <li>• One to one correspondence.</li> <li>• Compare up to 10 objects.</li> <li>• Using the more than/less than symbols.</li> <li>• Compare numbers.</li> <li>• Order up to 10 objects and numbers.</li> <li>• Ordinal numbers</li> <li>• Use the part, part whole model.</li> <li>• Use the addition symbol.</li> <li>• Explore fact families- focusing on addition facts.</li> <li>• Explore systematic methods for number bonds within 10.</li> <li>• Compare number bonds (e.g. If <math>5 + 3 = 8</math> then <math>5 + 4 = 9</math> because 4 is one more than 3)</li> </ul>
<p><b>Science</b></p>	<p>We will focus on developing the following Scientific skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Observe and describe weather associated with autumn and how day length varies and gather and record data by making tables and charts about the seasons/weather</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Distinguish between an object and the material from which it is made</li> <li>• Sort objects and materials by their properties</li> <li>• Say if a material is magnetic or not and describe it's properties</li> <li>• Investigate and develop our knowledge of properties of everyday materials through conducting related experiments.</li> </ul>

<b>Art and Design</b>	<p>We will focus on developing the following Art and design skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Explore pattern and textures using a range of media.</li> <li>• Begin to evaluate what went well in an activity.</li> <li>• Make secondary colours using warm and cold primary colours.</li> </ul>
<b>Computing</b>	<p>Children will focus on keeping safe and linking this to using computers. They will develop mouse skills to draw and create pictures and shapes. Children will be able to identify technology and its benefits and to store and retrieve work independently.</p>
<b>Geography</b>	<p>We will focus on developing the following Geographical skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Locate the continent of Africa on a world map.</li> <li>• Explore weather and climate in Kenya.</li> <li>• Explore the animals of Kenya.</li> <li>• Use compass points to navigate around a map.</li> <li>• Explore the landscapes of Kenya, using Geographical vocabulary.</li> <li>• Find out about the people and culture of Kenya.</li> <li>• Find similarities and differences between the UK and Kenya.</li> </ul>
<b>Music</b>	<p>We will focus on developing the following skills and exploration in music;</p> <ul style="list-style-type: none"> <li>• Listen to and identify what the children like about a piece of music.</li> <li>• Learn the differences between pulse, rhythm and pitch and to learn how to rap through old school hip-hop style music.</li> </ul>
<b>P.S.H.E</b>	<p>We will focus on developing understanding within the theme 'Being in my world';</p> <ul style="list-style-type: none"> <li>• Feel special and safe within my class.</li> <li>• Know that I belong in my class.</li> <li>• Know how to make my class a safe space for everybody to learn.</li> <li>• Recognise how it feels to be proud of an achievement.</li> <li>• Recognise the range of feelings when I face certain consequences.</li> </ul>
<b>Physical Education</b>	<p>We will focus on 'Travel and movement' and 'Ball skills' within our PE lessons;</p> <ul style="list-style-type: none"> <li>• Demonstrate control in their movements.</li> <li>• Develop upper body strength.</li> <li>• How to link them together to form a routine. travelling movements, balancing, stability and taking off and landing safely on our large apparatus equipment.</li> <li>• Develop control and co-ordination when dribbling a ball with your hands.</li> <li>• Explore accuracy when rolling a ball.</li> <li>• Throwing with accuracy towards a target.</li> <li>• Explore catching with two hands.</li> <li>• Control and coordination when dribbling a ball with their feet.</li> </ul>
<b>Religious Education</b>	<p>We will focus on the wonder of nature and how religious people express their thankfulness. We will explore the following questions;</p> <ul style="list-style-type: none"> <li>• Which aspects of the natural world do some people find wonderful?</li> <li>• What is religion? What is a belief?</li> <li>• What do Christians, Jews and Muslims believe about how the world was made?</li> <li>• How do Christians, Jews and Muslims show they are thankful for the natural world?</li> </ul> <p>What do you already know about a harvest festival?</p>
<b>ALZ</b>	<p>The ALZ or Active Learning Zone is a separate area to the classrooms run by a dedicated member of staff, six children from each class access the provision each session. Children are able to explore their learning in an active and practical manner and are set challenges and tasks which extend their learning and problem solving skills. The teacher can use these opportunities to observe learning and complete assessments.</p>
<b>Our focussed Learning Behaviour this half term is...</b>	Being Responsive



**TOP 5 WORDS to know by the end of this topic:**



continent

senses

compass

season

landscape

**Useful websites to enhance learning:**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://www.ictgames.com/>

<https://www.youtube.com/watch?v=VQgizwwvqNk> saying letter sounds

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**Great books you could read:**

