

Expressive Arts and Design:

- To produce a piece of artwork which is inspired through Maria Sibylla Merian the botanical artist.
- To produce a traditional African (Congo inspired) dance.
- To design and make a piece of fabric that incorporates the design of an African traditional style.
- Through their explorations finds out and make decisions about how materials, tools and techniques can be combined and changed.

Understanding the World:

- To develop an understanding and knowledge of people, culture, communities and the natural world.
- Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- To observe changes over time 'Life cycles': looking at the life cycles of a frog, butterfly and sunflower.

Communication and Language:

- To listen attentively with sustained concentration to follow a story without picture or props.
- To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Learning, identifying and naming the different rainforests. To learn new vocabulary and use it correctly in relation to the topic. Such as tropical, Amazon, camouflage, canopy, conservation and deforestation.



Summer Term 2022

'The Lost World.'

'Exploring and investigating minibeasts, lifecycles, countries, traditions and cultures.'

Mathematics :

- To have a deep understanding of number to 10, including the composition of each number.
- To be able to use subitising skills (recognising quantities without counting) up to 5.
- To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Personal , Social and Emotional Development:

- When involved in discussions and group conversations understand that someone else's point of view can be different from their own. (Building relationships)
- Think about what would happen if the rainforests disappear. What might happen? How can we help?
- To look at differences and similarities between how we live and how families and communities in Democratic Republic of Congo live. What would a school day be like if we were in The Congo? To be able to speak about the perspectives of others.

Physical Development:

- To learn and perform an African (Congo inspired) traditional dance.
- Begin to show accuracy and care when drawing. Graphics are legible showing good control and coordination (observational drawings of minibeasts).
- Demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy :

- To produce and create an information poster based on one of the topics and themes learnt (minibeasts, lifecycles, rainforests or The Congo).
- To 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 which will enable them to write simple phrases and sentences that can be read by others.
- To 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.

Book Focuses:

- The Lost World by Jackie Morris
- The Very Hungry Caterpillar by Eric Carle
- Tad by Benji Davies
- Superworm by Julia Donaldson
- The Magic Tree: A tale from Congo by Gerald McDermott
- Travelling Wild: Trekking in the Congo Rainforest by Alex Woolf.
- The Rhythm of The Rain by Grahame Baker-Smith
- The Great Kapok tree by Lynne Cherry

And many more books linked to themes and topics.

Termly plans provide starting points for learning and link to an overall theme. The open ended questions, visits and interviews stimulate children's lines of enquiry, conversations and interests which can then be used to focus learning each week.