

# Spring 2 Y1 : What's it like in Africa?

Key books this term:



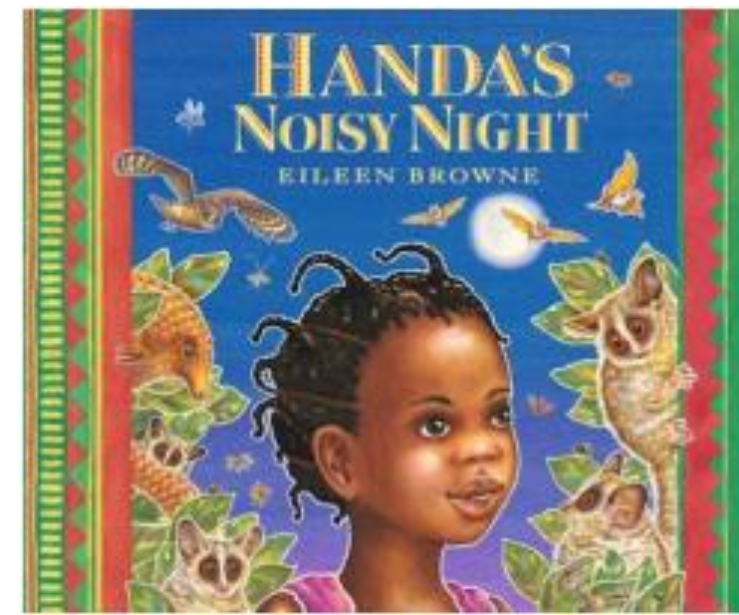
Where on Earth is Africa?

## Key Vocabulary:

- Continents** – A large area of land made up of different countries.
- Population** – The number of people living in an area.
- Equator** – An imaginary line around the middle of the planet.
- Climate** – The common weather in a certain place.
- Indigenous** – The first people to live in a place.

## Key Questions?

- What is Africa like?
- What animals live in Africa?
- Have you ever been to Africa?
- What is the climate like in Africa?



Handa's Noisy Night

## Key Vocabulary:

- Snorting** - make a sudden explosive sound through the nose.
- Chattering** - a series of short, quick high-pitched sounds.
- Slurping** - drink or eat something with a loud sucking noise.
- Slamming** - to hit something with great force.

## Key Questions?

- Would you enjoy the sleep over?
- What animals would you like to see?
- Do you think Handa had a good time?



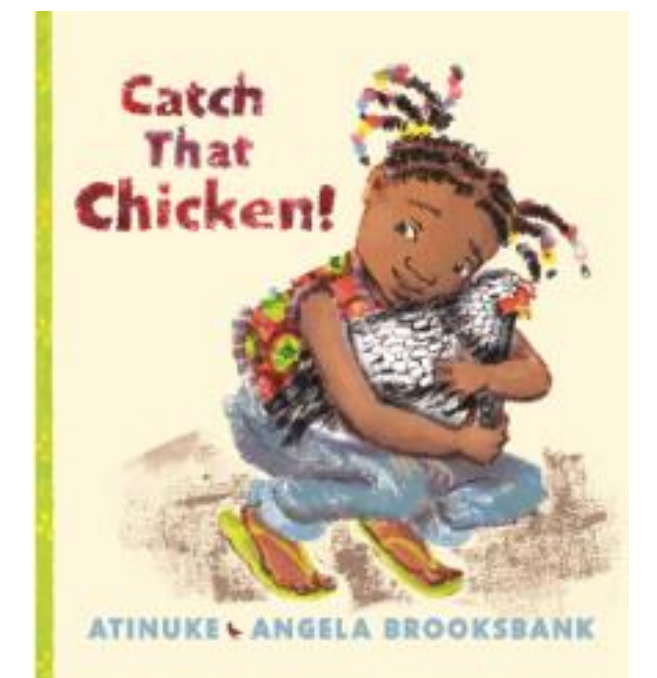
In the Savannah

## Key Vocabulary:

- Savannah** – a grassy plain in tropical regions, with few trees.
- Cub** – the young of a fox, bear, lion, or other carnivorous mammal.
- Creatures** – an animal or person.
- Precious** – of great value and not to be wasted.

## Key Questions?

- What does the lion cub think of the savannah?
- What other animals live in the savannah?
- Why do you think water is so precious in the Savannah?



Catch That Chicken

## Key Vocabulary:

- Compound** – A group of houses to form a community that is surrounded by private gates.
- Catch** – to seize or take hold of something.
- Lunges** – a sudden forward thrust of the body.
- Braiding** – form (hair) into a braid or braids.
- Swiftly** – to move at high speed.

## Key Questions?

- What is living in a compound like?
- Do you think catching chickens would be easy or hard?
- Have you ever seen a chicken?
- How do you think Lami felt when she fell?



## Science

The children will learn to identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

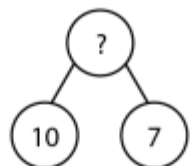


## Geography

The children will look at similarities and differences between a small area of the United Kingdom (Stocksbridge) to a larger non-European country (Africa.) They will look at human and physical features.



Part-part-whole diagram:



Missing sum equations:

$10 + 4 = \square \quad 6 + 10 = \square$

$10 + 7 = \square \quad 1 + 10 = \square$

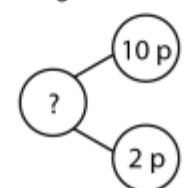
$\square = 3 + 10 \quad \square = 10 + 2$

$3 + 10 + 2 = \square$

$\square = 1 + 1 + 1 + 1 + 10$

Real-world problem – aggregation:

'Jaz has a two-pence coin and a ten-pence coin. How much does she have altogether?'



## Mathematics

Missing difference equations:

$14 - 4 = \square \quad \square = 16 - 6$

$19 - 10 = \square \quad \square = 12 - 10$

Odd	Even

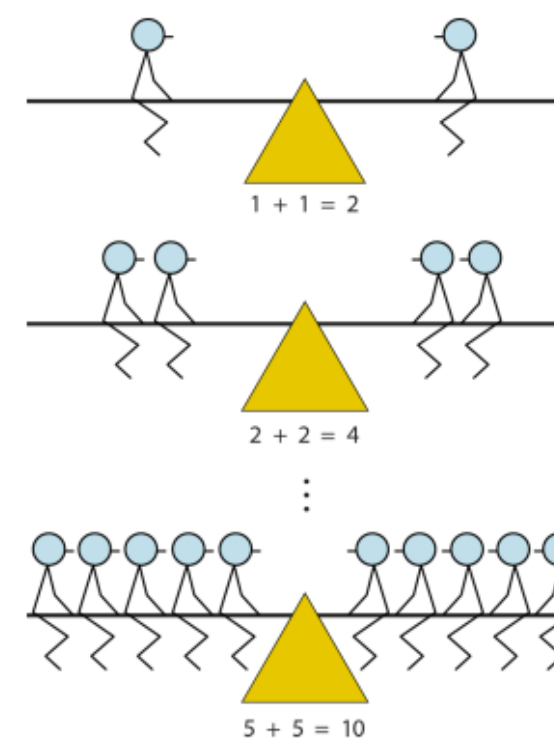
$5 \quad 6 \quad 10 \quad 9 \quad 1$

$15 \quad 16 \quad 19 \quad 11$

Odd/even missing number sequences:

$12 \quad \square \quad 16 \quad 19 \quad \square \quad 15$

$\square \quad 11 \quad \square \quad \square \quad 17$



$\text{double } 5 = \square \quad \text{half of } 10 = \square$

$\text{double } 6 = \square \quad \text{half of } 12 = \square$

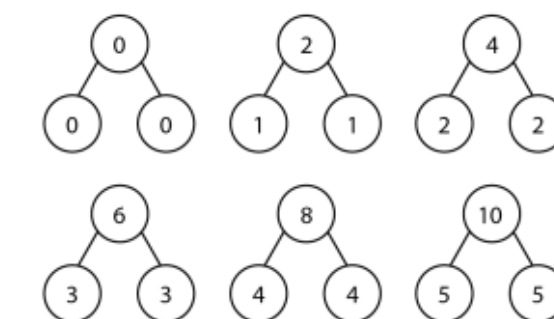
$\text{double } 7 = \square \quad \text{half of } 14 = \square$

$\text{double } 8 = \square \quad \text{half of } 16 = \square$

$\text{double } 9 = \square \quad \text{half of } 18 = \square$

$\text{double } 10 = \square \quad \text{half of } 20 = \square$

**AT HOME:**  
Please practise your number formation. You could practise simple addition and subtraction, doubling and halving. There are some here for you to practise.



## DT

The children will research, source ingredients, prepare and cook a dish with an African theme. They will understand where food comes from.



## Art

The children are developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will produce art work inspired by an African theme.



## RE

The children will explore stories and celebrations of Easter and Eid ul Fitr.



## English



**AT HOME:** Please read your school reading books and practise reading your tricky words regularly. Please log reading in your child's reading diary.

## **Non-chronological Reports**

The children will find out about a subject by listening and following text as information books are read, watching a video.

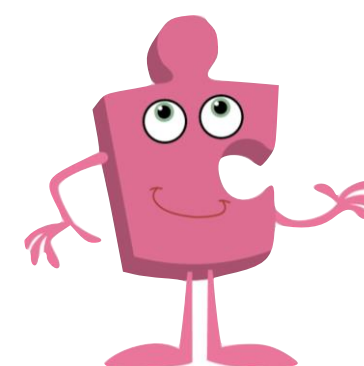
They will contribute to a discussion on the subject as information is assembled and the teacher writes the information.

The children will assemble information on a subject based on their own experience, (e.g.) food, pets.

They will then write a simple non-chronological report by writing sentences to describe aspects of the subject

## RSHE

**Jigsaw – Healthy Me**  
In this topic, the children are learning about the importance of a balanced lifestyle. They will understand how being healthy is good for their bodies and mental health.



## ICT

The children will learn about sharing data using pictures  
They will present information by using different charts

## PE

Indoor – The children will explore expression through creating a sequence of animal movements

Outdoor – The children will be learning to throw with accuracy both individually and in a team.

They will develop and consolidate their sending and stopping skills in order to win a game.