

<b>Autumn 1</b>			
<b>Topic</b>	<b>HAKUNA MATATA</b> Join Lila as she sets off from her little village to talk to the sky about the secret of rain. Learn about the continent of Africa and Lila's home country of Kenya.		
<b>Literacy Core texts link to topic/ cross curricular learning</b>	<b>Texts : Lila and the Secret of Rain by David Conway &amp; Jude Daly</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Outcome 1: Poetry/ song writing to celebrate the coming of rain</b></p> <ul style="list-style-type: none"> <li>• Listen to, read and recite 'call and response' poems which are characteristic of some Kenyan traditional song</li> <li>• Return to the part of the story where it starts to rain as inspiration for poetry</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Outcome 2: Extended story Lila and the Secret of Rain</b></p> <ul style="list-style-type: none"> <li>• Respond to illustrations and images of Kenya using descriptive language</li> <li>• Reading, book talk, story mapping, sequencing and retelling the story</li> <li>• Role play Lila, drawing inferences about characters' feelings</li> <li>• Write Lila and the Secret of Rain story from Lila's point of view.</li> </ul> </td> </tr> </table>	<p><b>Outcome 1: Poetry/ song writing to celebrate the coming of rain</b></p> <ul style="list-style-type: none"> <li>• Listen to, read and recite 'call and response' poems which are characteristic of some Kenyan traditional song</li> <li>• Return to the part of the story where it starts to rain as inspiration for poetry</li> </ul>	<p><b>Outcome 2: Extended story Lila and the Secret of Rain</b></p> <ul style="list-style-type: none"> <li>• Respond to illustrations and images of Kenya using descriptive language</li> <li>• Reading, book talk, story mapping, sequencing and retelling the story</li> <li>• Role play Lila, drawing inferences about characters' feelings</li> <li>• Write Lila and the Secret of Rain story from Lila's point of view.</li> </ul>
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<p>Consistent focus on grammar (phase 6 phonic content): Identifying and writing simple and compound sentences; Punctuation e.g. capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contraction.</p>			
<b>Maths</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Use place value and number facts to solve problems</li> <li>• Identify, represent and estimate numbers using different representations, including the number line</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally - including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>• Begin to solve problems involving number, quantities and measures</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> </td> </tr> </table>	<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Use place value and number facts to solve problems</li> <li>• Identify, represent and estimate numbers using different representations, including the number line</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> </ul>	<p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally - including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>• Begin to solve problems involving number, quantities and measures</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>
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<b>Science</b>	<b>Living Things and Their Habitats</b>	
	<ul style="list-style-type: none"> <li>• Compare living, dead and things that have never been alive</li> <li>• Identify plants &amp; animals in the local area in their habitats &amp; micro habitats</li> <li>• Carnivores, herbivores, omnivores – learn about simple food chains</li> </ul>	<p style="text-align: center;"><b>Key Scientific Skills</b></p> <ul style="list-style-type: none"> <li>• Observation (planting bulbs and recording observations)</li> <li>• Identify and classify</li> <li>• Observing local habitat over time: seasonal changes, sunlight, weather and trees/plants</li> </ul>
<b>Computing</b>	<b>Internet Safety and Search techniques</b>	
	<ul style="list-style-type: none"> <li>• To recognise characteristics of a trustworthy person</li> <li>• Know what is meant by personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Using search engines (Google/Bing) to find answers to research questions.</li> <li>• Recognise when a situation is unsafe and know who to go for help and support using 'ThinkYouKnow' website [Hector the Protector]</li> </ul>
<b>DT</b>	<b>Design and build an African street toy</b>	
	(To be covered in Autumn Term 2)	
<b>Art</b>	<b>Pattern</b>	
	<ul style="list-style-type: none"> <li>• Investigating and experimenting with different types of pencils, lines and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating repeated patterns in African fabrics</li> <li>• Creating an original repeating pattern for our own t-shirts</li> </ul>
<b>Geography</b>	<b>Maps and Atlas Skills</b>	
	<ul style="list-style-type: none"> <li>• Locating and naming 7 continents, the 5 oceans, the Equator and the Poles on map of world</li> <li>• Locating UK on world map</li> </ul>	<ul style="list-style-type: none"> <li>• Locating and naming contrasting countries within Africa and their capital cities</li> <li>• Locating geographical features of Kenya such as mountains and rivers</li> </ul>
<b>History</b>	<i>(To be covered in Autumn Term 2)</i>	

<b>PE</b>	<b>Indoor – Multi-skills</b>	<b>Outdoor – Ball Skills</b>
	<ul style="list-style-type: none"> <li>• Explore agility, balance (static and when changing directions), coordination and timing</li> <li>• Understand the rules of a game and how to play fairly</li> </ul>	To master the basic skills needed for ball games including: <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Balance</li> <li>• Agility</li> <li>• Co-ordination</li> </ul>
<b>Music</b>	<b>BRIGHT SPARKS CONCERT VISIT – The Highway Rat</b>	
	<ul style="list-style-type: none"> <li>• Experiencing a live professional orchestra</li> <li>• Exploring elements of music through storytelling and character</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and appraising recorded music and understanding its context in history</li> </ul>
	<b>The Natural World</b>	
<b>RE</b>	This unit involves pupils in investigating patterns, rhythms in nature, change, growth and the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. Through this unit pupils are introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, the Creator, God, designed the world.	
<b>PSHE</b>	<b>Living in the Modern World: Who’s in Charge?</b>	
	Children will have opportunities to: <ul style="list-style-type: none"> <li>• Communicate and collaborate with others to contribute to the life of the class and the school</li> <li>• Know about shops, services and advertising and that we have to pay for what we buy</li> <li>• Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc.</li> <li>• Know what improves and harms their local environment and know some of the different ways people look after it</li> </ul>	<ul style="list-style-type: none"> <li>• Observe surroundings and be able to make some judgements</li> <li>• Know people in their community who can help them</li> <li>• Respond with increasing confidence to new people and situations</li> </ul> <b>RSE : Girls and boys</b> <ul style="list-style-type: none"> <li>• Talk about how boys and girls can be the same and different</li> <li>• Understand that some people have fixed ideas about what boys and girls can do</li> <li>• Describe the different between male and female babies</li> </ul>
<b>MFL</b>	<b>French</b>	
	<ul style="list-style-type: none"> <li>• Recap greetings, asking names and ages</li> <li>• Colours (bleu, vert, jaune, rouge, noir, blanc, orange, violet, marron)</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn leaves - Flowers &amp; growing</li> <li>• Names of fruit</li> </ul>
<b>Trips</b>	<b>Horniman – Around Africa and Nature Trail</b> <b>Royal Festival Hall – Bright Sparks Concert</b>	