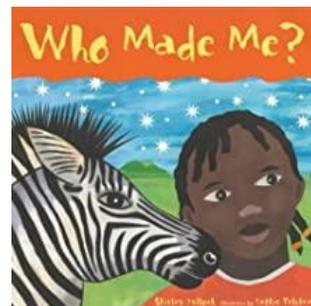
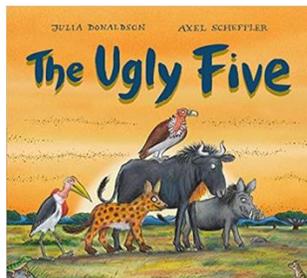
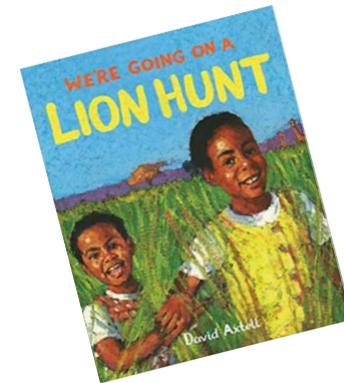
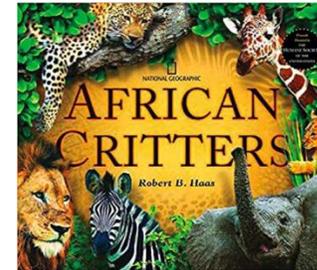
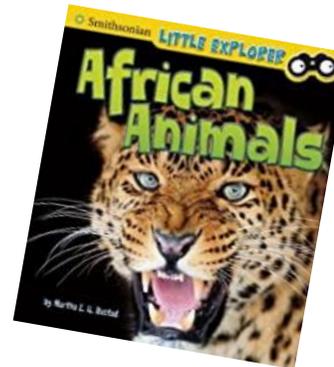
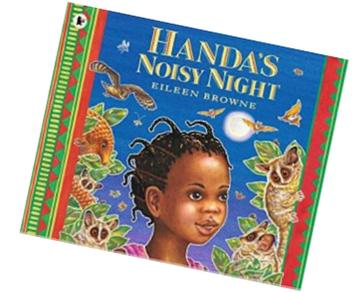
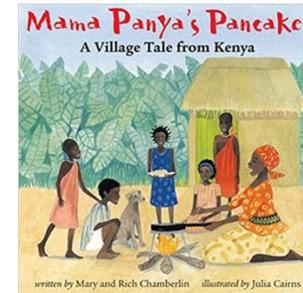


## What's it like in Africa?

During this half term, children prepare for the transition to Year 1. Children realise that the world is a big place and it may be different from their own home and community.

1. Children find Kenya on a map and discuss how they may travel there. They focus on fiving directions.
2. Children compare Africa to their own community and country. They discuss similarities and differences.
3. Children look at the different animals that can be found in Africa. They look at their babies and what they feed on. They act out being different animals.
4. Children create African art work using pointillism.
5. Children listen and respond to African music and dances.
6. During Christian Aid week, children consider fundraising opportunities and work together to plan a project.
7. Children spend time discussing stories in detail and writing about some of the events in them.



### Vocabulary

Reception Medium Term Planning  
 Summer 1

**What's it like in Africa?**



**Communication and Language**

- Learn new vocabulary.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.

**Literacy**

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Ensure phase 3 is secure and begin phase 4)
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

**Writing focus – Writing sentences for fiction and non-fiction**

**Mathematics**

**WRM Links: To 20 and Beyond & First, Then, Now**

Children will learn to:

- Verbally count to and beyond 20, recognising the pattern of the counting system.
- Count objects, actions and sounds.
- Link the number symbol (numeral with its cardinal value)
- Understand the one more/one less relationship between consecutive numbers.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**Seasonal Activities**  
 May Day, Sports Day, St George's Day,  
 Christian Aid Week

**Outside Learning**

Role play different animals and consider how they travel, climb, feed etc.  
 Create homes for different places in the world and explain how it will provide shelter.  
 Explore the changing nature in spring

**Effective Teaching and Learning**

**Playing and Exploring** – playing with what they know and being willing to 'have a go'

**Active Learning**- Being involved and concentrating, keeping trying and enjoying the achievements that they make.

**Creating and Thinking Critically** - Having their own ideas, making links and choosing ways to do things.

**Physical Development - Athletics**

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Spend time taking part in different races to practise for sports day.**

**Understanding the World**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

**Focus on life in Kenya. Look at the different animals that they may find there. Look at life in the country and the city in Kenya.**

**Personal, Social and Emotional Development**

- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.

**Expressive Arts and Design**

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

**Artist Study – Georges Seurat (Pointillism)**

**R.E.**

What happens in a church?

**British Values**

Children will learn about mutual respect and tolerance when learning about life in Africa. They will use a democratic process to choose fundraising activities for Christian Aid.