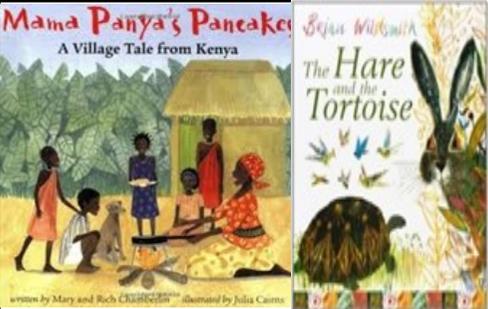


Communication, Language and Literacy	Areas of Learning	Mathematical Development
<p style="text-align: center;"><b>Mama Panya's Pancakes</b></p> <p>To write a diary linked to the text and they will be thinking about the character of Adika. The children have been taking part in some role play and getting into character using the text. They will also be given an opportunity to taste the different spices used to make the African pancakes and they will making their own too!</p>  <p style="text-align: center;"><b>The Hare and the Tortoise</b></p> <p>The children will be writing their own narrative linked to the story of the hare and the tortoise.</p>	 <p><b>Year 2</b></p> <p><b>Spring One</b></p> <p><b>African Adventures</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>· To count in steps of 2, 3 and 5 from 0 and in 10's from any given number, forwards and backwards.</li> <li>· To read and write numbers to at least 100 in numbers and words.</li> <li>· To use place value and number facts to solve problems.</li> <li>· To partition a 2 digit number into different combinations of tens and ones e.g 23 is the same as 13 ones and one ten.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>· To use concrete objects and pictorial representations, including those involving numbers and measures.</li> <li>· To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>· To add three one digit numbers.</li> <li>· To use estimation to check answers to calculations are reasonable.</li> </ul> <p><b>Fractions</b></p> <p>To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p>
<b>Spiritual, moral and cultural development</b>	<b>Personal, Social and Emotional Learning</b>	
<p>Step 1 – Communicate: What are our special books?</p> <p>Step 2 – Apply: How do we feel about our special books in different situations?</p> <p>Step 3 – Enquire: What can make a book special?</p> <p>Step 4 – Contextualise A: What is the special book for Christians?</p> <p>Step 5 – Evaluate A: What do we think about the specialness of the Bible?</p> <p>Step 6 – Contextualise B: What is the special book for Jews?</p> <p>Step 7 – Evaluate B: What do we think about the specialness of the Torah?</p>	<ul style="list-style-type: none"> <li>· To agree and follow rules of the class, and realise how rules help them.</li> <li>· To take part in discussions, with one person and the whole class.</li> <li>· To recognise what they like and dislike.</li> <li>· Put their views forward clearly and appropriately</li> <li>· To understand the British Value of Mutual Respect – knowing that their behaviours have an effect on their own rights and those of others.</li> <li>· To learn to share and take turns.</li> <li>· To recognise what is fair, unfair.</li> <li>· To recognise what is right, wrong.</li> </ul>	

## Science and Environment

The children be going on a walk around Southwood woodland on Wednesday 17th January to find out more what animals need to survive.

- To find out what animals, including humans, need to survive.
- To explore the environment as a factor of survival for animals.
- To find out about the offspring of a variety of animals and to find out the different ways they reproduce.
- To explore how humans grow as they get older.



## Geography

- I can find Africa on a world map and locate Kenya / I can name the world's 7 continents and 5 oceans.
- I can talk about the climate and weather in Kenya / and compare it to our climate in the UK.
- I can use compass points to navigate around a map.
- I can find out about the people and culture of Kenya. I can discuss the contrast with our culture.
- I can identify similarities and differences between Kenya and the UK.



## Computing

- To be able to control and programmable toy with a purpose.
- To be able to understand that once programmed a robot can repeat the same instructions.
- To be able to plan and create a sequence of instructions to move a programmable robot.
- To be able to talk about and evaluate their sequence of instructions.
- To be able to plan and create a sequence of instructions to move around a screen or background in 2go and in scratch with a purpose.
- To be able to explain what an algorithm is.

## Creative Development

- To mix orange and make 'tints'
- Use scissors effectively
- To discuss likes and dislikes of music
- To describe images they see.
- To design a pendant and to make it out of soft modelling clay
- To make a kente cloth by learning to weave under and over
- Discuss likes and dislikes of an African painting.
- Recreate their own painting

## Physical Development

- To learn to slide a bean bag or roll a quoit and retrieve it. Children will begin to aim for targets and to pass apparatus between targets.
- To build upon the 'sending' skills learnt in the last lesson and begin to roll ball with control and accuracy when sending and aiming.
- To practice the skill of rolling a ball learnt in the last lesson in order to extend their control and technique.
- To learn how to throw, bounce and catch a ball with some accuracy and control.