

# Medium Term Plan – Africa - Reception (Acorn Class), Spring 1, 2024



SCHOOL VALUE:	GOLDEN THREADS:	BRITISH VALUES:	DIVERSITY:	-HOOK AND CELEBRATION:	EXPERIENCES / VISITORS:												
- Courage - Friendship - Respect - Trust	- Guardian of our Environment - Heritage of our area - Forest School - Gardening	- Democracy - The rule of law - Individual liberty - Mutual respect - Tolerance of those of different faiths or beliefs	Take part in pretend play – different families, homes, different celebrations To learn that everyone is different but we are all valued. To try new foods and learn new recipes To understand that animals live in different habitats and have different needs in order to survive	Handa’s Surprise – basket with assorted - fruits left in the classroom. Display of African artwork, textiles and rhymes that we have been learning (musical celebration) Batik bags, inspired by African silhouette art	-Parent readers. -Parents maths workshop - Safari Visit												
<p><b>Literacy</b> Phase Three Phonics Write postcards and messages home from Kenya Mark making in sand Writing notes and messages to describe the features of Africa and the animals that live there Facts about elephants Super sentence write Friendly finger spaces Responding to poetry One crocodile – Kenyan rhyme <a href="https://www.mamalisa.com/?t=ec&amp;c=34#google_vignette">https://www.mamalisa.com/?t=ec&amp;c=34#google_vignette</a> Labelling maps, animals, homes Non fiction books – our world, habitats. World map/globe – countries, continents. Handwriting Story of the week. Labels in the environment to read/write/create Individual readers and group readers Rhyme time and storytime Making sounds with sand and natural objects- drop sand, shake sand, slide on sand what noise do you hear? How could you describe it?</p>			<p><b>White Rose Maths</b></p> <table border="1"> <thead> <tr> <th>Weeks 1-3</th> <th>Weeks 4-6</th> </tr> </thead> <tbody> <tr> <td><b>Alive in 5!</b> Introducing zero</td> <td>Growing 6, 7, 8,9,10</td> </tr> <tr> <td>Comparing numbers to 5</td> <td>Combining two amounts</td> </tr> <tr> <td>Composition of 4 &amp; 5</td> <td>Making pairs</td> </tr> <tr> <td>Compare mass (2)</td> <td>Length &amp; height</td> </tr> <tr> <td>Compare capacity (2)</td> <td>Time (2)</td> </tr> </tbody> </table> <p><b>Days of the week, months, seasons, counting larger numbers</b></p>		Weeks 1-3	Weeks 4-6	<b>Alive in 5!</b> Introducing zero	Growing 6, 7, 8,9,10	Comparing numbers to 5	Combining two amounts	Composition of 4 & 5	Making pairs	Compare mass (2)	Length & height	Compare capacity (2)	Time (2)	<p><b>UTW</b></p> <ul style="list-style-type: none"> <li>Knowledge Share- What animals live in Africa?</li> <li>Show some pictures of animals- how are they suited to their environment? Look at animal patterns, camouflage, etc.</li> <li>Start to talk about animal habitats- focus on lions</li> <li>Label animal parts</li> <li>Name and label common African animals-</li> <li>Sort and classify African animals lion, leopard, rhino, elephant and cape buffalo.</li> <li>Use scientific vocabulary e.g. carnivore</li> </ul> <p>I can describe and make observations of animals using scientific vocabulary I am developing a wide vocabulary including with scientific terminology</p> <ul style="list-style-type: none"> <li>What is special about your local area? Label some of the geographical features and describe</li> <li>Look at some pictures and images (Our Planet- Andy’s Safari adventures) and describe the Kenyan environment</li> <li><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-continent-of-africa/zfv7d6f">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-continent-of-africa/zfv7d6f</a> watch and talk about the differences between life in the UK and Africa</li> <li>Label the geographic features of Kenya and the UK- what can you spot that is the same? What is different?</li> </ul> <p>Parts of animals for investigation e.g. teeth, bones, etc. Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias Fruits from around the world to explore- use the senses I can start to talk about the differences in lives in other countries I can describe my own environment and local area I can describe another environment e.g. desert, jungle etc.</p>
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<p><b>Key concepts to understand</b></p> <p>Where do lions come from? Geography and Science Links</p> <p>What does music sound like in Africa? Music and Geography Links</p> <p>What is a silhouette? Art Links</p> <p>What do animals eat and where do they live? Science (Living things and their habitats)</p> <p>What animals are usually villains? Why? Literacy and Science Links</p>	<p><b>KEY VOCABULARY</b></p> <p>Africa Country Continent United Kingdom Savannah Desert Habitat Adaptations/ Adapt Camouflage Silhouette</p>	<p><b>PSED</b></p> <p>Learning routines and rules, expected behaviour. Role play area – African home and cooking role play areas Lion and elephant role play Choosing my own resources Finding my own ways of doing things Having my own ideas Celebrating different occasions. Chinese new year. Animal songs and stories. Show and tell – listening to others. Asking questions and sharing different viewpoints Reading books with my buddy Playtime with buddies</p>	<p><b>Sequencing</b></p> <p><b>Week 1</b> Handa’s Surprise <b>Week 2</b> For You are a Kenyan Child <b>Week 3</b> Martha Maps it Out <b>Week 4</b> Mama Panya’s Pancakes <b>Week 5</b> Meerkat Mail <b>Week 6</b> <b>We’re Going on a Lion Hunt</b></p>
<p><b>Communication and Language</b></p> <p>Discussing stories, re telling stories, Start to know and use new vocabulary, in context Start to share what I think and give opinions Start to explain things I have seen Learning about different habitats and discussing how they are different to ours. Conversation Starters linked to UW</p> <ul style="list-style-type: none"> <li>• Whose footprints are these? Who uses this camouflage? Describing different animal fur/feathers and why they look this way</li> <li>• melting wax- exploring how heat changes some solid objects</li> <li>• Watching clips of animals in Kenya and discuss- share ideas, talk about preferences etc.</li> </ul> <p>Animal songs. Show and Tell. ‘Weather – sunny, cloudy, warm, cold, rainy, snowy etc. Understanding how a group reading lesson runs and developing listening and speaking skills, linked to phase 3 knowledge</p>			
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Self-care routines – handwashing, toileting, putting on coat, putting on shoes,</li> <li>• Dressing – fastening and undoing buttons/ zips/poppers/laces</li> <li>• Mark making, Cutting, Gluing, Pencil control, Playdough, writing names, pouring, stirring, threading, scooping, using tongs, role play, messy play- foam, sand.</li> <li>• Letter formation – upper and lower case. Pencil and scissor grip.</li> <li>• I can skip, hop, stand on one leg- games I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb</li> <li>• I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running</li> <li>• I am showing a preference for a dominant hand</li> <li>• I am developing my small motor skills to use a range of tools competently</li> <li>• I can use a range of small tools confidently</li> <li>• PE with Mr Luckhurst</li> <li>• Dance with Miss Jenner and Yoga with Mrs Hazeldine</li> <li>• Forest School every Friday morning with Mrs Williams and Mrs Casse</li> </ul>			

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## **Expressive Art and Design**

Roleplay – Home corner, celebration baking/feasts. Enhancement boxes- link to different celebrations and different communities

Music – Following Kapow scheme

Music linked to celebrations from other cultures

- Share examples of traditional African Music
- Start to explore musical instruments to create own music
- <https://www.youtube.com/watch?v=0gyl6ykDwds> watch Michael Rosen perform Bear Hunt and try to add rhythm music
- Add rhythm music to another story e.g. Lion Hunt
- Discuss the term rhythm in term of the music
- Make own musical instruments

I can listen carefully to music and start to move to it

I can perform songs, rhymes, poems and stories alone and with others

- Look at work of Augustin Edouhart and “thatartistwoman.org” and her dino project – compare with work by Kara Walker and William Kentridge
- Model and share the use of watercolour paints as a medium- using water correctly etc.
- Discuss use of colours
- Model creating silhouette shapes

Weaving – banana leaf baskets

I can use scissors and one handed tools to create art safely and more accurately

I can talk about my artwork- linked to some of the materials/ techniques I used

<https://www.firstpalette.com/craft/glue-batik.html>

Batik printing instructions

<https://magazine.artland.com/silhouettes-art-between-light-shadow/>