

### Hook:

- Showing 3D images our school and neighbourhood on Google Earth and exploring the world from there
- Farm animal visit at the end of term

### Features of topic:

- Animal vocab
- Using descriptive language when comparing and contrasting lifestyles and environments.
- Building children's understanding of the world outside of their immediate surrounding.

### Troll/HFWs Words:

Leant: the, I, to, no, go, into, me, be, my, by, we, she, he, they, are, you, all

Troll to learn: her, was, have, said, so, do, what, like

-HFWs to learn: in, on, is, it, can, and, of, am

### Sounds:

- Taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f/ff, l/ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear,
- To learn: air, ure, er
- Recap phase 3 sounds
- Begin focus on reading and writing adjacent consonants

## Our World – Spring 2

**Purpose: To read and write sentences containing phase 2 & 3 sounds, and irregular words learnt so far. To explore similarities and differences between the UK and other regions of the world, using the new vocabulary we have learnt.**

### Morning work

- Writing Troll words, writing diagraphs & trigraphs correctly, writing numbers correctly, handwriting—lowercase and capital letters

### Literacy Carousel

- 5 stations: guided reading, 1:1 readers, sentence writing, Phase 3 phoneme frames, word building games: adjacent consonants

### Phonics lessons

- Recap Phase 3 diagraphs and trigraphs, whilst beginning Phase 4: reading and writing words with adjacent consonants
- Continue teaching remaining Troll Words and High Frequency Words (shown in green)
- Apply: Sentence writing—yellow row: supported by SM, red row: extend with 'and' or 'but'

### English/Topic lessons

**Week 1: The African Savannah.** Use the globe and Google Earth to show the children where they live and where Africa is. What do they know about Africa so far? Introduce the African savannah using a video and gauge how many can know the names of African animals. Read lots of stories with these animals to help them learn this new vocab. Giraffes Can't Dance- discuss how the book teaches us that everyone is good at something! Focus on growth mindset and can share what they're good 'I can...' 'I can't... yet!'. Learnt the word 'can' as a sight word. Explore the African Savannah, learn names of African animals and use the internet to find out more about them. Write facts about the animals 'Lions can\_\_\_'. Paint pictures of the African animals for a display.

**Week 2: African Culture:** Handa's Surprise, use as a stimulus to explore African culture, compare where we live to Handa's home, what is the same and what is different. T4W: learn the story and write a description for the page without words 'The goat hit the tree and the tangerines fell down'. Explore African culture and the differences between ours and Handa's life. Watch 'day in the life' video about a girl who lives in a traditional African village to find similarities and differences.

**Week 3: The Polar Regions:** Compare polar animals to the ones we've seen so far, describe their colour and texture and think about why this might be. Compare images of the two landscapes, how would being in the polar regions feel different to being in Africa? How would our clothing change? Read Lost and Found, then write packing lists of what we would take if we travelled to the polar regions. Read the Polar Bear Son to learn about the Inuit people, compare their homes to ours. Look at images of the Northern Lights and describe how they look and make you feel.

**Week 4: The Rainforest:** Explore the rainforest, using a video to say what they can see and hear—using SMILES images to support. Story focus: Monkey Puzzle—focus on character/animal descriptions, shared read and guided write these to get the children more confident with describing words. Children apply this by describing their mums. For writing activity, they describe the monkey's mum to help the butterfly.

**Week 5: The Oceans:** Explore the world's oceans using google earth, learn vocab for sea creatures. Read Billy's Bucket and identify the sea creatures. Pass the bucket around and imagine what they might see. Focus on the use of describing words, challenge children to expand their vocabulary. Learn to apply this descriptive language and take more ownership of their writing 'In Billy's bucket I can see...'

**Week 6: The Desert/Comparing regions:** Explore deserts, watch a video and describe what they see and hear—SMILES. Learn about which animals live there, focusing on the camel. Read non-fiction texts and use the internet to find out how they survive in the desert. Apply their learning over the term by show images of animals in the wrong habitats and discuss why they don't live in these places. Use this as a stimulus for writing: 'It is too cold, Camels like to be hot.'

**Week 7: Tech Week:** Use the VR headsets to describe animals and 'travel' to different areas, play 'what am I' game where some children can see the animal and others have to ask them yes or no questions to find out which animal it is. Use VR headsets in writing area with SMILES writing frames. Practice using SMILES writing frames over the week and set this as easter homework task.

### Stickability - how are you going to ensure the children remember the learning?

- Talk 4 Writing methods
- Fun actions to remember text, actions for full stop to help learn this punctuation
- Repeated refrains which are easy to join in with and memorise—writing activities then linked to these to reduce cognitive load when writing.
- Focusing and recalling key vocab
- Acting out the stories—learning to tell stories themselves

### Progression Statements

#### Literacy

- To be able to identify and use Phase 2 and Phase 3 sounds by the end of term
- Read common exception words taught so far (Troll Words)
- Re-read books to build up confidence in word reading (aim for all to be on pink)
- To form most lower and upper case letters correctly (pre-cursive)
- Orally rehearse and write simple captions using sounds and troll words learnt so far
- Early sentence writing—finger spaces—introduce capital letters and full stops.

#### Understanding the World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### RSC Techniques

- Hot seat: characters from the books we've read, to explore their different perspectives.
- Use Handa's Hut roleplay with fruit basket to act out the story, pretend to be the animals taking the fruit.

#### Inclusion and Diversity

- Read stories such as Handa's Surprise and The Polar Bear Son which provide insight into the lives of people from the regions being explored. It is important to represent people as just having a different style of life, not as disadvantaged because they don't live in westernised circumstance.
- Show accurate world maps which show the correct scale of countries.

### Outcome:

- The children will be able to write longer sentences using phase 2 and 3 sounds and irregular words taught so far.
- They will be using finger spaces, full stops and capital letters to start a sentence—with little support.