

Planning Overview
Summer 2019 – Around the
World: Kenya
Base 1 and Little Wrens -
EYFS
Mrs Holdsworth

We will be reading a
selection of key texts:

***The Journey Home* by Emma**
Levey
***Homes* by Carson Ellis**
***Handa's Surprise* by Eileen**
Browne
***Mama Panya's Pancakes* by**
Mary and Rich Chamberlin

Physical Development
"They hauled
themselves up
mountains, and teetered
across treacherous
ledges." – *The Journey*
Home

We will have daily fine and gross motor sessions which include dough disco and squiggle whilst you wiggle. In PE we will work on our balancing and climbing skills as well as practicing some athletics in preparation for sports day.

We will be learning about the importance of a healthy diet alongside growing and tasting fruits and vegetables.

Literacy and Communication and Language

"But Hattie knew the time was near for her family to embark on a new adventure." – *The Journey Home*

In the first half term our literacy work will be inspired by *The Journey Home* by Emma Levey. We will meet Hattie Peck and learn about where she lives and discuss similarities with our own homes and our local area. We will use our developing phonics knowledge to write lists and labels to show the types of animals that hatch from eggs and the creatures that make up Hattie's family. We will write descriptions of ourselves and also members of our own families. We will create a story map to help retell the story and then use individual books to allow the children to become authors themselves, telling the story through both pictures and words.

In the second half term our literacy work will be led by *Handa's Surprise* by Eileen Browne. This story is set in a small Kenyan village that will allow us to make comparisons with our own lives and learn more about the country where our partner school is located. We will be drawing pictures and writing letters to send to Kenya, documenting a day in the life of Base 1 as well as creating fact files about the African animals we meet throughout the story. Little Wrens continue to learn to recognise letter sounds through phase 2 phonics, whilst Reception children will be reading and writing words using sounds from both phase 2 and 3 phonics. We will continue to develop our fine and gross motor skills for writing.

RE

"They looked in the long,
waving grass." – *Handa's*
Surprise

In RE we will be learning about the Christian belief of God as creator. This will be followed by developing an understanding about the Christian value of caring for the natural world.

EYFS Personal, social and emotional development

"I wonder which fruit she'll like best?" – *Handa's Surprise*

As part of the focus on our homes and local area in the first half term, the children will be encouraged to speak confidently to the class group about their homes and families, including sharing any special events. We will then discover how our lives are both similar and different to those children who go to our partner Kenyan school. We will also be trying new activities and working on our teamwork skills.

Understanding the world

"Hattie braved the elements rescuing abandoned eggs around the world." – *The Journey Home*

People and Communities

Prompted by the stories that lead our learning, we will spend time talking about our homes and families looking in detail at where we live. As part of our learning about our local area, we will visit the village and learn about the jobs people do here, and look at the types of houses people live in. We will consider how things have changed over time and also make comparisons between life in our own village and Kenyan villages and cities.

The World

We will be learning about looking after our school grounds and village this term. Through a global learning project we will discuss and generate ideas for making our school and village a peaceful place to be. We will be learning about what plants we can grow, and put this into practise by growing some fruit and vegetables, as well as creating a wildflower meadow using plants native to the UK. We will discover how our environment differs from that in Kenya and how this affects the plants that can be grown as well as the animals that live there.

Technologies

This term we will be learning about different ways that we use technology at home and at schools. We will be going on a visit to our village and consider ways in which we can use technology to record this trip to tell our partner school in Kenya about it. In addition to this we will create village maps and work on giving bee bots directions to take them to different places.

Maths

"Handa put seven delicious fruits in a basket for her friend, Akeyo." – *Handa's Surprise*

Both Little Wrens and Reception children will be working towards maths goals that are appropriate for their developmental age.

We will start the term by recapping our 1:1 counting skills and number recognition, followed by some consolidation of our addition and subtraction skills. This is something that will be ongoing through the term. Hattie Peck and her friends from our story will then help us to learn about doubling, halving and sharing through a range of practical activities. We will also be using the pictures and journey taken in *Handa's Surprise* to learn about position and direction.

Expressive arts and design

"... because every year, Hattie made each hatchling a perfectly-knitted treat, just for them." – *The Journey Home*

Exploring and Using Media and Materials

The children will have access to the changing resources in the art and construction area. We will explore the colour and patterns found in Kenyan art and textiles as well as learning to use tools safely and practise the techniques for making Mama Panya's pancakes for sharing with the rest of the school. We will continue to have daily singing and nursery rhyme time, including learning some traditional African call and response songs.

Being Imaginative

As always, the children will take the lead and be involved in creating the role play areas around our classroom. They will continue to develop 'Bug Cabin', the explorer's hut and also start to set up a Base 1 farm shop. The children will be encouraged to create their own stories, inspired by those we have read, for telling and performing on our classroom 'stage'.