**Jungle Fever**

**Entry Point:** decorate the classroom as a jungle.

**Exit Point:** Jungle Cafe

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**English**

One Day on Our Blue Planet is our first text this year. We will be planning, writing and performing poems based on a trip around the Savannah. We will be using special vocabulary for groups of animals. We are finding more/less/few/least of numbers. Counting in 2s, 5s and 10s. Problems solving with height, length, weight and volume.

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**Art and Design Technology**

Making patterns in the style of Henri Rousseau.

Food tech - Prepare healthy snacks to eat at the jungle café.

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**Music**

Composing music inspired by the rainforest.

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**Science**

Research and identify animals and plants found in the jungle.

Observe seasonal change and weather.

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**Mathematics**

We will be working with numbers up to 50.

Using a range of manipulatives to represent numbers. We are finding more/less/few/least of numbers.

Counting in 2s, 5s and 10s.

Problems solving with height, length, weight and volume.

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**Forest Learning and Global Links**

**FL:** Identifying plants

**GL:** Learning about endangered animals

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**PE**

We will be focusing on the skills needed for net games this year, including tennis. We will also be using dance and movement to create a jungle scene.

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**Geography**

Discover where jungles can be found in the world.

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**PSHE and British Values**

Circle time based on the book Augustus Smile.

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**Computing**

Program a beebot around the jungle.

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**RE**

We will be learning about Christianity’s leaders and teachers, about Easter, new life and changes. We will be reading stories about Jesus from the New Testament. Understanding the meaning of Easter to Christians and knowing the symbols associated with this celebration.

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We will be reading the story ‘Monkey See Monkey Do’ from the Story Tree. We will be re-telling the story through drama, hot seating characters. We will be writing the story changing key character’s, main events or locations. We will also be writing information sentences about the jungle.
Music

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Forest Learning and Global Links

- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Computing

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Art and Design Technology

- Use the basic principles of a healthy and varied diet to prepare dishes
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Science

- Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees
- Animals including humans: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Notice that animals, including humans, have differing which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Speaking and Listening

- Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaboration conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on contributions of others. Select and use appropriate register for effective communication

Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

PSHE and British Values

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programmes of education.
Mathematics

Place Value
Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.

Measurement: Length and Height
Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Measurement: Weight and Volume
Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

English

Reading
Apply phonics knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading. Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

Writing Transcription
Spell words containing each of the 40+ phonemes already taught. Spell common exception words and the days of the week. Using letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting
Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0–9.

Writing Composition
Write sentences by saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.

Spelling Grammar and Punctuation
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.

Phonics
Vowel Diagraphs and trigraphs including ai, si, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea/ea, er/er, ir, ur, oo, oo, oa, oe, ow, ow, uw, uw, i-e, ie, igh, or, ore, aw, au, ear, ear, are. Compound words. Common exception words. Tch. The /v/ sound at the end of words. The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /g/ sound spelt n before k. Division of words into syllables.