

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R
Spring 1

Cold Lands and Winter

Using the child as the starting point, and considering what they know and have observed, our topic this half term is

‘Cold Lands and Winter’. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

Looking at life in the polar regions—how life and the needs of others may be different to ours including British Values of mutual respect and tolerance.

Looking at respecting and tolerating differences – in particular house building, transport and clothing
Chatting about the little ones favourite season and why. British Values freedom of speech, express opinions.

Looking at what they know with regard to letters and numbers and how they are beginning to further develop and use these skills.

Following new R.E. scheme

Literacy

Reading

Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

This half-term looking at fiction and non-fiction books with regard to Polar Regions, house-building and type, atlases and seasons. The traditions and customs of people living in those areas. Fiction books closely linked to the topic of cold lands, seasons and feelings with regard to differences and contrasting settings.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Write their own name. Children will look at adjectives to describe cold, letter writing, weather words. Children will spell key words and CVC words.

Small group daily phonics sessions

Further develop phonological knowledge with the introduction of learning how the same sound can be made in different ways. Blending and segmenting skills are also further developed as is the little one’s key word knowledge.

Expressive Arts and Design

Looking at pattern and shape in particular with regard to snow and ice.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Baking – ice lollipops, marshmallow penguins and polar bears.

Making resources to complement big books.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories
Music – Jolly music

Mathematics

Number recognition and order including understanding more/less, ordinal numbers and comparing numbers so they can use scales [temperature] and measures.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape looking at snowflakes and icebergs. Pattern including repeating and random looking at Jack Frost. Size with regard to animals such as polar bears, seals, penguins.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

P.E.

Scheme: Real P.E and iMoves

Incorporating key skills within focused PE sessions.
Physical development occurring each day within continuous provision.

R.E

Celebrations

Looking at the beginning of the year.

The start of the Christian New Year, Chinese New Year, Nowruz (Iranian) Persian New Year and Holi the Hindu festival of colour.

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Development of fine motor skills- name writing, and grapheme formation.

Gross motor skills travelling over and under and through various environments i.e. through snow, ice, jungle.

Fine motor skills – putting on gloves, clothes to keep warm and doing up buttons and zips etc.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Independent skills – washing and drying hands and getting dressed including gloves, hats, scarves – as above dressing for the weather.

Using tools and equipment safely and for purpose – looking at mountain equipment.

Communication and Language

Developing skills with regard to comprehension and discussing books covered.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Using speech as their first form of communication to give explanations of their understanding.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding- how to make ice, the idea of North and South Poles

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

Personal Emotional and Social Development

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. British Values – mutual respect and tolerance.

Show sensitivity to others when they discuss their home.

Listening to others' opinions, ideas and knowledge when discussing cold lands.

Looking at the needs of others including peoples' + animals' needs from cold lands.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

Further developing of independent skills– putting on hats, scarves, gloves, coats etc to keep warm.

Happy to chat about their houses and favourite season and why they like them.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Sensitive to the needs of others, people from different countries and the elderly and to the needs of animals also when it is cold.–British values. Understanding how to follow rules with regard to the dangers of snow and ice. Rules which are there to keep them safe. Thinking about the consequences of actions and talk

Music

Scheme: Charanga

This scheme is followed as a separate, focused lesson on a weekly basis.

The main focus during lessons is finding the pulse /beat. Using glockenspiels.

Learning and singing songs and making music goes on daily within the continuous provision.

Understanding of the World

Looking at Inuit traditions and other countries- British values

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at ice and snow - Firstly from a scientific point of view so looking at the properties of water.

Looking at change – changing substances.

Looking at how the animals within the polar regions have adapted to their environment.

To develop thinking and reasoning skills.