

## Cold Lands and Winter

Using pretend snow/frost outside to capture children's interest and consider what they know and have observed, our learning is linked to 'Cold Lands and Winter'. The theme is planned to be open ended, enquiry based, and can be accessed on many different levels of development.

The theme is planned to evolve through a cycle of engagement, development, innovation & expression, this allows children have ownership of their learning experience.

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 – house building, transport and clothing.

Chatting about favourite seasons and why. British Values freedom of speech, express opinions.

## Expressive Arts and Design

Looking at pattern and shape -scarves.

Children sing songs, make music and dance, and experiment with ways of changing them. Making bird feeders, snow decorations, clay snowmen.

Hot and cold colours.

Learn water colour painting technique-wax resist.

Learn who Kandinsky is and a printing technique.

Baking –Vegetable soup.

Making resources to complement big books.

Create igloos in the block/construction area.

Make icicles and snowflakes for an arctic ice cave/explorers role play area.

Chinese lanterns-with paper. Add a simple circuit.

**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.**

# Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R  
Spring 1

## Literacy

### Reading

**Building on skills from Autumn 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.**

Looking at fiction and non-fiction books - Polar Regions, housebuilding and type, atlases and seasons. The traditions and customs of people living in those areas.

Listen to modern stories- Sugar lump and the unicorn; Grumpycorn; One snowy night; Kipper's snowy day; Jolly Snow; Penguin Small; Albert le Blanc.

Use of animation-Frozen; The Snowman; We're going on a bear hunt.

Stories about Chinese New Year-Mr Men's Chinese New Year; The Great Race; Lanterns and Firecrackers.

### Writing

Writing simple stories-If I were a snowman.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also learn to spell 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.

## Mathematics

**Addition and subtraction -number bonds to 5; number and place value- numbers to 10; comparing groups up to 10;**

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.

**Shapes-3D and 2D shapes, names, properties: Repeating patterns-scarves (creative link)**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

## P.E.

IMOVES: Arctic animals dance

REAL PE-Unit 3 – dynamic balance/static

balance: small base

APPARATUS: balancing

## 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

## 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.

Fine motor skills – putting on gloves, clothes to keep warm and doing up buttons and zips etc. Using ice scrapers in real or fake snow.

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

Independent skills – washing and drying hands and getting dressed including gloves, hats, scarves.

Healthy eating- rainbow of fruit collage; make rainbow kebabs

**Using tools and equipment safely and for purpose.**

Vegetable peelers, safety knives, hand blender-make vegetable soup.

Bird feeders

## Communication and Language

**Developing skills about 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, bird feeders.**

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.**

Looking at 'being a good friend' and what this means. Creating a friendship tree as a class to show we are all unique (leaves) but we are a team together (whole tree). Stories and circle times about manners; saying sorry.

**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 to keep warm.

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

Trying new food and "Chopstick challenge".

**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 -visit the Luncheon Club. Talk about the needs of animals also when it is cold. Understanding how to follow rules with regard to the dangers of snow and ice. Rules which are there to keep them safe.

## Music

**Scheme: Charanga**

This scheme is followed as a separate, focused lesson on a weekly basis. The 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 Would you like to live in the poles?

Looking at traditions and celebrations of other countries- (Chinese New Year)- British values

Looking at change – changing substances (experiments to see if everything freezes)

Looking at how the animals within the polar regions have adapted to their environment. Countries animals originate from-hot, cold.

Senses Winter walk- exploring outdoors; eating rice noodles.

Simple circuits-lighting up playdough.

Technology- Interactive white board: operating a timer to start, stop.

Learn to log on and use purple mash and learn to use a digital camera.