



# Spring 1 Polar Regions

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Express their feelings and consider the feelings of others. Discuss how Little Pip felt when she was lost. Have the children felt like that? Create a 'feelings' table. Have mirrors, emotion cards and emotion teddies around. Provide children with writing /drawing stimuli for them to express their feelings.</p> <p>*Build constructive and respectful relationships by encouraging children to express their feelings, talk about what makes them special. Encourage children to identify unique characteristics about themselves: how they are similar/different to others, how</p>	<p>*Practitioners to model sentence structure and phrases to support children building up knowledge of new language throughout the day. *Building up new language taking part in bringing words to life games, taught through new learning. Set provocations, use topic books and explore likes/dislikes.</p> <p>Set up provocations: How can we melt the ice and save the animals? Investigation, which material would be best for a coat in the Arctic? e.g dissolving, evaporating, (how long does it take for the ice to melt in different ways?)</p>	<p>*Develop overall body strength, co-ordination, balance and agility. Developing freedom of expression and stability. ~Travel in a range of ways (over, under, through) climbing equipment confidently. ~Jump and land with stability. ~Polar expedition assault course using challenge cards of different polar animal movements e.g., leap like fox, crawl like a polar bear, fly like an owl or waddle like a penguin. *It is important that all children are very active and get out of breath several times a day. During their physical activities outdoors encourage children to spin,</p>	<p><a href="#">Where is Little Pip</a> Finding and Losing tale  -Likes and dislikes -Bringing Words to Life.  *Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language.  *Immersion *Imitation *Innovation- substitution and additions of characters, scene and openers. *Invent- creating scene, characters and plot.  <a href="#">Additional story: Snail and the Whale.</a>  <a href="#">Non-Chronological report</a> <a href="#">Shared Reading 'The Emperor's Egg'</a></p>	<p>* Continue to practice counting ~Sing number songs to 5 Represent each verse with counters on a 5 frame, displaying the numerals alongside.  Provide examples contrasting familiar numbers with 0 to support the children's understanding that 0 represents the absence of something. Keep encouraging children to guess how many before counting. *Count out a number from a set of objects -give me 7 and children are confident at counting out exactly 7. *One more and one less</p>	<p><a href="#">Shared Reading 'Bedtime for little bears.'</a> Continue building up skills of collaborative learning by designing and making habitats for Arctic animals and igloos. Use a variety of creative and real-life media, junk modelling and construction. <a href="#">Focus before designing - what habitat and how.</a> The designing part is really important in helping children to choose the right resources that are needed. Drawing their design first will have children to think of structure, size etc and really get their thinking skills going. Reflect with children how well their structure met their design and whether</p>	<p>Encourage children to develop a sense of self and place through Local Area walk. Use I-Pads to capture seasonal change/pictures of local area. <a href="#">Shared Reading, 'Where is little Pip.'</a> <a href="#">To build on understanding 2<sup>nd</sup> book is 'What's in the Egg Little Pip,'</a> *Children to discuss what Pip is feeling throughout the story. Introduce the word 'Theme.' There are a few different themes in the story- Home is where your family is, each animal has a unique home, always listen to your parents, never wander off... ~Figurative language. Simile - "She was as fluffy as new fallen snow..." Onomatopoeia words-sounds that</p>

<p>humans are similar/different to animals and express their uniqueness through moulding sculptures using clay</p> <p><a href="#">Link to Shared Reading Text: National Geographic Whale</a></p> <p>*Building friendships are really important. Support children with listening to each other. Ensure that children are encouraged to share and have that as an important part of their play. Small group sessions will help develop all these essential skills. Read books about friendships.</p> <p>Activities.</p> <p><a href="#">(Link to Shared Reading Text: The Storm Whale/Snail and the Whale)</a></p> <p>*Continue supporting children to talk about feelings and well-being. Discuss how important it is to say how they are feeling and why they are feeling this way. Small</p>	<p>Ensure the discussion is focused on sentence structure (provide sentence stems) with sentences said correctly supported by staff. Discussion during independent learning must be a focus as discussed. Ensure we are encouraging children to think for themselves, extend their communication ability and deepen understanding.</p> <p>*Use provocations and shared reading to continue to develop the children's ability to ask questions to deepen understanding of new learning. Practitioners should model how they are interested through what they say, e.g 'Wow! Look at how the ice is melting, isn't that amazing.' So that practitioners can check understanding of what has been said</p>	<p>rock, tilt, fall, slide and bounce.</p> <p>*Put a dance routine together based on the story of PIP.</p> <p>*Understand need for good hygiene, health and well-being.</p> <p>~Plan and deliver workshops with parents. Focus on a good sleep routine, screen time and the importance of being healthy.</p> <p>~Visit from the Dentist</p> <p>~Eat a range of healthy food types.</p> <p>~Healthy eating food plate, sorting healthy food and junk food.</p> <p>Healthy eating workshop</p> <p>Making a healthy salad bowl.</p> <p>Daily keeping fit challenges:</p> <p>How many stars jumps in one minute?</p> <p>How many hops?</p> <p>How many bounces?</p>	<p>Lifecycle of a penguin (flip book)</p> <p><a href="#">Poem</a></p> <p>Polar Bear poem,</p> <p>I'm a Little Penguin</p> <p>Whale Poem</p> <p>Arctic fox Poem</p> <p>*Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.</p> <p>*Children are able to read more complex reading books using the phonics they are learning.</p> <p>Children are building confidence with blending and recognising a few exception words.</p> <p>*Tricky words are taught daily to read</p>	<p>*Subitise by playing games like 'hide and reveal' game that prompts children to subitise or see the number of the group without counting.</p> <p>Put three bowls over one, two and three jewels. Quickly lift and replace one bowl and challenge children to say how many there are. Swap the bowls around rapidly for a minute.</p> <p>*Introduce 5 and 10 frames. Use objects so that children familiarise themselves with the tens structure of the number system.</p> <p>*Link the numeral with its cardinal value, for example place numbers in order and place the matching numeral on top.</p> <p>Introduce the game of snap or matching pairs so that children quickly recognise</p>	<p>they do anything different next time.</p> <p>*Encourage children to think about what tools are fit for purpose.</p> <p>~snow dough animals</p> <p>~Junk modelling</p> <p>Follow instructions to make salt dough/snow dough and use a variety of sculpting tools to manipulate and design polar animals.</p> <p>Explore a range of junk modelling media and explore suitability and test out tools to design polar animals, Arctic small world, paper plate masks, paper bag puppets and plastic penguin crafts.</p> <p><a href="#">*Sonia Lawson studied at Doncaster School of Art and the Royal College of Art, London from 1956 to 1960</a></p> <p>Talk for Art – Water colour and salt</p> <p><a href="#">Shared Reading 'Bedtime for Little bears'</a></p> <p><a href="#">Focus nocturnal</a></p>	<p>represent noises-flap, flap, flap.</p> <p>*Introduce map skills. Show on a map where the baby penguin comes from - home is a pebbly nest on the cold Antarctic shore. Discuss the environment-how different it is to the environment the children live in.</p> <p><a href="#">(Link to Shared Text: Welcome to the Arctic)</a></p> <p>~Discuss with children that we all have a place where we come from.</p> <p><a href="#">Link to Shared Reading Emperor's Egg</a></p> <p>To record a video of a journey around the school for children to watch. Highlight different places, children's homes, local businesses, the school etc. Talk about journeys and their experiences. Discuss other journeys - journey to school or a familiar place around the world...link with parents.</p> <p>Now do the same journey with the</p>
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<p>group sessions will help children feel confident to talk.  <a href="#">(Link to Shared Reading Text: The Storm Whale/Snail and the Whale)</a></p>  <p>Children can:</p> <ul style="list-style-type: none"> <li>~ express their feelings and consider the feelings of others.</li> <li>~ build constructive and respectful relationships.</li> <li>~ talk confidently about themselves and how they feel.</li> </ul> <p><b>UNICEF</b>  Rights of the Child  Basic rights</p> <ul style="list-style-type: none"> <li>• Right to have friends and join a group</li> <li>• Right to an education</li> <li>• Right to be protected from dangerous things</li> </ul>	<p>so good understanding of concepts being learnt is clear. *Ensure there is a focus on 'where' and 'when' questions. Once they are confident with asking these, deepen understanding with 'why' and 'how' questions. When ready, begin to understand 'how' and 'why' questions, through stories and air questions. Provide: sentence stems, e.g. I think...because..., drawings/paintings, story sequencing. Create small world scenarios of stories for children to re-enact and sensory experiences of stories. *As part of everyday practice encourage children to develop their use of complex sentences. Use colourful semantics to build up complex sentences. Ensure practitioners paraphrase so that</p>	<p>Circuit stations – beat the timer  *Continue to build up the confidence to safely use small and large apparatus indoors and outdoors. Encourage children to build Dens in the outdoors. Crawl through tunnels and successfully use the parachute. Children to use large apparatus in the hall to build balancing skills.  *Develop the foundations of a handwriting style. First develop this style through free drawing. Daily handwriting practice to know how to form letters correctly.  ~phonics, morning time, group work will all encourage regular repetition. This will ensure that handwriting is automatic, efficient and fluent</p>	<p>and spell until children are able to say them independently. Introduce children to reading simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.  *Through focussed writing children will begin to form the graphemes they are learning correctly.  *Children will be provided with opportunities to practice writing independently across the curriculum.  *Children will be encouraged to read independently and re-read books to build up confidence.</p> <p><u>Writing</u> –  Segment sounds and use letter names.  ~Break the flow of speech into words  ~ Encourage those children that can, to use conjunctions.</p>	<p>matching numeral and amounts.  *Children will continue to develop the understanding that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 4, 3 and 2, 2 and 3 or 4 and 1. Encourage them to subitise (instantly recognise these small quantities without counting).  *Play Bunny Ears- Using 2 hands to be the ears, how many ways can you show 4 or 5 fingers? Can you see what number I have made? Can you make ears the same as mine? Can you make the same number in a different way? How many different ways can we find?  *Use the number shapes to investigate which smaller numbers combine to</p>	<p>Imitate: Adding texture to water colour painting by using salt.  Innovate: Water colour and oil pastels.  ~Teach children the art of colour mixing techniques so that they get the colours they need and want to represent.  Invent: Children to create their own animals in the night-time. Ensure there is a deep discussion about the artist and her work.  <a href="#">Link to shared reading Arctic texts:'</a>.  Explore different ecological environments; water, land, ocean and different countries.  *Watch and talk about dance and performance art and expressing their feelings.  Dance – Linked to topic with ACE dance and music (week 5) winter/Arctic  *Continue to develop storylines in their</p>	<p>children, use clip boards and have them record what they see. Back in class turn this information into a local map. Discuss name of roads, Aston, Birmingham. After discussion and understanding set homework for children to draw their journey home.  *Build a class book of children's families building on knowledge of past and present through exploring lifecycles of the penguin.  <a href="#">Link to Shared Reading Text 'Penguin Life Cycle'</a>  Encourage children to compare it to their own lifecycle when they were babies. Ask parents to send a bank of baby pictures in for children to share and discuss their timeline as babies. Link to their birthdays, the month they were born in and date. Encourage children to bring in artefacts from home.  *Set up science provocations, investigating scientific</p>
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<p>children begin to use sentence structures correctly, especially tense. Shared reading will continue to develop these skills with the use of sentence stems. *Begin to connect one idea to another using connectives, explain why for example 'it must be cold outside because I need my coat.' *Continue to build up the love of stories building familiarity and understanding. ~Encourage children to have a favourite story that they like to re-read and become very familiar with. ~ Through modelling of storytelling and shared reading build in echo reading so that children are trained to use their voices to show engagement and understanding of stories being read. ~Teach children to think about the characters in the story and encourage</p>	<p><b>PE:</b> <b><u>Speed, Agility and Travel 1</u></b> Spatial awareness</p> <p>Body Management 2 Accuracy</p>  <p>Children: ~will have more control of their body strength. ~will be able to travel in a range of ways. ~will be more active daily. ~are able to take part in a dance routine. ~will have more ownership of a healthy routine. ~are able to use small and large equipment. ~will begin to create their own writing style.</p>	<p><b><u>Reading-</u></b> Begin to read words and simple sentences.</p> <ul style="list-style-type: none"> <li>• Phonics books</li> <li>• Phonics</li> </ul>  <p>Children are able to: ~discuss what they like and dislike in a book. ~talk about complex stories, story structures and new language. ~take information from non-fiction and apply the knowledge. ~use phonic knowledge to read and write simple sentences. ~confidently re-read phonetical decodable books independently.</p> <p><b><u>Language Group Texts:</u></b> Bedtime for Little Bears</p> <p>The Polar Bear Story</p> <p>A Fox Found a Box</p> <p>One Love</p>	<p>make exactly 4 or 5. Check by sitting them on top of the whole number. Is there more than one combination? Which number has the most combinations? *Provide cubes in 2 different colours. Ask the children to build a tower of 5. Compare the towers. What is the same? What is different? How many different towers can you build? What if you make towers of 4 cubes? *Add a set of balance scales to the dough area and encourage the children to compare the weight of different size balls. To provide further interest, encourage the children to use loose parts to balance the dough on the scales. *Provide a selection of wrapped parcels of various shapes and sizes. Ask the children to compare</p>	<p>pretend play. Design the role-play corner and classroom around Arctic/Under the sea. Do story boxes etc and extend their story play outside. <a href="#">Shared Reading a Fox Found a Box</a> *Respond to what they have heard, expressing their thoughts and feelings. *Remember and sing entire songs. *Sing the pitch of a tone sung by another person ('pitch match'). *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. *Create their own songs or improvise a song around one they know *Play instruments with increasing control to express their feelings and ideas.</p> <p><b><u>Focus songs:</u></b></p> <ul style="list-style-type: none"> <li>• Autumn Leaves are Falling down</li> <li>• Arctic animals' song</li> </ul>	<p>concepts: different states of change and properties. Something frozen within the ice-ask children how can we rescue what's inside. All ideas acceptable, let them explore then ask children to feedback. Ask questions that will prompt deeper thinking. <a href="#">Link to Shared Reading Text: The Runaway Iceberg.'</a></p> <p>~Life cycles (<a href="#">Link to Shared Reading Text – Egg to Penguin Life Cycle</a>) Use the I-Pads to research about penguins. ~Use iPad to take photos and videos of journey. Winter Walk to Local Park. Map the journey – map to the park and map of inside the park. Look at digital maps.</p> <p>* Begin to understand the meaning of forces. E.g., using cars to talk about how fast or slow it moves because of the force behind it. How</p>
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children to make a voice that is appropriate to the character. This will encourage children to make the character come alive and therefore children will feel they are a part of the story.


\*Demonstrate and encourage good sitting and good looking so children are able to listen and maintain interest and apply key learning in focus activity.

Non-chronological reports: include text mapping, short burst writing and instructional text: how to look after an egg.

~During shared reading make comments that will make children think deeper, e.g. "That looks dangerous..."


**Communication Week:**  
Theme -Valentines

parcels to see which are heavier and lighter than others. Can they find the heaviest parcel? Can they find the lightest? Are larger parcels always heavier?



Children are more confident:

- ~with counting to 10 and beyond.
- ~ to grow their understanding of number from 6 to 8
- ~with subitising.
- ~with using number frames to 5 and 10 and begin to know the number structure.
- ~to link numeral and cardinal value
- ~with identify number bonds up to 5
- ~with weigh scales to know which is heavier and lighter and answer questions around this subject.
- ~with capacity – identifying empty and full and




Children:

- ~ are able to design and construct by working in collaboration with friends and analyse the outcomes together.
- ~ are able to choose the right tool for the job.
- ~ are able to build knowledge of a female artist and her work.
- ~ are able to create their own masterpiece.
- ~become confident at colour mixing.
- ~ are able to enjoy a dance routine.
- ~ are able to develop a story through role-play.

when you push a plastic float in the water the force of the water pushes it back up. (First introduce what can sink or float) let children explore what can bend or snap and what can't, e.g., a twig and metal rod [Link to Shared Reading Text 'The Storm Whale'](#)


Unicef Rights of the Child Happy to be different

- How to be kind
- What makes us different?
- How are we the same?
- Celebrating differences





British Values Mutual

Respect: all children have the right to be treated with dignity and respect.



Children:

	<p><a href="#">Link to shared reading texts: Love Grows Everywhere and One Love.</a></p>  <p>Children:  ~ are able to use new language in their speech.  ~can discuss more complex ideas like how ice can melt.  ~will become more confident at asking questions.  ~will build confidence in using complex sentences - developing the use of using connectives.  ~will build confidence in using intonation in their reading-bringing the story alive.  ~will be ready for their learning and be able to concentrate for longer periods of time.</p>			<p>measuring ingredients  ~with comparing height and length  ~ floating and sinking  ~ with saying the days of the week  ~with combining groups and making pairs</p>		<p>~enjoy complex stories and understand there is a theme in the story.  ~understand there are different skills to reading.  ~ understand the key features of the life cycle of an animal.  ~begin to understand map skills and know that we all live in different places in the world.  ~begin to have an understanding of past and present.  ~begin to develop an understanding of change of state.  ~ are able to recognise some similarities and differences between life in this country and life in other countries.</p>
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<p><b>Pupil Voice</b>  Make 'Thank you' cards for someone who they love</p>	 <p><b>Educational Visits</b>  Dance Teacher in to teach Arctic Dance</p>	<p><b>Parent Workshop</b>  Healthy lifestyle</p>
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