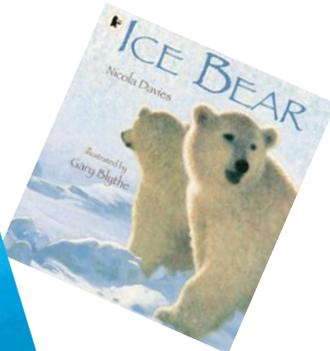
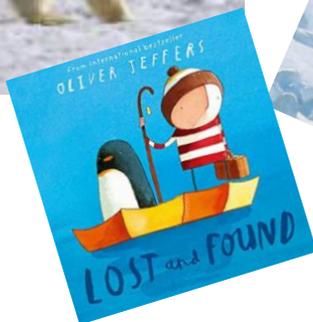


Freezing Cold



Successful learners

Areas of Learning

Personal, Social and Emotional Development

We will be exploring how to stay safe, keep ourselves healthy and look after ourselves with increasing independence. We will be exploring rules and why they are important, learning to follow them without adult reminders. We will be exploring what it feels like to be a polar explorer or an animal living in the polar regions. We will also continue to develop our teamwork skills and resolve the conflicts this can cause.

Physical Development

We will be further developing our balls skills focusing on moving with a ball and maintaining control. We will be exploring travel and making shapes in gymnastics, developing our core strength and muscles and focusing on balancing. We will continue to develop fine motor skills, using pen boards, tweezers, threading and developing pencil control. Gross motor skills through the use of obstacles course, balance beans, hopscotch, painting etc.

Communication and Language

We will continue to share a wide range of fictions books, developing our understanding through discussions, role play and reacting in the small world area. We will also be learning a range of new vocabulary linked to our topic and other areas of learning, using and applying the new vocabulary to a wide range of contexts supported with the use of non-fiction texts. We will also be looking at how we can use communication to debate and resolve conflicts.

Literacy

We will continue to develop our understanding of sounds and how we can apply this to decoding words and recognising initial sounds. We will also be focusing on developing our letter formation and recognising the difference between upper- and lower-case letters. Nursery children will be using this to support early writing skills. This will also support Reception children when writing simple sentences and phrases.

Mathematics

We will continue to explore numbers, comparing ordering, finding more or less and adding and subtracting to find a total. We will also be exploring shapes and the different ways we can use these, through building and art. We will also be exploring spatial, positional and directional language and mathematical concepts.

Expressive Art and Design

We are going to be drawing and painting a range of polar animals and polar scenes including the Northern Lights. We will also be exploring our early sewing and cross-stitch skills. We will be using our Polar expeditions camp and small world area to role play and explore life as a polar explorer. We will also be using our singing voices and instrument to explore the sounds of the weather and seasons.

Understanding the World

We will be exploring the Polar regions, locating with Arctic and Antarctic on a map, discussing the weather and climate and what it will be like to live there. We will also be exploring a wide range of animals that live in the Polar regions, what they eat, how they keep warm and look after their young. We will also be learning about famous polar explorers, their jobs, journeys and their impact on what we know today.

Confident Individuals

Challenge

As enterprising people, we will:

To become enterprising, confident and independent individuals we will:

Work together to plan our own class expedition, pack the things that we will need, follow directions on a map, record the adventure we had.

Follow rules without having to be reminded by an adult.

Responsible Citizens

Enrichment

To enrich our learning, we will:

Role play: Expedition camp where we can plan our expeditions.

Base camp where we can explore polar places, light fires, cook food, record our findings, write our diary. Build an igloo using milk bottles.

Small world: ice tray with different polar animals, sand tray with wild animals and trees.

Explore: Explore changes in materials through melting and freezing, explore how polar animals keep warm.

Spiritual & Moral

In our spiritual and moral development, we will:

Learn about Jesus' early life and how we can be a gift to others around us by following Jesus example of being kind and caring.

We will look at Bible stories that help us understand what Jesus taught us:

- Not to worry about things ...I will look after you
- Do to others ... This will make you happy

Communities

As members of a community, we will:

We will use our new mud kitchen to make bird feeders to hang in our outside area.

Personal, Social & Emotional Development

Nursery:

PSED N1- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
PSED N2- Develop their sense of responsibility and membership of a community.
PSED N5- Play with one or more other children, extending and elaborating play ideas.
PSED N6- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
PSED N7- Increasingly follow rules, understanding why they are important.
PSED N8- Do not always need an adult to remind them of a rule.
PSED N8- Develop appropriate ways of being assertive.
PSED N9- Talk with others to solve conflicts.
PSED N12 - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
PSED N13 - Make healthy choices about food, drink, activity and toothbrushing.

Reception:

PSED R1- See themselves as a valuable individual. Build constructive and respectful relationships.
PSED R2- Express their feelings and consider the feelings of others.
PSED R3- Show resilience and perseverance in the face of challenge.
PSED R4- Identify and moderate their own feelings socially and emotionally.
PSED R5- Think about the perspectives of others.
PSED R6- Manage their own needs.
PSED R7- Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating - toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Communication and Language

Nursery:

CL N2- Can find it difficult to pay attention to more than one thing at a time.
CL N3- Use a wider range of vocabulary.
CL N4- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
CL N5- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
CL N8- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
CL N7- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
CL N8- Use longer sentences of four to six words.
CL N9- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
CL N10- Can start a conversation with an adult or a friend and continue it for many turns. CL N11- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception:

CL R2- Learn new vocabulary
CL R3- Use new vocabulary through the day.
CL R4- Ask questions to find out more and to check they understand what has been said to them.
CL R5- Articulate their ideas and thoughts in well-formed sentences.
CL R6- Connect one idea or action to another using a range of connectives.
CL R7- Describe events in some detail.
CL R8- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
CL R9- Develop social phrases.
CL R12- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
CL R13- Use new vocabulary in different contexts.
CL R16- Engage in non-fiction books.
CL R17- Listen to and talk about selected non-fiction to develop a deep.
CL R16- Engage in non-fiction books.

Physical development

Nursery:

PD N1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

PD N2- Go up steps and stairs, or climb up apparatus, using alternate feet.

PD N3- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

PD N4- Use large-muscle movements to wave flags and streamers, paint and make marks.

PD N5- Start taking part in some group activities which they make up for themselves, or in teams.

PD N6- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

PD N7- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

PD N8- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

PD N9- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

PD N10- Use one-handed tools and equipment, for example, making snips in paper with scissors.

PD N11 Use a comfortable grip with good control when holding pens and pencils.

PD N14- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception:

PD R1- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*

PD R2- Progress towards a more fluent style of moving, with developing control and grace.

PD R3- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

PD R4- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

PD R6- Combine different movements with ease and fluency.

PD R8- Develop overall body-strength, balance, co-ordination and agility.

PD R9- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

PD R10- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

PD R11 Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

Nursery:

L N1- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

L N2- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

L N3- Engage in extended conversations about stories, learning new vocabulary.

Reception:

L R1- Read individual letters by saying the sounds for them.

L R2- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

L R3- Read some letter groups that each represent one sound and say sounds for them.

L R4- Read a few common exception words matched to the school's phonic programme.

L N4- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

L N5- Write some or all of their name.

L N6- Write some letters accurately

L R5- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

L R6- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

L R7- Form lower-case and capital letters correctly.

L R8- Spell words by identifying the sounds and then writing the sound with letter/s.

L R9- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

L R10 Re-read what they have written to check that it makes sense.

Mathematics

Nursery:

M N1- Fast recognition of up to 3 objects, without having to count them individually ('subitising').

M N2- Recite numbers past 5.

M N4- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

M N6- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

M N7- Experiment with their own symbols and marks as well as numerals.

M N10- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

M N11- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

M N12- Describe a familiar route.

M N13- Discuss routes and locations, using words like 'in front of' and 'behind'.

M N15- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

M N16- Combine shapes to make new ones – an arch, a bigger triangle etc.

M N20- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception:

M R4- Count beyond ten.

M R5- Compare numbers.

M R9- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

M R6- Understand the 'one more than/one less than' relationship between consecutive numbers.

M R7- Explore the composition of numbers to 10.

Understanding the world

Nursery:

UW N2- Show interest in different occupations.
UW N3- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
UW N6- Talk about what they see, using a wide vocabulary.
UW N9- Begin to understand the need to respect and care for the natural environment and all living things.
UW N11- Talk about the differences between materials and changes they notice.
UW N13- Continue to develop positive attitudes about the differences between people.

Reception:

UW R3- Comment on images of familiar situations in the past.
UW R4- Compare & contrast characters from stories, including figures from the past.
UW R5- Draw information from a simple map.
UW R6- Recognise some similarities and differences between life in this country and life in other countries.
UW R7- Explore the natural world around them.
UW R8- Describe what they see, hear and feel whilst outside.
UW R9- Recognise some environments that are different to the one in which they live
UW R10- Understand the effect of changing seasons on the natural world around them.
UW R11- Understand that some places are special to members of their community.
UW R12- Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

Nursery:

EAD N1- Take part in simple pretend play, using an object to represent something else even though they are not similar.
EAD N2- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
EAD N3- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
EAD N4- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
EAD N7- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
EAD N8- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
EAD N11- Explore colour and colour-mixing.
EAD N14- Remember and sing entire songs.
EAD N15- Sing the pitch of a tone sung by another person ('pitch match').
EAD N16- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
EAD N17- Create their own songs, or improvise a song around one they know.
EAD N18- Play instruments with increasing control to express their feelings and ideas.

Reception:

EAD R1- Develop storylines in their pretend play.
EAD R2- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
EAD R4- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
EAD R5- Listen attentively, move to and talk about music, expressing their feelings and responses.
EAD R6- Sing in a group or on their own, increasingly matching the pitch and following the melody.