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| Spring 1Unit of Learning: Fun in the Snow Class: Infants

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| Responsible Citizens |
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| Problem Solving  |  | Christian & British Values |  | In Our Community |
| To try a different way of doing something when solving a problem.Working on a task independently or with a partner to solve a problem for a short period of time.To listen and respond to the ideas of a partner.To begin to record problem solving (Pictorial, Notes)To persist when something does not work the first time |  | School Value: Self ControlProverbs 25:28 A man without self-control is like a city broken into and left without walls.Moving: What is the Holy Spirit? How did the Holy Spirit move at the beginning of time Genesis 1What happened when the Holy Spirit came to the church? Acts 2 V1-13. Travelling: Matthew 2 V 1-12 Celebration of Epiphany. Why did the Magi travel? Homes: God the Son – Home in our hearts.British Values – Mutual Respect Developed through working with partners on problem solving tasks and learning to cooperate with others who might learn in a different way |  | Global – Knowledge of Globally significant individual – Ernest Shackleton, How is the climate changing in Polar regions?National –. Learning about artists from the UK in our art topicLocal– What can we do to help with climate change? Visiting Lakeland Wildlife oasis to learn about different animals from across the world. Forest School – creating bird feeders to care for local birds. |

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| Successful Learners |
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| Areas of Enquiry | Key Vocabulary | Reading | Enrichments |
| **As Scientists** we will be Polar Detectives investigating ‘Which animals live in the Polar Regions and why do they like it there?’ We will also investigate materials and their uses in shelter building as well as changing materials as part of the Ice Rescue Crew.**As Historians** our enquiry questions will be ‘Where did Ernest Shackleton Explore?’ and ‘How do we Know? ’. We will be using our interpretation skills and communication skills.**As Geographers/Global Learners -**  We will be global weather watchers and will be exploring our local weather plus Hot/Cold places in the world. We will also be leaning about the location of the seven continents.**As Artists –** We will be using our drawing, painting and 3d modelling skills to explore how we can make a polar world in the style of Nick Mackman and Christine MontagueIn **Computing** we will be exploring creating digital media - music.In **PSHE**  we will be exploring the theme of Keeping Healthy and Being our Best | **Science** - reproduce, produce young, produce new animals, plants, materials, natural, man-made, manufactured, object, change, bake, heat, cool, freeze, melt, boil, new material, Summer, Spring, Autumn, Warm, warmth, cold, temperature, thermometer, degrees, Celsius, conductor, insulator, thermal. question, answer, observe, observing, equipment, describe.**History**  - Ernest Shackleton, Polar, South Pole, Antarctica, Trek, Navy , Explorer, Knighted, Compass, Discover, Ship, Significant, Past**Geography/Global** – Climate, Tropical, Seasons, Observations, Record, Measure, Temperature, Thermometer, United Kingdom, Waterproof, ForecastSymbols, Extreme, Arctic, Antarctic, Polar regions, InuitArctic fox, Glacier, Ice, Snowflake, Iceberg, Igloo, TundraSnowmobile, Sled, North pole, South pole, Northern lightsPenguin, Polar bear, Walrus, Arctic hare, Continents, Equator**Art** – brush, size, scale, colour, mixing, primary colours, primary shades, tones, techniques, layering, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, paint, create, texture, construct, join, natural, manmade, surface**Computing** – Commands, add sound, sound bank, effect, template, animation, document, finger typing**PSHE** - Growth Mindset, Healthy eating, Hygiene and health, Cooperation, Growth Mindset, Looking after my body, Hygiene and healthExercise and sleep | Auto Biography: Ernest Shackleton Little People Big DreamsThe Way Home for WolfBy Rachel BrightThe Last Wolf by Mini GreyWolves by Emily GravettLittle Red Riding HoodThe Three Little PigsThe Boy Who Cried WolfPeter and the Wolf | Forest School – Bird Feeders and SheltersVisit to Lakeland Wildlife Oasis and classification workshop |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science****EYFS**Understand some important processes and changes in the natural worldaround them, including the seasons and changing states of matter.Explore the natural world around them, making observations and drawingpictures of animals and plants.Know some similarities and differences between the natural worldaround them and contrasting environments, drawing on their experiencesand what has been read in class. **Year 1 and 2** Identify and name a variety of plants and animals in their habitats, including micro-habitats.Explore and compare the differences between things that are living, dead, and things that have never been alive.Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.To describe and compare properties of materialsTo suggest answers to a questionTo perform simple tests to explore questions To know that some materials can be changed**Geography****EYFS** To talk about features of their local environment using knowledge from observationExplain some similarities and differences between life in this country andlife in other countries, drawing on knowledge from stories, non-fiction textsand (when appropriate) maps**Year 1 and 2** To name and locate continents.To identify where places are.To show an awareness of places beyond their own locality.To find and name hot and cold areas of the world in relation the equator/ poles.To identify physical and human features of localities.To express a view on the features of the environment of a locality.To use sources and resources to ask and respond to questions about the environment.To become aware of gradation of colour and symbols.To use other sources with a map. E.g. written, photos or pictures.To compare area sizes on the globe.To identify mountains on physical globes.To identify the equator.**History****EYFS**To talk about roles people have had in the past in societyTo show an interest in the lives of othersTo talk about what they know from an event in the past**Year 1 and 2** Know some things about people, events and stories that happened a long time agoTell you some parts of stories about the pastUnderstand why some people in the past did thingsLook carefully at pictures or objects and answer questionsUse pictures, words, writing and role play to show you what I know**Art****EYFS**To show awareness and appreciation of sensory experiencesTo observe and notice features within real objectsTo begin to talk about what they are creatingTo begin to explore different techniques within drawing, painting and collage**Year 1 and 2**Exploring and developing ideas.Explore the work of artists, from different times and cultures for differences and similarities- Christine Montague, Nick MackmanDevelop their ideas – try things out, change their mindsDrawing.Experiment with a variety of media; pencils, pastels, chalksControl the types of marks made with the range of media..Investigate tone by drawing light/dark lines, light/dark shapes.PaintingUse a variety of brush sizes and types.Work on different scales.Create textured paint by adding materials.Mix colours to create different shades3DExplore sculpture with a range of malleable media Understand the safety and basic care of materials and tools.**Computing****Year 1 and 2** To say how music can make us feelTo identify patterns in music To experiment with sound using a computerTo use a computer to create a musical patternTo create music for a purposeTo review and refine our computer work**PSHE****EYFS** Feel resilient and confident in their learning;Name and discuss different types of feelings and emotions;Learn and use strategies or skills in approaching challenges;Understand that they can make healthy choices;Name and recognise how healthy choices can keep us well.**Year 1 and 2** Recognise the importance of fruit and vegetables in their daily diet;Know that eating at least five portions of vegetables and fruit a day helps to maintain health.Recognise that they may have different tastes in food to others;Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;Recognise which foods we need to eat more of and which we need to eat less of to be healthy.Recognise the importance of regular hygiene routines;Sequence personal hygiene routines into a logical order.Understand how diseases can spread;Recognise and use simple strategies for preventing the spread of diseases.Recognise that learning a new skill requires practice and the opportunity to fail, safely;Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.Demonstrate attentive listening skills;Suggest simple strategies for resolving conflict situations;Give and receive positive feedback, and experience how this makes them feel.Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);Understand and explain the simple bodily processes associated with them.**Music****EYFS**Listen attentively and respondSing a range of songsPerform songs**Year 1 and 2**Using music to tell a story with a song.Listen with concentration and understanding to a wide range of high-quality live and recorded music.Use their voices expressively and creatively by singing songs and creating chants and rhymes.Experiment with, create, select and combine using the inter-related dimensions of music.Discover folk instruments.Recognise the difference between singing and speaking.Explore the different sounds that my singing voice can make.Identify different voices by their vocal quality. |