

Please note ....This topic web is intended as a guide and may be subject to change in order to address the interests of the children as the autumn term progresses.

### Communication and Language

To listen to stories and be able to anticipate what might happen next.

To begin to answer why questions.

To use to talk to organise, sequence and clarify their thoughts and ideas.

- Answering why questions about stories they have listened to e.g Why do you think he was feeling sad / happy / excited?
- Answering why questions relating to own experiences in class discussions and at snack-time.
- Formulating explanations for things they observe such as melting ice.

To extend vocabulary and explore the meanings of new words related to the theme of Frozen Worlds.

### Personal Social and Emotional Development

To form positive relationships with those around them and be able to find ways to negotiate and resolve disagreements

- Pair share discussions after reading stories about friendship and resolving arguments
- Cooperative and turn taking games
- Use of timers and other strategies to support sharing

Books:

The Squirrels Who Squabbled – Tim Field

### Physical Development

To hold a pencil with a tripod finger grip, form most letters with correct formation.

To show an understanding of how to use tools and equipment safely

PE: Developing throwing and catching skills with different sized balls and with increasing control

### Maths

#### **Number**

To continue to subitise numbers to 5 and beyond in different contexts and different arrangements.

To explore number bonds to 5 in a range of practical contexts

To begin to be able to explain their mathematical thinking using stem sentences such as 'I know that because...' to support them

To begin to use a range of representations to support understanding of numbers and record mathematical thinking such as part whole models and first then and now boards.

To count confidently backwards and forwards to 20.

#### **Shape Space and Measure**

To use everyday language to talk about and compare size, weight and capacity such as longer, shorter, heavier, lighter, full, half-full empty

- Measuring snowmen, footprints, scarves etc
- Comparing frozen and melted ice

## Frozen Worlds

### Literacy

To read Phase 2 & 3 tricky words in sentences: I to the no go he she me we be my you.

To read words and short sentences containing Phase 2 and some Phase 3 phonemes including digraphs ch sh th, ng, ai ee igh oa & oo.

To use vocabulary and phrases influenced by books when retelling stories.

To begin to recognise the difference between story books and information books

To write for a purpose in a range of contexts with increasing independence

- Writing lists & messages etc in the role play area
- writing captions and labels for models and pictures
- writing relating to stories and own experiences

To write short sentences using Phase 2 and some Phase 3 graphemes and Phase 2 & 3 tricky words.

To leave spaces between words when writing short sentences, and begin to use full stops at the end of sentences.

Books & Stories:

Polar Bear Polar Bear, What do you Hear? – Bill Martin Jr & Eric Carle

Blue Penguin – Petr Horacek

Lost and Found – Oliver Jeffers

One Snowy Night – Nick Butterworth

The Mitten – Jan Brett

The Gruffalo's Child – Julia Donaldson

The Way Home for Wolf – Jim Field

The Last Polar Bears – Harry Horse

Ridiculous – Michael Coleman

## Spring 1 2021 Foundation 2

### People and Communities

To recognise similarities and differences between themselves and others

- Exploring similarities and differences through stories such as Blue Penguin and Giraffes Can't Dance
- Learn about children who live in polar regions and how their lives are similar & different from our own.

### Technology

To be able to talk about different kinds of information such as pictures, video, text and sound.

To understand that they need to ask an adult when they want to use the internet.

To be able to make choices about the buttons and icons they press, touch or click on using programs such as Purple mash and Colour Magic.

### Expressive Arts & Design

Music Charanga Unit 3 Spring 1 Everyone

- Listen & appraise different types of music
- Explore high & low pitch
- Keep the pulse and play simple rhythms using percussion instruments such as claves.

To use a range of tools and techniques confidently and appropriately, such as playdough tools, paintbrushes, scissors, split pins for joining moving parts.

To introduce a storyline or narrative into their imaginative play.

### The World

To learn about different environments and habitats and talk about some of the similarities and differences between them and the animals that live in them.

To learn about how people are causing the ice to melt in the Arctic.

To explore the properties of water and ice and talk about the changes they observe. – Making ice lollies