

LITERACY, COMMUNICATION & LANGUAGE

- To understand how to listen carefully and why it is important.
- To learn & use new vocabulary through the day.
- To articulate ideas and thoughts in well-formed sentences.
- To develop social phrases.
- To engage in story times; build familiarity and understanding.
- To learn rhymes, poems and songs, paying attention to how they sound.
- To read/write individual letters by saying the sounds for them.
- To form lower-case and capital letters correctly in names and as part of learning the letter sounds.

Unique/Creativity



Polar Adventure

Autumn 2 2021

Class 1 Mrs Moores

The Jolly Postman – Janet & Allan Ahlberg

Dear Zoo – Rod Campbell

Animal Boogie – Debbie Harter

SCIENCE Animals

- To explore the natural world around them.
- To recognise some environments that are different to our own.
- To identify and name a variety of common animals.
- To describe what they see and feel outside.
- To understand the effect of changing seasons.
- To describe a simple life cycle, recognising what animals need.

How can we care for the animals and environment?

Relevant/Challenge

PHYSICAL DEVELOPMENT Gymnastics

- To revise and refine the fundamental movement skills they have already acquired, eg roll, jump, hop, climb.
- To develop overall body strength, co-ordination, balance and agility.
- To use & develop core muscle strength.
- To combine different movements with ease and fluency.
- To develop their small motor skills.

Challenge/Unique

Liberty/Respect

PSED Growing & Changing

- To see themselves as valuable individuals.
- To build constructive and respectful relationships.
- To express their feelings and consider the feelings of others.
- To manage their own needs - personal hygiene.

Courage/Relevant

GEOGRAPHY/UtW UK countries & capitals

- To draw information from a simple map.
- To recognise some environments that are different to our own.
- To name and locate the 4 countries of the UK, their capitals and surrounding seas.

Collaborative/Relevant

What if there were no borders between countries?

MATHEMATICS Light and Dark/Alive in 5

- To explore the composition of numbers to 10.
- To subitise
- To count objects, actions & sounds.
- To compare amounts/numbers.
- To link the number symbol (numeral) with its cardinal number value.
- To compare length, weight and capacity.

Independent/Challenge

RE Christmas/Why do we give and receive gifts?

- To understand that Jesus is a gift from God.
- To discuss thoughts and feelings associated with giving and receiving.
- To know why Christmas is important for Christians.

Freedom of Faith and Acceptance

What if everyone had the same possessions?

Inspirational/Relevant

EXPRESSIVE ARTS & DESIGN 3D animal models

- To examine sculpture linked with nature and animals. Eg. Andy Goldsworthy
- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.

How can we use our creativity to celebrate God's creation?

Independent/collaborative

MUSIC Christmas songs and carols

- To explore and engage in music making and dance.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.
- To explore and use small percussion instruments to add accompaniments to songs.

What if the world was filled with happy, joyful music?

Courage/Flourish

CONTINUOUS PROVISION IDEAS

- Small world – polar animals
- Small world – Nativity figures
- Book corner – Christmas story sacks
- Role play – home
- Fine motor – loose parts
- Fine motor – playdough
- Role play – Santa's grotto
- Role play – baby clinic
- Message Centre – cards, envelopes, postbox
- Creative – junk model animals
- Creative – fireworks/Divali art
- Outdoor – natural materials art & craft
- Outdoor – animals in our environment
- Outdoor – make bird feeders
- Creative – art of the week
- Investigation area – Talking table with weekly prompts for talk