

## Spring 1 – Poles Apart

This half term, the children's learning will be focused around the changing weather as it reaches its coldest temperatures. Topics will explore investigating ice, how ice is formed, how ice changes, where ice can be found and how it can be described. In this topic, children will have an opportunity to explore materials and their properties, as well as finding out more about cold countries around the world, specifically North and South Poles.

In Nursery, the children will share and enjoy hands on experiences with a variety of materials, making observations and describing what they can see. Nursery children will find out where the North and South Poles are and some of the animals that live there. They will have opportunities to make simple comparisons between their own environment and the arctic regions.

In Reception, the children will build upon their prior knowledge by making comparisons between hot and cold locations and discovering how animals adapt to these climates. The children will go on to learn about the life cycle of an emperor penguin and the fascinating start to a chick's life.

During this half term, Nursery will link their Mathematics learning of 2D shapes to their art, by exploring the work of Mondrian and Sonia Delaunay in 2D Shape Art. The children will create their own artwork in the same style. In Reception, children will be learning about the artist Georgia O'Keeffe, who specialises in watercolours. They will have opportunities to use watercolours in a range of contexts (i.e. using watercolour backgrounds and silhouette foregrounds for Epiphany, paintings of the Northern Lights and glaciers in the North Pole, watercolour polar animals).

Throughout the half term, there will also be opportunities to learn about Lunar New Year, E-Safety Day, Mental Health Awareness Week, Shrove Tuesday, Ash Wednesday and Lent.

Development Matters Statements		
Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p><b>Personal, social and emotional development</b></p> <p>To become an <b>Independent Individual</b> and a <b>Fantastic Friend</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Show more confidence in new social situations.</li> <li>• Select and use activities and resources, with help when needed.</li> <li>• Carry out appropriate tasks with greater independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> <li>• Develop appropriate sharing skills with others.</li> <li>• Manage their own needs.</li> <li>• Develop problem-solving skills.</li> </ul>
<p><b>Communication and Language</b></p> <p>To become a <b>Confident Communicator</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Use longer sentences of four to six words.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in story times.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing an appropriate joining material to connect their creation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>To become an <b>Amazing Athlete</b> and a <b>Talented Tool User</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<p><b>Literacy</b></p> <p>To become a <b>Brilliant Bookworm</b> and a <b>Wow Writer</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Develop their phonological awareness.</li> <li>• Write some letters accurately.</li> <li>• Motivate children to write by providing opportunities in a wide range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into word.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to Little Wandle’s phonic programme.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• <b>Genres - Information sentences, labels.</b></li> </ul>
<p><b>Mathematics</b></p> <p>To become a <b>Master of Maths</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>• Accurately count a small set of randomly placed objects.</li> <li>• Count out a given number of objects (up to 5) from a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one to one correspondence to compare quantities.</li> <li>• Use counting to compare totals.</li> <li>• Subitise to 10.</li> <li>• Count objects, actions and sounds to 20 and beyond.</li> <li>• To count forward and backwards to identify a difference.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Knowledge and application of the language of position.</li> </ul>

	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Name all basic 2d shapes - square, rectangle, circle and triangle.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and application of directional language in the real world.</li> <li>• Comparing routes.</li> <li>• Explaining routes and positions of objects in scaled versions of known environments.</li> <li>• Explaining routes and positions of objects in represented known environments where objects are replaced by abstract symbols.</li> <li>• Recognise that a count starts with nothing (zero) and increases equally by one each time.</li> <li>• Order values in a linear way, noticing and comparing their positions to each other and key benchmarks.</li> <li>• Practice the count – 1 more, 1 less.</li> <li>• Estimate relative position using benchmark numbers.</li> </ul>
<p><b>Understanding of the World</b></p> <p>To become an <b>Exceptional Explorer</b> and <b>Compassionate Citizen</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment.</li> <li>• Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Recognise some similarities between life in this country and life in other countries.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Further explore and discuss forces, e.g. push, pull, gravity.</li> <li>• Compare and describe materials and their properties.</li> <li>• Explore changes in materials, e.g. melting and freezing.</li> </ul>
<p><b>Expressive arts and design</b></p>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>

<p>To become a <b>Proud Performer</b> and <b>Dynamic Designer</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Explore colour and colour mixing.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Plan and design own model for a purpose.</li> </ul>
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<b>VOCABULARY USED THROUGHOUT TOPIC*</b>		
<b>Polar Regions</b>	<b>Materials</b>	<b>Lunar New Year</b>
<p>Cold, hot, freezing, boiling, Arctic, Antarctic, South Pole, North Pole, ice, igloo, iceberg, glacier, snowflake, polar bear, emperor penguin, seal, walrus, arctic fox, cubs, chick, egg, waddle, rookery, huddle, colony, slide, swim, dive, crill, squid, blubber, wings, feathers, flippers, fur, waxy, translucent, camouflage, equator, desert.</p>	<p>Soft, hard, rigid, floppy, bendy, stiff, rough, smooth, shiny, dull, stretchy, transparent, opaque, absorbent, waterproof, spiky, heavy, light, sparkly, shimmery, glittery, glossy, bumpy, slippery, melting, freezing, evaporating, liquid, solid</p>	<p>Emperor, China, lucky envelope, fan, dumplings, lantern, Chinese dragon, Chinese lion, fortune cookie, concertina, chopsticks, spring rolls, noodles, fire crackers, zodiac, Great Wall of China, race, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth.</p>

Core Knowledge	
Nursery	Reception
I know which clothes to wear in hot weather and which clothes to wear in cold weather.	I can name some hot and cold parts of the world.
I know that there are different countries in the world and the weather can be different there.	I can point to the North Pole and South Pole on a globe or map.
I know that it is much colder in the North and South Poles than where we live.	I can talk about the differences and similarities between the North Pole and South Pole and where I live.
I can talk about places which are hotter than where I live.	I can say why people don't live in the South Pole.
I know that some things melt when it is hot and some things don't.	I know how animals keep warm in the cold weather.
I know that water freezes when it gets really cold.	I can talk about how polar bears are endangered.
I know that ice melts when it gets warm.	I can talk about some ways that The New Lunar Year is celebrated.
I can use the words soft, hard, rough, smooth and shiny to describe a material.	I can sort materials by their properties.
I can create closed shapes.	I can use a range of describing words to talk about how materials look and feel.
I can make pictures using shapes.	I know that things travel faster on smooth surfaces.
	I know that rough surfaces help to grip and slow things down.
	I can talk about ways to melt ice.
	I know that melted ice can be frozen again.
	I know that I can mix colours to create the colours and shades I need.
	I know that I need to add water to watercolour paint blocks.
	I know when to use a thick paintbrush and a thin paintbrush.

Embedding our School Values	
Friendship	In this topic, the children learn to have respect for the world around them and begin to understand the impact that people are having on our environment. They continue to show respect for other cultures and beliefs as they learn about Lunar New Year and the associated traditions. In our Catholic Social teaching, the children will learn about the importance of solidarity and peace, in order to develop their own friendships as well as promote unity in the world. The children continue to show determination in all aspects of their learning as more challenges are introduced.
Unity	
Determination	
Respect	
Faith	