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| **Foundation Term 3: Winter: Snow, Ice and Polar Regions STOCKHAM _CREST** | | | | |
| **As writers:**  Captions, Instructions, Lists.  Write with a purpose in mind.  Listen for key phonics sounds in words and put these in their writing using the corresponding grapheme.  Write simple words using more sounds (e.g. cvc words).  Write some common irregular words and high frequency words.  Start to write simple phrases and sentences.  Know that text goes from left to right and down the page.  Learn the letter formation families to aid handwriting. | | **As readers:**  Continue to develop phonics knowledge; revising the sounds learned so far and continuing to learn the phase 2 and phase 3 sounds and tricky words.  Using phonics knowledge to read decodable texts using simple CVC words and phrases.  Rereading for meaning after successful decoding.  Use non-fiction texts to gather information.  Develop inference skills.  Discuss a character’s feelings and actions.  Describe a character’s traits.  Make predictions about what might happen next.  Retell a story using props, actions and story maps. | **As Mathematicians:**  Increase confidence in subitising to 5, perceptually and conceptually, including patterns in which 5 is a part.  Begin to recognise numerals, relating these to quantities they can subitise and count.  Develop verbal counting to 20 and beyond.  Continue to develop object counting skills, using a range of strategies to develop accuracy.  Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.  Order numbers, linking cardinal and ordinal representations of number.  Continue to explore the composition of 5 and practise recalling ‘missing’/‘hidden’ parts for 5.  Explore the composition of 6, linking this to familiar patterns.  Begin to see that numbers within 10 can be composed of ‘5 and a bit’.  Continue to compare sets using the language of comparison, and play games which involve comparing sets.  Continue to compare sets by matching, identifying when sets are equal.  Explore ways of making unequal sets equal. | **As scientists:**  Recognise that things are made of different materials which look and feel different from each other.  Choose a material for a task based on its properties.  Explore signs of winter in nature. Look for seasonal changes and patterns in plants and animals.  Consider how animals adapt to their environments to survive. |
| **As design technologists:**  Experiment with materials and techniques to build a den for a bear.  Explore simple properties of materials and use our knowledge when making a boat: Floating, sinking and waterproof materials.  Know how to concertina paper.  Know how to use split pins to make a model move. |
| **As musicians:**  Listen and respond to different styles of music.  Embedding foundations of the interrelated dimensions of music (pulse, rhythm & pitch).  Learning to sing along with nursery rhymes & action songs.  Creating and improvising music using our voices and classroom instruments.  Singing and learning to play instruments within a song. | | **As Geographers:**  Recognise seasonal changes in the UK, signs of winter.  Find North and South Poles on a world map. Discuss how we know these are frozen, snowy areas.  Explore a map and a globe, discussing the land and sea areas. Introduce the continents. | **Being physically active:**  Refine fundamental movement skills.  Develop overall body-strength, balance, coordination and agility, combining different movements with fluency.  Improve core muscle strength to achieve good posture when sitting at a table or on the floor.  Confidently and safely use a range of apparatus  Work and play cooperatively and take turns with others.  Give focused attention to a teachers instructions and follow instructions involving several ideas or actions.  Become more independent dressing for PE, including managing a variety of fastenings and looking after our belongings.  **Our PE day is** **Tuesday.**  **Our Outdoor Learning Day (Forest School) is Thursday** | **As citizens (PSHCE):**  Dreams and Goals Jigsaw Puzzle 3: perseverance, goal setting, overcoming obstacles, pride in our achievements. Linking what we learn now to our future aspirations  Know how to dress appropriately for cold weather.  Understand that other people like different things to them.  Talk about their preferences.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. |
| **As artists:**  Basic techniques with oil pastels; blending, layering, pressure.  Observational drawings of objects and animals; thinking about details and representing realistic shapes and colours.  Mixed media winter scenes.  Exploring printing techniques. | | **As Historians:**  Compare toys from the past to modern toys. |
| **Religious Education:**  **Chinese New Year**  Know that in China people celebrate Chinese New Year.  Read and discuss the story of The Great Race.  Know that this year is the year of the Tiger. |
| **Key Vocabulary:** | caption, materials, non-fiction, cold, ice, snow, icy, frozen, frost, hibernation, migration, adaptation, temperature, melt, waterproof, heavy, light, sink, float, Arctic, Antarctic, South Pole, North Pole, continent iceberg, blubber, dragon, challenge, perseverance. | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| What is it like in the Winter?  What makes snow and ice appear?  Why are some materials better for tasks than others?  How do animals adapt to a cold environment? | Investigating seasonal changes in our local area.  What is life like for people in other countries?  What is Chinese New Year?  What are the Winter Olympics? | What are my dreams and goals for both the near and longer future?  Explore the power of perseverance when faced with a challenge.  Developing strategies to support own learning and independence. |

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| **Home learning & Support:** | Phonics revision worksheet each week  Reading Rainbow Challenge – Reading decodable book to an adult 3+ times per week |