



# Bishop Perrin C of E

## Primary School

### Communication and Language

Children will read a wide range of fiction and non-fiction books about winter, snow, ice and dark nights. They will discuss the signs of winter using extended and associated vocabulary and discuss a story relating it to their own experiences. Children will listen attentively in a range of situations, anticipate key events and respond to what they hear with relevant comments, questions or actions. Children will explore the meaning and sounds of new words and use them in their own narratives and discussions.

### Literacy

**Key Texts:** 'The Bear's Winter House' by John Yeoman; 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson; 'Here Comes Jack Frost' by Kazuno Kohara; 'One Snowy Night' by Nick Butterworth; 'Winnie in Winter' by Valerie Thomas; 'Thinking about the Seasons: Winter' by Clare Collinson; 'All About Animals in Winter' by Martha E.H Rustad

#### **Key Outcomes:**

**Reading:** Children will be learning to read short sentences about winter and engage with a range of books which will help to develop their vocabulary. They will also develop their understanding of how we can learn information from books and talk about the facts they have read.

**Writing:** Children will write captions for photographs and write simple instruction sentences. They will write invitations for their pyjama party and facts about winter

**To help your child, you can:** Share photographs (of days out, family events etc) and encourage children to talk about what is happening in order to explain it, build their descriptive vocabulary by describing what they see around them using adjectives relating to colours, size, shape, texture and emotion and all five senses.

### Understanding of the World

Children will look at icicles and/or pictures of icicles and discuss how they are formed. They will experiment with freezing water in differently shaped containers and explore how to release frozen toys by melting blocks of ice in different places in the environment and by using salt. Children will explore materials that reflect the light or glow using torches and explore winter and night time using the Internet to find out information and take photographs of evidence of winter in the environment. Children will learn how to take photographs to record their learning and own observations of the environment using digital camera and experiment with ways to adapt the appearance of the image after it is taken. They will explore seasonal changes, learn about why some animals live in cold climates and some animals live in hot climates. They will observe ice balloons melting over a period of time and consider some melt faster than others.

### Physical Development

Children will continue practising their writing skills by being encouraged to hold their writing and cutting tools correctly. They will make paper cut snowflakes. Please correct this at home too when children are using pencils, pens and scissors. Children will do baking and cooking (winter vegetable soup) which will involve rolling, kneading, squeezing small tubes, stirring, mixing, cutting and pressing which will develop their fine and gross motor skills. Children will use tweezers and pincer movements to manipulate very small objects and craft materials. They will use a saw to practise backwards and forwards motion from their shoulder.

### Personal, Social and Emotional Development

Children discuss what they need to keep warm and comfortable in winter including clothes and shelter. They will discuss the experiences of characters in the stories and talk about what happens when people do not agree with each other. Children will explore the importance of rules and how to make people feel comfortable when they invite them to a party or to their house. Children will play collaboratively and work together to build houses for different animals. They will reflect on how they can do their best and discuss stories which encourage a growth mindset including 'The Dot' by Peter Reynolds and 'Giraffes Can't Dance' by Giles Andreae.

### Maths

**Focused learning:** Children will continue to develop their perceptual and conceptual subitising skills. They will talk about how they know a dot pattern is a certain number by looking at smaller groups eg. 2 and 3 makes 5. They will play dice games and simple track games to consolidate their understanding of the stable order of numbers—the order that the numbers are said in does not change. They will be taught to count reliably with numbers from 1-20 and place them in order as well as begin to understand the structure of numbers to 10, building on their understanding of numbers to 5. In the role play shop, and in their play at the water and sand areas, children will compare mass and capacity. They will also be introduced to the concept on zero—zero represent the absence of something.

**To help your child you can:** encourage them to speak in full sentences when talking about numbers; ask children to extend their thinking by asking them 'why?'; use correct mathematical vocabulary; observe shapes which have five sides; show children 5 objects organised in different arrangements so that they believe that even though they are arranged differently, there is still the same amount present in the set; encourage children to subitise sets of objects in everyday play and activity; play dice games. When children are cooking and preparing food and drinks, in the bath etc please talk with children so that they are familiar with the following language: empty, nearly empty, about half full, full. Can children compare the capacity of different containers and estimate how many of a smaller container is needed to fill a larger one? Does a wider container always hold more than a narrower one?

## CURRICULUM INFORMATION

### Friendship Class

### RECEPTION

Miss McAvoy

Winter, Snow, Ice and Dark  
Nights

### RE

*Why do Christians believe Jesus is special?*

In this unit, children will learn that Christians believe that Jesus: loves everyone; is God's son; was God born as a human, (Incarnation;) works miracles including healing people and teaches people to love others.

### Other information

School Library visits will take place on Friday mornings.

Children's reading books will be changed once per week—please read with children daily. This can be a mixture of their own reading book and books that you share to build their language and engagement in the reading and storytelling process. Please evidence children's learning in their reading log everyday. Please use phonics flashcards to encourage speedy recall of key learning.

### Expressive Arts and Design

Children will experiment with floating and sinking to create collaborative ice pictures and use a range of techniques to recreate a starry sky. Children will compose calm music to soothe an anxious bear and experiment with making pictures using natural materials including ice. Children will build homes for different creatures using a range of construction materials both inside and outside as well as create paintings and drawings of snowy scenes and cut out paper snowflakes and icicles. Children will choose sounds to represent different times of day and seasons of the year. They will make a wax relief painting and experiment with ways to mix different shades of blue and how they can use blue paint to make different colours. Children will be encouraged and taught how to explain what they are doing as they are making and creating and consider how to improve their creations.