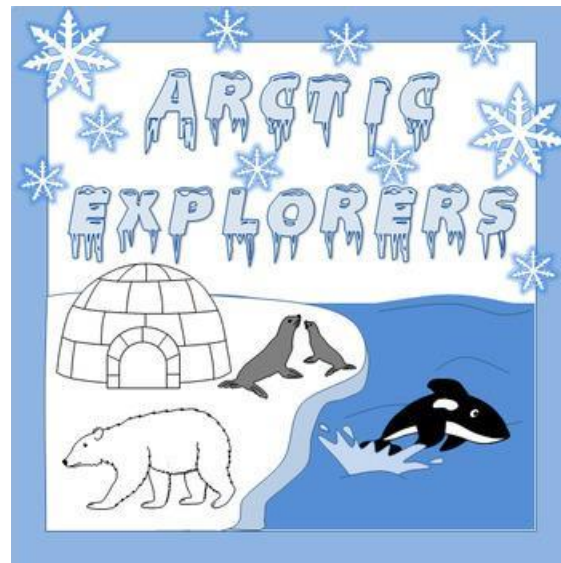




Boarshaw Primary School

Spring Term 1 Topic Unit Pack



What would it be like to live in the Polar Regions?
Children explore contrasting locations. They look at maps of our local area and how these are different from the Polar Regions. They compare and contrast the different locations looking at homes, transport and jobs. They think about how they would keep warm and explore the properties of materials. Children explore scientific concepts including melting and freezing.



What would it be like to live in the Arctic?

Essential Knowledge

By the end of this unit our pupils will know...

- What it is like in the Polar Regions,
- Where the Polar Regions are on a map,
- How to compare our local area to the Polar Regions,
- How homes are different in the Polar Regions to their own,
- What jobs people do in the Polar Regions,
- What materials would be suitable to use to keep warm in the Polar Regions,
- How the freezing and melting concepts work,

Launch

How is the weather changing around us?
What would it be like to live somewhere that has snow and ice everywhere?



Explore

Boarshaw Bear will help us explore the Polar Regions by sending us information and pictures back from there.



Celebrate

Children will celebrate the topic by building their own miniature igloos.

Vocabulary

Arctic
Freezing
Melting
Ice
Sculpture
treacherous

EYFS Curriculum Objectives

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Curriculum Coverage	<p>To describe features of stories and know how stories are structured.</p> <p>To talk about the habitat of different animals and compare and contrast locations.</p> <p>.To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p> <p>To perform songs and rhymes to a small audience.</p> <p>To ask appropriate questions of others.</p> <p>To use talk to solve problems and organise ideas.</p> <p>To participate in group discussions.</p>	<p>Coram Scarf Unit: Keeping Myself Safe</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To talk about the ways we can keep ourselves safe and healthy.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To build strong relationships with their peers.</p> <p>To solve problems showing perseverance.</p> <p>To recognise and talk about their emotions and emotions of others.</p> <p>To dress themselves appropriately for outdoor play.</p>	<p>To hold a pencil correctly and form most letters correctly.</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively feeding the paper through hand and following a line.</p> <p>To throw and catch a large ball with some accuracy.</p> <p>To use a range of equipment to move in different ways.</p> <p>To use a knife to cut soft objects.</p>	<p>To know that letters can be written together to form words and to attempt to write words during independent learning.</p> <p>To learn letters and groups of letters that make sounds.</p> <p>To recognise graphemes taught on a sound mat, in books and in the environment.</p> <p>To use phonic knowledge to read CVC words.</p> <p>To use phonic knowledge to write CVC words.</p> <p>To recognise and read taught HFW and tricky words.</p> <p>To describe characters, setting and events in detail.</p> <p>To anticipate events and predict what will happen next.</p> <p>To understand the features of a non-fiction text.</p> <p>To form taught letters</p>	<p>To explore the composition of numbers to 8.</p> <p>To consolidate learning of number bonds to 5.</p> <p>To make pairs with objects and numbers.</p> <p>To compare mass and capacity and begin to use non-standard measures.</p> <p>To explore length and height and use non -standard measures.</p> <p>To be able to count to 20 independently.</p> <p>To use money during role play activities to buy items.</p> <p>Begin to understand the difference between odd and even.</p>	<p>To describe and talk about the weather and seasonal changes in our local area.</p> <p>To understand different parts of the world have contrasting temperatures and weathers.</p> <p>To understand and talk about environments that are different to their own.</p> <p>To know that some materials melt.</p> <p>To talk about and sequence the melting and freezing process.</p> <p>To identify familiar places on a map.</p> <p>To categorise animals and understand how animals are adapted to certain environments.</p> <p>To know that some animals are nocturnal.</p> <p>To know that animals migrate.</p> <p>To compare and contrast locations.</p>	<p>To explore and recreate famous Art.</p> <p>To draw a range of objects.</p> <p>To use resources to create their own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To make up simple rhythms using a range of different instruments.</p> <p>To mix colours to create different shades of the same colour.</p>

Week/Topic Question	Communication Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4 EAD	Physical Development	RE/PSHE	RE/Music Song of the term -
<p>Week 1- 4/01/21 (4 days)</p> <p>What happens during Winter?</p>	<p>Non-Fiction Winter Look at and understand the features of a non-fiction text. Read simple sentences.</p> <p>FA: reading simple captions.</p> <p>Phonics Rocket Phonics Week 13 Graphemes j and v Tricky words: he and she</p>	<p>NCETM Week 11 Subitising Children will begin to look at conceptual subitising, beginning to see sub-groups within larger groups. Children will look at representations of quantities and begin to look at the symbolic representation of numbers.</p> <p>FA- recreating dot patterns and matching to a numeral.</p>	<p>Monday – No lesson due to bank holiday.</p> <p>Floor book focus question- What is it like in Middleton in the Winter?</p>	<p>What happens during winter?</p>	<p>How do we keep safe during winter?</p>	<p>Cutting skills making snowflakes.</p> <p>Focus task: Name snowmen focus on pencil grip and correct letter formation.</p>	<p>Fine Motor - Cutting snowflakes</p> <p>Gross Motor - making marks in snow like materials</p>	<p>PSHE - SCARF Keeping Myself Safe What is safe to go onto my body?</p> <p>RE - F1: Which Stories are Special and Why? Talk about our favourite stories and why we like them. Introduce books from different religions that are special to that religion.</p>	<p>Music Unit 3- Everyone Lesson 1 Listen and Respond- Sister sledge Sing and play- Learn to sing WInd The Bobbin Up Listen to sing along with and play the action song If You're Happy And You Know It</p>
<p>Week 2- 10/01/21</p> <p>Where is the Arctic?</p>	<p>The Write Stuff National Geographic Penguins Non-fiction book</p> <p>Focus Task - Write words to describe the arctic conditions.</p> <p>Phonics Rocket Phonics Week 14 Graphemes w and x Tricky words: me and we</p>	<p>NCETM Week 12 Counting, ordinality and cardinality Children will understand that the position each number holds in our number sequence does not change. The children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will discover that each number has a value of 1 more than the previous number.</p> <p>FA- create one more towers and place in order. Which tower is now missing? Find one more and one less towers.</p> <p>SSM focus lesson- Comparing mass</p>	<p>Where are the Polar Regions?</p> <p>Floor book focus question - How is it different in the Arctic?</p>	<p>What is it like in the Polar Regions?</p>	<p>How does a map of the Arctic differ from a map of our local area?</p>	<p>Colour mixing Look at primary and secondary colours. How can we make new colours? Model how to mix colours.</p> <p>Colour mixing cards to be added to provision areas.</p>	<p>Fine Motor - Pegging words onto penguins</p> <p>Gross Motor - creating large maps using boxes and tape of our local area.</p>	<p>PSHE - SCARF Keeping Myself Safe What is safe to go into my body?</p> <p>RE - F1: Which Stories are Special and Why? What stories do we know that are special to Christians? Talk about the stories that the children might know, e.g. Christmas, Easter. Read a story about Jesus. Recall the story and talk about the moral of the story.</p>	<p>Music Unit 3- Everyone Lesson 2 Listen and Respond- Thula Baba - a South African Lullaby Sing and play- Learn to sing and play the nursery rhyme Rock-A-Bye Baby Listen to sing along with and play with the action song If You're Happy And You Know It</p>
<p>Week 3- 17/01/2021</p> <p>How does the Arctic differ from where we live?</p>	<p>The Write Stuff National Geographic Penguins Non-fiction book</p> <p>Focus Task - Read sentences and match the true ones to the penguin.</p> <p>Phonics Rocket Phonics Week 15</p>	<p>NCETM Week 13 Composition Children will explore composition of numbers and recall parts to 5. They will explore missing parts and develop a greater understanding of the whole.</p> <p>FA- Frogs on a log if the whole is 5 and there are 3 on the long how many are missing.</p>	<p>How are our homes different?</p> <p>Floor book- How is the Polar Regions different from where we live?</p>	<p>How do they travel in the Polar Regions?</p>	<p>What grows in the Polar Regions?</p>	<p>Creating shades of colour. Explore how to create lighter and darker shades of colour. Look at colour pallets and shades of colour.</p>	<p>Fine Motor - Pattern penguins</p> <p>Gross Motor - Travelling like different animals in the Arctic.</p>	<p>PSHE - SCARF Keeping Myself Safe How do we keep safe indoors and outdoors?</p> <p>RE - F1: Which Stories are Special and Why? Read the story David the Shepherd. Talk about what happened to the characters and the moral of the story.</p>	<p>Music Unit 3- Everyone Lesson 3 Listen and Respond- ABC by The Jackson 5 Sing and play- Learn to sing and play the nursery rhyme Rock-A-Bye Baby Learn to sing and play nursery rhyme Five Little Monkeys Listen to sing along with and play with the action song If You're Happy And You Know It</p>

	Graphemes y, z and zz Tricky words: be and was	SSM focus lesson- Comparing capacity							
Week 4- 24/01/21 Why do animals live where they are?	The Write Stuff National Geographic Penguins Non-fiction book Focus Task - Create their own non-fiction book about Penguins. Phonics Rocket Phonics Week 16 Graphemes z (as s) and qu Tricky words: my and you	NCETM Week 14 Composition Children will secure their understanding of the pairs of numbers that make 5, and then use double dice frames to begin to explore 6, 7 and 8 as numbers that are composed of '5 and a bit'. FA- creating 5 wise patterns and pairwise patterns and recognising odd and even numbers. (WRM) SSM focus lesson- length and height	What animals live in the Polar Regions?	What is a habitat? What animals live in different habitats? Compare and contrast.	How do animals adapt to their environment? Why does an Arctic fox not live in a hot country?	Artist focus- Vincent Van Gogh In almost all of his paintings, he used "yellow" and "blue" with different tints, tones, and shades, since these two colors appear the most often in nature. Look at examples of his work and look at the different shades of colour used. Children to share their feelings and thoughts about his paintings.	Fine Motor - cut and stick penguin Gross Motor - ball control skills	PSHE - SCARF Keeping Myself Safe How do we keep safe and who helps us to keep safe? Including pantosaurus. How do I keep safe online? RE - F1: Which Stories are Special and Why? Share a story from a different religion. Discuss the meaning of the story and think about any differences the story has.	Music Unit 3- Everyone Lesson 4 Listen and Respond- My Mum is Amazing by Zain Bhikha Sing and play- Learn to sing and play nursery rhyme Five Little Monkeys Listen to sing along with and play with the action song Head, Shoulders, Knees and Toes
Week 5- 31/01/21 1/2/21 – Chinese New Year	The Runaway Iceberg Listen to the story and sequence the main events. Teach key vocabulary. Focus Task - Order the story and retell. Phonics Rocket Phonics Week 17 Consolidate: j,v,w,x Tricky words: her and they	NCETM Week 15 Comparison Children will learn when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal. They will continue to develop their use of language more and fewer. FA- identifying groups with more and fewer and finding out how many we need to add or take away to make them equal. SSM focus lesson- Time	What is Chinese New Year? Floor book focus- What is Chinese New year and how is it celebrated?	Where is China? Explore their culture.	Can we make noodles?	Creating swirls and shapes. Look at the painting a Starry Night. What shapes can we see? What shapes might we see at night? Children create night shapes using pastels.	Fine Motor - Creating a stick dragon puppet Gross Motor - dragon dancing	PSHE - SCARF Keeping Myself Safe Listening to my feelings. RE - F1: Which Stories are Special and Why? Share a story that is important to Muslims. Think about the similarities to other religious stories we know.	Music Unit 3- Everyone Lesson 5 Listen and Respond- Conga by Miami Sound Machine Sing and play- Learn to sing and play nursery rhyme Twinkle, Twinkle, Little Star Listen to sing along with and play with the action song Head, Shoulders, Knees and Toes
Week 6- 7/02/21 What materials will keep you us warm? in the arctic	The Runaway Iceberg Recap on the main events and the order of the story. Predict what might happen to the characters after the story. Children to create own story. Focus Task - predict and write the story. Phonics	WRM Combining two groups Children will learn to combine two groups of objects to find the total amount. They will also explore possibilities using part, part whole models. Children will dig deeper by exploring possibilities e.g. if I roll two dice and one is 5 and the total is less than 8 what could be on the other die?	What is a material? Floor Book focus question - How can we stop an ice cube melting?	How can we describe materials?	Which material will keep us warm?	Creating shades of blue for painting. Children create a shade of blue to represent their night sky and complete their starry night picture.	Fine Motor - drawing a penguin Gross Motor - creating boats to travel to the Arctic.	PSHE - Look at different faces of emotions, what emotion is this? Children to think about how they act when they feel certain ways and think of ways they could help themselves to feel better. RE - F1: Which Stories are Special and Why? Teach about the holy book for Muslim people. Recap on all the stories we have learnt and what happens in them all. Talk about the similarities and	Music Unit 3- Everyone Lesson 6 Listen and Respond- Mozart's Horn Concerto no 4 - Rondo Sing and play- Learn to sing and play nursery rhyme/s Options: Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Twinkle, Little Star Listen to sing along with and play with the action songs: Options: If you're happy and you know

	Rocket Phonics Week 18 Consolidate: y,z,zz,s,qu Tricky words: all and are	FA- Combining groups of objects and finding the total. SSM focus lesson- Tine						differences and recap on different religions.	it/Head, Shoulders, Knees and Toes
Week 7 - 14/2/22 Does Everything freeze?	Lost and Found Read the story and retell the main events. Answer questions about the story. Role play the characters and how they are feeling. Focus Task - Answer how, why and where questions about the story. Phonics Rocket Phonics Week 19 Teach: ch, sh Tricky words: he, she	SSM - Money Explore the different amount of coins. Children to recognise and select the correct amounts. Begin to use 1p to add to a larger amount. FA - Shop role play	How can we freeze water? Can we freeze anything? Floor book - How can we freeze and melt water? Making Chocolate nests.	How can we melt ice? Creating ice cube igloos.	What is happening when the polar ice caps melt?	Children to use the techniques they have used this term to create a snowy/winter picture with paints.	Fine Motor - Feeding the penguin food. Gross Motor - pretending to be animals from the arctic (Tiwnkl)	PSHE - Recap on the rules in our classroom and how we can sometimes make the wrong choice. Talk about ways to create better choices and what we can do to help our friends make better choices too.	Music - learn and sing a polar bear and penguin song. Add actions to these. Perform them to the class.

Termly Baking Experience – Noddles and chocolate crispy cakes to explore melting,