

| Class | Spring 1  |
|-------|---|
|       | <b>Our Environment: Local and Global</b>  |
|       | In line with our prioritization of internationalism, we recognize that we belong to a local and global <b>community of life-long learners</b> . |
| R     | <b>It's Freezing Here!</b><br><i>Our local environment</i>  |
| Y1    | <b>Wonderful Weather</b><br><i>Is the weather the same all over the world?</i>  |
| Y2    | <b>Chinese New Year</b><br><i>International comparisons</i>   |
| Y3    | <b>Why is Cambridge Flat?</b><br><i>Physical geography comparisons</i>  |
| Y4    | <b>Europe</b><br><i>How does life vary across our continent?</i>  |
| Y5    | <b>Life on the Nile</b><br><i>Physical geography</i>  |
| Y6    | <b>The Anglo Saxons – Where did the Anglo Saxons settle and how do we know?</b><br><i>Studying settlements made by the Saxons and Scots.</i>    |



**Neurons:**

- Prior Learning – YN: Exploring my school and beyond
- Future Learning – Y1: Wonderful Weather – Exploring areas of the world which are similar / different



### Physical Development:

Music and Movement: Topical dances and themes – responding to music and paintings  
Gymnastics: Jumping Jacks and Rock and Roll  
Running and chasing games  
Fine Motor Skills (craft activities linked to topic)

### Personal, Social and Emotional Development:

#### Me and My World

- Identifying and describing ways of taking care of their school, their home, their garden or local neighbourhood
- Identifying people who help keep them safe at school and at home
- Identifying people who work in the neighbourhood and how they help others in their job
- Understanding how to look after plants and animals in the natural environment
- Exploring what people use for money for and how they spend it

### Understanding the World:

Caring for our environment / exploring the weather outside and the polar regions.  
Investigating materials and how they change when heated / cooled  
Exploring spring traditions, festivals and celebrations in our families / around the world e.g. Chinese New Year

### Communication and Language:

Understanding and responding to the main parts of a story – The Snowman / The Snowdog / Not Quite Narwhal & non-fiction texts about Antarctica and The Arctic / Polar Animals

Acting out stories (developing expressive vocabulary)

Using talk to clarify ideas e.g. when exploring the Arctic / Antarctica / planning and reviewing our activities

Show and tell – developing confidence talking to an audience

# It's Freezing!

### We will also be learning:

- RE:** Understanding Christianity - Salvation Unit: How can we help others when they need it?
- Forest School:** developing social, physical, intellectual, communication, emotional and spiritual skills and understanding when exploring the environment independently
- Computing:** developing computational thinking and 'problem solving' skills / Exploring EYFS online activities
- Picture News:** discussing weekly topical news

### Literacy:

Phonics – 'Little Wandle Letters and Sounds Revised' - Introduction to Phase 3 GPCs – Blending and segmenting single syllable words including vowel digraphs and developing confidence using the 'chunking' method for longer 'multi-syllabic' words  
Phase 2 and 3 tricky word focus  
Handwriting

- Developing confidence forming pre-cursive letters in letter families

Writing captions / simple sentences / applying phonics knowledge to writing

### Maths:

Alive in 5! / Growing 6,7,8  
(Representing, comparing, creating and writing numbers / making pairs and combining 2 groups. Exploring number bonds to 10)  
Consolidate rote and rational counting to 10 and beyond, ordering numbers and identifying missing numbers, solving simple equations / verbal word problems  
Continue number rhymes & songs to 10  
SSM: Comparing Mass and Capacity / measuring length and height / exploring time, 3D shapes and pattern

### Expressive Arts and Design:

Drawing and painting 'icy scenes' / story maps and characters.  
Looking at winter scenes by Gauguin and exploring pencil techniques  
Exploring symmetry through printing  
Creating textured collages; snowy scenes and artic animals  
Sculpting using clay and modelling using junk modelling and construction toys  
Topic songs, rhymes, dance and role play / responding to 'The Snowman' music