

Spring 1



PRIME AREAS AND CHARACTERISTICS OF LEARNING

ACTIVE LEARNING

CREATING & THINKING CRITICALLY
Melting ice, how can I do this and what will I need to help me

PLAYING & EXPLORING
Children will use the role play and small world trays set up to promote play

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Discuss feelings/emotions of characters using pictures and acting out scenes

Memory card game, encouraging taking turns and focus

Look at different scenes from Frozen, when are the characters angry? Scared? Upset? Sad? Can the children explain a time when they were feeling like this?

LEARNING HOOK

Frozen

PHYSICAL DEVELOPMENT

Building with ice blocks – making different shapes and sizes

Use tweezers to move mini marshmallows, can you make an Olaf?

How do we stay safe in the cold?
What dangers are there in the snow?

Hot v Cold – what do you prefer on your body?

Cutting and making snowflakes

Pencil control – drawing around snowflake templates

Build a snowman challenge (cutting, gluing, accessing resources)

Rolling water beads in glitter, can you use them to make a magic potion to break the spell on Elsa?

COMMUNICATION & LANGUAGE

Guess who with lost snowmen, Children have to describe their snowmen and can a friend find it.

Favourite characters and why?

Small world to make own narratives

Characters from Frozen on lolly sticks so children can act out the story

Use the 'Sparkle Snow' (glitter & sugar) on a builders tray with the arctic animals and sugar cubes to make igloos.

Positional language activity – where is Olaf hiding?

Following directions – guiding each other around through the maze (hall) to rescue Elsa

MATHEMATICS

Make a snow ball bowling game with cups and numbers, which number did you knock over?

Adding two groups together (snowflakes, Olafs etc)

Break the spell – use tweezers to move the hearts and count them correctly into the tub

Numbers on pegs, match them to the correct snowflake

Mitten game – match the correct amount of snowflakes to the correct number

Frozen puzzles, children to order the numbers to complete the game

LITERACY

Following instructions to build a snowman, 'first', 'then', 'next' with pictures.

Wanted / lost posters

Erupting snow – mark making in snow

Where can we find information on animals, cold

Making ice lollies and writing a name label for them

Invitations for a ball / tickets to come to the frozen show

Develop the writing area into Frozen theme. Have characters on the end of pencils.

Read the story 'Henry's holiday' and read it half way through. Stop and ask the children how they think the story may end.

Children to mark make using chalk on black paper.

Fiction books and Non-fiction books:
Henry's Holiday
Penguin non fiction books
Polar Bear non fiction books
Jack Frost

SPECIFIC AREAS OF LEARNING

UNDERSTANDING THE WORLD

Frozen Planet – which animals live in the cold?

Where in the world is cold? Use google map and books to explore

Polar bears, penguins to go in the small world area to help role play

Melting and freezing – help animals escape from the ice blocks

Contrast – Ice v Dessert

Look at people who live in igloos, watch video clips

Sinking and floating objects

EXPRESSIVE ARTS & DESIGN

Colour wash pictures with cotton wool polar bears

Glitter playdough for making snowmen

Making snowmen with marshmallows, twiglets and raisins

Baking Olaf cookies and decorating

Make a small world antartica

Role Play – Frozen castle

Songs – 'Im a little Penguin' 'Let it go'

Make collage pictures using different textured materials, shiny, glittery etc.

Personal, Social & Emotional Development

- Can select and use activities and resources with help
- Welcomes and values praise for what they have done
- Shows confidence in asking adults for help
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Can play in a group, extending and elaborating play ideas, e.g. building up a role play with other children
- Keeps play going by responding to what others are saying or doing

Literacy

- Beginning to be aware of the way stories are structured
- Describes main story settings, events and principal characters
- Recognises familiar words and signs such as own name and advertising logos
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

Mathematics

- Begins to make comparisons between quantities
- Knows that a group of things changes in quantity when something is added or taken away
- Uses number names accurately in play
- Sometimes matches numeral and quantity correctly
- Shows an interest in number problems
- Shows an interest in representing numbers
- Notices simple shapes and patterns in pictures
- Uses positional language
- Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'

Understanding the World

- Shows interest in different occupations and ways of life
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Shows an interest in technological toys with knobs or pulleys, or real life objects
- Knows that information can be retrieved from computers

Communication and Language

- Listens with interest to the noise adults make when they read stories
- Single channelled attention – can shift to a different task if attention is fully obtained – using child's name to help focus
- Is able to follow directions (if not intently focused on own choice of activity)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture
- Beginning to use more complex sentences to link thoughts
- Uses a range of tenses (e.g. play, playing)
- Uses talk in pretending that objects stand for something else in their play, e.g. 'This box is my castle'

Physical Development

- Can catch a large ball
- Uses one handed tools and equipment, e.g. makes snips in paper with child scissors
- Holds pencil between thumb and two fingers, no longer using whole hand grasp
- Holds pencil near point between first two fingers and thumb and uses it with good control
- Can copy some letters e.g. letters from their name
- Observes the effects of activity on their bodies
- Understands that equipment and tools have to be used safely

Expressive Arts and Design

- Sings a few familiar songs
- Beginning to move rhythmically
- Imitates movement in response to music
- Explores colour and how colours can be changed
- Creates movement in response to music
- Sings to self and makes up simple songs
- Engages in imaginative role play
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words