













# COURT de WYCK CHURCH SCHOOL THEME OVERVIEW

**Class:** Robin **Year:** R

**THEME:** What is Cold?

**Term:** 3, 2024

Our curriculum is child-centred, aspirational and purposeful to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures.

<b>Presentation of learning/wow days/trips/visitors</b> <ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Trip to the South Pole</li> </ul> 		<b>Children's' Interests</b> <ul style="list-style-type: none"> <li>The weather</li> <li>Polar animals</li> </ul> 	<b>Christian Values Link</b> <ul style="list-style-type: none"> <li>Responsibility</li> </ul> 	
<b>Literacy</b> Phonics - Phase 3 sounds CEW words for reading & writing- Phase 2 & 3 (he, she, we, me, be) 		<b>Mathematics</b> <ul style="list-style-type: none"> <li>Subitising</li> <li>Counting, ordinality and cardinality</li> <li>Composition – of 5</li> <li>Composition – of 6 &amp; 7</li> <li>Composition – using language of comparison (more than, fewer than, an equal number to)</li> <li>Compare Mass</li> <li>Compare Capacity</li> <li>Oral counting and number songs</li> <li>Numbots</li> </ul> 	<b>Communication &amp; Language</b> <ul style="list-style-type: none"> <li>Listen to, talk about, act out, predict and describe stories</li> <li>Suggest story endings and make up own stories</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Describing an arctic landscape</li> <li>Questions about photographs of people living in frozen / arctic areas</li> <li>What animal am I? Asking questions</li> <li>Show and Tell</li> <li>Share my learning- Characteristics of Effective Learning</li> <li>Small world play – recreate roles and experiences</li> </ul>	
<b>Possible stories</b> <ul style="list-style-type: none"> <li><i>The Emperors Egg</i></li> <li><i>Jack Frost</i></li> <li><i>The Gruffalo's Child</i></li> <li><i>The Polar Bear Son</i></li> <li><i>Lost and Found</i></li> <li><i>Penguin Small</i></li> <li><i>The Snail and the Whale</i></li> </ul>	<b>Possible writing opportunities</b> <ul style="list-style-type: none"> <li>Poetry</li> <li>Non-fiction arctic animals class book</li> <li>Writing speech bubbles</li> <li>Writing a list</li> <li>Letter writing</li> <li>Story mapping</li> </ul>			
<b>Personal, Social &amp; Emotional Development</b> <ul style="list-style-type: none"> <li>Use of characteristics of learning</li> <li>Use taught strategies to support turn taking and sharing</li> <li>To have an understanding of others wants and needs and think about how they may feel</li> <li>To appreciate and celebrate differences</li> <li>JIGSAW Dreams and Goals – Aspirations, how to achieve goals and understand emotions</li> </ul> 		<b>Understanding of the World</b> <ul style="list-style-type: none"> <li>Where in the world is it hot/cold?</li> <li>Ice exploration</li> <li>How do people live in frozen environments?</li> <li>Things you find in a fridge/freezer</li> <li>Look at differences in cold places e.g igloo, what people wear</li> <li>Rescue an arctic animal from ice experiment</li> <li>Life cycle of a penguin</li> </ul> 	<b>RE and SMSC</b> <ul style="list-style-type: none"> <li>Why are some stories special?</li> <li>Class and whole school worship</li> <li>Reflection Journals – Responsibility (Window, mirror, door)</li> <li>Reflection area</li> </ul> 	
<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Salt dough- footprints in the snow, mark making</li> <li>Skills to make holes, attach things, joining</li> <li>Junk modelling</li> <li>Small world: Gruffalo's child, arctic animals</li> <li>Blue colour mixing</li> <li>Music – rhythm games, explore high and low, create own sounds, improvisation and composition with voices and instruments, learn and sing nursery rhymes and action songs</li> </ul>		<b>Physical Development</b> <ul style="list-style-type: none"> <li>Taking their coats on and off, including fastenings</li> <li>Dance - To create short sequences using shapes, balances and travelling actions</li> <li>Safely use apparatus</li> <li>Letter formation using different media</li> <li>Dough Disco</li> <li>Hold scissors correctly and cut along a curved line</li> </ul> 	<b>Outside Learning</b> Forest Explorers <ul style="list-style-type: none"> <li>Bear hunt</li> <li>The magic box</li> <li>Stick man</li> <li>Outdoor mobile</li> <li>Bird feeders</li> <li>Tracking game</li> <li>Ice flowers</li> <li>Mud kitchen/Arctic station</li> </ul> 	<b>Home Learning</b> <ul style="list-style-type: none"> <li>Show and Tell</li> <li>Reading and sharing special stories</li> <li>Practising sounds for blending</li> </ul>