

EFYS Curriculum : Spring 1: Water

Class Author:

Key Books

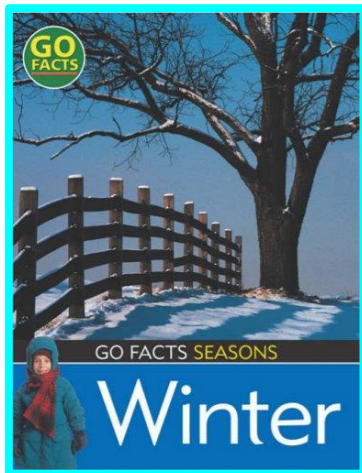
How is the weather different in Winter?



The Tale of Jack Frost (Author David Melling)
Experiences:
 We're going on a winter walk - let's look for signs of winter.
 Catching our reflections using mirrors to then create self portraits.
 Sorting clothes suitable for winter.



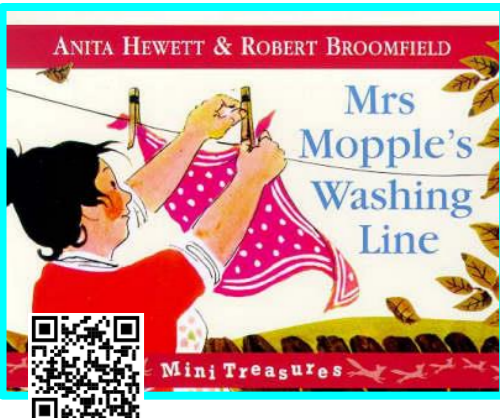
Questions to ask at home: How do you know it is winter?
 Can you point out the signs of winter?



Non Fiction: Go Facts: Seasons: Winter
Experiences:
 Plants / garden in the winter.
 People in the winter - clothing and comparing the UK to the Arctic.
 Animals in the winter - bird watching and making bird feeders.



Siren's Seasons (Author: Twinkl) / Weather
Experiences:
 Exploring different types of weather.
 Keeping a weekly weather log.
 Cloud spotting and making clouds.
 Waterproof clothing
 Making rain shakers.
 Where in the world... Cloud Forests of Africa.



Mrs Mopple's Washing Line (Authors: Anita Hewett / Robert Broomfield)
Experiences:
 Exploring the wind (effects and uses)
 Story retelling / drawing a story map
 Investigating how people washed their clothes before wash machines / electricity.
 Exploring the sounds of the wind and making musical instruments to recreate wind sounds.



Ice! The ice in 'Jack Frost' begins to melt. Let's explore this!

The warmer the ice gets, the quicker it melts and turns back into liquid water.

Liquid water can freeze when it is really cold, turning it into solid ice.

melt
melting

freeze
ice

When the ice warms up it begins to melt.

| | |
|------|--|
| Rain | Wet, damp, droplet, soggy, shower. |
| Wind | Rustle, flutter, flap, whistling, howling, gale, breeze/ |
| Snow | Cold, freeze, frozen, icy, snowflake, soft, hard. |
| Fog | Dark, dull, mist. |

Rhythm

Explore rhythm, create rhythms and suggest symbols.
 Rhythm - a strong, regular repeated pattern of movement or sound.

Rainbow experiment

We can create a rainbow by placing coloured skittles around the edge of a white dish. Try adding drop of cold water / warm water.
 What can you see? Which water worked best?



Winter - Winter is the coldest time of the year. It is one of the four seasons. Winter comes after autumn and before spring.



Can you make ice at home? Put a cup of water in a cupboard and one in the freezer, which will turn into ice? why?

Winter and Weather key vocabulary

The weather in England during the winter season can be described using the key vocabulary opposite.

Simple Facts about Winter

1. Winter is the coldest season.
2. Snow falls in the Winter.
3. Trees stop growing in the Winter.
4. Plants stop growing in the Winter.
5. Nights are longer in the Winter.
6. Some animals hibernate in the Winter.

Scan to go on a Winter Walk!



Weather

| | | | | |
|---------|-----------|--------|---------|---------|
| fog | cold | clouds | showers | wet |
| snow | stormy | dry | hot | sleet |
| thunder | lightning | shine | hail | ice |
| rainbow | windy | sunny | rain | drizzle |

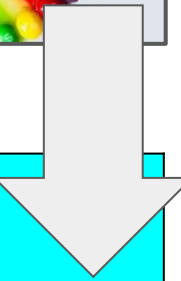
twinkl
visit twinkl.com

Spring

Summer

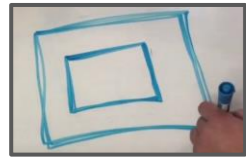
Autumn

Winter



Physical Development: Gross and Fine motor Skill

Squiggle Wiggle – Gross and fine motor movement: Scan to practise at home.



Square pattern.



Figure of 8.

Physical Development – Gym – rolls, jump, skip, hop, climb, crawl, balance, run.

Understanding the World: People and communities



We will share our ideas about things we would like to achieve this year.



RE



Scan this code to find out more information about Chinese New Year.

Religious Education

Baptism; role play, the symbolism of water.

People Who Help Us; begin to understand the work of our priest

Identify artefacts found in church.



Literacy: Reading



Oral Segmenting – this is when you split a word up into its individual sounds (c-a-t). We call this 'robot talk'.



Oral blending – this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.



Recognise digraphs:
ck, ff, ll, ss.

Digraph: two letters that make one sound.

"Look at the letter, make the sounds and blend the sounds together"



Using our phonics to help us read:

Blend and segment known sounds for reading and spelling VC, CVC, CVCC.

VC words: at, it.

CVC words: mum, dog, pin, sat.

CVCC words: milk, hum, sand

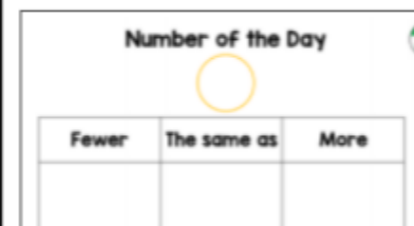
See the word, say the word! (sight words).

on top of the rock

Where do you put your finger when you read?

Mathematics: Number: Numbers 6, 7 and 8 (making pairs, combining different groups) / Numbers 9 and 10 (Building 9 and 10, Early doubling, Subitising)

Number bond: a number bond is a simple addition sum which has become so familiar that a child can recognise it and complete it almost instantly.



We will look at each number as a 'number of the day'. Then explore through part whole, 10 frames, subitising etc.

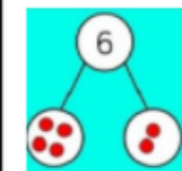
Making Pairs: Children build on their matching skills and begin to understand that a pair is two. We will explore arranging small numbers of items into pairs and also notice that some quantities will have and odd one left over with no partner.

Subising

Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.

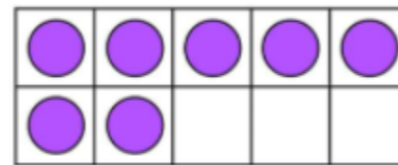
Our brains can only easily subitise numbers up to five – this is **perceptual subitising**. Anything above five is **conceptual subitising**.

Part whole model



Questions to ask at home: what is the whole?
Q: how many parts do you need to sort it into?
Q: what could the parts be?
Q: are there any other ways you could sort them?

10 Frame



Questions to ask at home:
Can you see any number spot patterns? How can you use it to subitise and count the full amount?



Questions to ask at home: Can you subitise how many? How many more do you need to equal 10?

Expressive Arts and Design:

Attaching / modelling– Glue stick, PVA glue, spreaders, sellotape, masking tape.

Joining different media & creating new effects.

Key words: cut, attach, spread.

Tools: scissors, glue spreaders.

Experiences may include:

- Creating clouds using self chosen materials (wet, dry, flaky, smooth, soft, fluffy, sticky).
- Creating using a range of 3D shape recycling materials and block play (flat)

Exploring ideas: creating cloud dough / playdough following instructions.



Scan to learn how to make cloud dough.

Draw detail when drawing.

Tools: pencils, colouring pencils, crayons, felt pens.

Experiences may include:

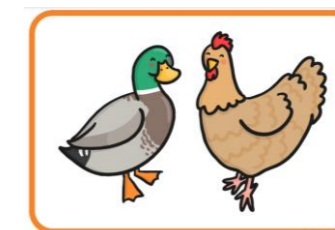
- using mirrors to catch our reflection, describe what we can see and draw self portraits.
- Observational drawings of the weather.

Music: I can sing songs, which contain a small range of notes (2 or 3 notes for example).

I can perform actions to accompany songs. (Move like a snake, spider etc.)

Literacy: Writing

Orally compose a caption and hold it in memory before attempting to write it with support.



A duck and a hen.

- 1) Orally compose (say) a caption.
- 2) Tap, clap, stomp the caption.
- 3) Count how many words.
- 4) Say first word / robot the word / write the word.

Write from left to right and top to bottom. Begin to form recognisable letters.



Can you practise writing each letter of the alphabet using the handwriting rhymes we have sent home? Check St Mary's Fields YouTube for handwriting videos.

Can you draw a picture and write a simple caption?