

## Science

### Science

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Discuss what we need to have to live.

Notice that animals, including humans, have offspring which grow into adults.

Explore animals of specific groups identifying common features and habitat.

Discuss what the different animals eat and introduce terminology.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

### Implement

Describe and compare a variety of common animals.

Go to a local farm and feed different animals (if possible), take photos and discuss how the different animals lived and what their basic needs are, e.g. food, water, shelter, air.

## Maths

We will explore counting and number work in provision and circle time, we will also work towards our ILP maths targets during work on our work packs in numeracy sessions.

### Number

We can:

- Recognise the language more and less.
- We may be able to solve a number sentence.
- We can use different language around addition such as 'one more', 'add', 'one less', 'takeaway'.

### SSM

- We will be able to recognise time such as days, weeks and years.
- We can order our routine in a day.
- We may be able to recognise days of the week, months or years.
- We may begin to explore reading time.

## Music

We will look at the northern lights and different images of snow and ice, and listen to different music to try and listen to music which matches the beauty of nature.

We will move to the music and explore how it makes us feel. We will use digital instruments such as a keyboard or sound beams to compose our own music, and we will record and video these in the end.

# Sunbeams Class Spring 1 (6 weeks)

## Frozen Kingdom

### Computing

We will explore cause and effect technology. We will engage with this technology, and we will also explore iPads and see if we can use features such as the camera. We could use an iPad to retell a story through video. We will also explore our switch skills.

### PSHE

We will begin to recognise we can make choices. We will identify what they like and dislike. We will create a collage/ storyboard to tell someone about ourselves, using 4 categories- I like, I don't like, I feel happy when, I feel sad when... We can also explore basic emotions. We can also explore who special people are and look at photos and make a collage of special times and occasions. We may make a badge for someone special, and make a sentence of who is special to us. We will be able to identify what is special to us.

### Geography

In this unit the children will look at the natural features of the places where they might find frozen kingdoms or snow (e.g. snow, mountains, arctic, Antarctica, northern lights). We will contrast this with the city environment from last term. We will hopefully compare through sensory experiences. We will explore the different habitats of animals which live in cold regions, and see how they survive.

### Art and DT

In this topic we will be looking at **Large scale painting/Printing**

**Painting:** The process of creating a work of art on a surface using paint. We will make our own work and to use materials and techniques purposefully, to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve intended outcomes.

**Printing:** A introduction for us to experience the various aspects of printmaking. (We will be exploring Inuit printing art pieces).

We may also look at making collages out of real life pictures to explore the frozen kingdoms.

We will also explore making different frozen objects such as a giant igloo out of cardboard, and baking activities

## English

We will explore our English work packs and daily phonics session, along with provision of mark making and reading

In this unit we will:

- Listen to poems and recognise recurring language.
- We can discuss which phrases or words we enjoy the most.
- Ask and answer questions.
- Demonstrate some understanding of what is read to them - in any appropriate format (E.G Comprehension communication boards).
- Use instruments on the poems and bring the to life with sensory aspects.
- Listen to songs that the children enjoy.

### Possible Texts:

- OXFORD READING TREE Poem Collections
- Any songs/poems related to children's interests
- Popular culture songs linked to children's interests.
- Disney songs - E.G Under the Sea from The Little Mermaid

## PE

### Week 1 - Beat - Marching to a Beat

Show YouTube clips of the 'Trooping of the Colours' so students can see first hand how soldiers march in line and how they move as one. Discuss what this takes? What is the role of everyone in the group when marching?

Using different types of music (fast and slow), students are to practice their marching skills. They are to learn to recognise a beat pattern regardless of what music is being used.

Explore different formations - lines, blocks and circles and discuss what they can do with their hands/arms?

### Week 2 - Bang - Stomp & Clap your hands

Using the clip [youtu.be/10xDKwFe3k](https://youtu.be/10xDKwFe3k) (stomp and clap your hands) students are to watch and then explore in pairs ways they can use their hands to clap to make a rhythm and move to this. They stomp their feet also to create the bang sound. Students then perform their short sequences to their peers and it's discussed WWW/EBI

### Week 3 - Ribbon Dance for Aesthetics

Show the students the clip [youtu.be/nCJZYskdow](https://youtu.be/nCJZYskdow) (called Red Ribbon Dancing). Explain the control it takes to make the desired shapes with the ribbons and then let the students go away and explore with their own ribbons.

Discuss aesthetic appreciation and control of movements.

Students to work on own or in pairs/small groups to create a short sequence they will perform to their peers.

### Week 4 and Week 5 - Blame it on the Boogie!!!

Using the song by Michael Jackson, students are to initially work in pairs to create as many movement ideas as possible to the music. The groups will come together and select certain ideas to establish one whole group sequence. We will continue to practice and add on sections to form a big piece of choreography that will be practiced over the two weeks.

The final performance will see a short 'Dance off' between Sunbeams and Purple Class, where Julie will be head judge!