

Pre-School Term 2 Curriculum Themes

Winter	Chinese New Year	We're Going on a Bear Hunt
		
<p>The children will learn:</p> <ul style="list-style-type: none"><li>* The weather is cold in winter and we might get frost and snow.</li><li>* We wear warm clothes in winter because it is cold, such as hats, gloves, scarves, coats and boots.</li><li>* Some trees lose their leaves in autumn and their branches are bare in winter.</li><li>* Hedgehogs hibernate in winter.</li></ul> <p>Our focus story is 'Here Comes Jack Frost' by Kazuno Kohara.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"><li>* Some ways different people and cultures celebrate.</li><li>* Traditions linked to celebrating Chinese New Year, such as decorating a tree and lantern parade.</li><li>* The story of Chinese New Year and how the years got their names.</li></ul> <p>Our focus story is 'Chinese New Year Wishes' by Jillian Lin.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"><li>* The structure and language of our focus stories and apply this to their own story-telling and writing.</li><li>* Names of different types of bears, what they look like and where they live in the world.</li></ul> <p>Our focus stories are, 'We're Going on a Bear Hunt' by Michael Rosen, 'Brown Bear, Brown Bear, What Do You See?', 'Polar Bear, Polar Bear, What Do You Hear?', 'Panda Bear, Panda Bear, What Do You See?', 'Baby Bear, Baby Bear, What do you See?' all written by Bill Martin and illustrated by Eric Carle. 'A Book of Bears: At Home with Bears Around the World' by Katie Viggers. 'Old Bear Stories' by Jane Hissey and 'Thredbear' by Mick Inkpen.</p>

Understanding the World Past and Present  <u>Old and New Teddy Bears</u>	Understanding the World People, Culture and Communities  <u>Chinese New Year</u>	Understanding the World The Natural World  <u>Seasonal Changes: Winter</u>
<p>What is the <u>end point</u>? What will the children <u>learn</u>?</p> <p>To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>What is the <u>end point</u>? What will the children <u>learn</u>?</p> <p>To make connections between the features of their family and other families. To notice differences between people. To talk about what they see, using a wide vocabulary. To continue developing positive attitudes about the differences between people.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>ELG:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>What is the <u>end point</u>? What will the children <u>learn</u>?</p> <p>To explore the natural world around them and respond to different natural phenomena, such as frost and snow. To talk about what they see, using a wide vocabulary. To use all their senses in hands-on exploration of natural materials. To describe what they see, hear and feel whilst outside. To understand the effect of changing seasons on the natural world around them.</p> <p><b>ELG:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons.</p>
<p>What <u>essential knowledge and skills</u> do the children need to acquire?</p> <ul style="list-style-type: none"><li>• Key differences between old and new teddy bears:<ul style="list-style-type: none"><li>- Old teddies have been around for a long time and will have worn fur (threadbare).</li><li>- New teddies are softer, have more fur and are often brightly coloured.</li></ul></li></ul>	<p>What <u>essential knowledge and skills</u> do the children need to acquire?</p> <ul style="list-style-type: none"><li>• Some ways different people and cultures celebrate.</li><li>• Traditions linked to celebrating Chinese New Year, such as decorating a tree, making lanterns and taking part in a parade.</li><li>• The story of Chinese New Year and how the animals got their names.</li><li>• China is a different country.</li></ul>	<p>What <u>essential knowledge and skills</u> do the children need to acquire?</p> <ul style="list-style-type: none"><li>• It is cold in winter and we might get ice, frost and snow.</li><li>• We wear warm clothes in winter because it is cold, such as hats, gloves, scarves, coats and boots.</li><li>• Some trees lose their leaves in autumn and their branches have no leaves in winter.</li><li>• Hedgehogs <u>hibernate</u> (have a big sleep) in winter.</li></ul>

Communication and Language
<p><i>Listening, Attention and Understanding:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Learn active listening skills</li><li>• Learn how to listen carefully</li><li>• Learn why listening is important to learning</li></ul>
<p><i>Speaking:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Learn new vocabulary linked to stories and themes</li><li>• Learn language of opposites</li><li>• Learn prepositions of place (on, under, next to, behind)</li><li>• Ask and answer questions</li><li>• Use time words (first, next, today, yesterday, tomorrow)</li><li>• Use sentence connectives such as 'because'</li></ul>

Physical Development
<p><i>Gross Motor Skills:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Refine basic movement skills</li><li>• Develop core strength, balance and co-ordination</li><li>• How to be still and quiet</li></ul>
<p><i>Fine Motor Skills:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Develop fine motor skills to use pencils, pens, paint-brushes, tools and scissors with care and greater accuracy.</li><li>• Learn to write their name.</li></ul>

Expressive Arts and Design
<p><i>Creating with Materials:</i></p> <p>The children have daily opportunities to be creative with different media and materials, through 'process art'. This is when materials, media and different tools are made available to the children and they can use their imaginations and skills to create what they would like to! Each week, we do offer specific adult-led art opportunities in order to develop specific skills or to talk about specific artists. This term, we will be tying in our study of Kandinsky and Mondrian, to our maths learning about shape</p>

<p><i>Being Imaginative and Expressive:</i></p> <p>There are many opportunities throughout the day to be expressive through songs and rhymes. We sing '5 Songs in 5 Minutes' at the start of each session, and have weekly 'music specific' adult-led sessions following some ideas from the <a href="#">Charanga</a> scheme. Our focus this term is pitch and pulse. We dip into the music menus from <a href="#">DASP Music</a> and will be shortly working with the music specialist teachers to develop materials for the Foundation Stage! We have a dedicated 'Music Makers' area inside the classroom, fully equipped with a variety of percussion instruments and a stage outside, also equipped with instruments and all sorts of outfits a performer may need to create their own songs, dances, plays and performances!</p>
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Personal, Social and Emotional Development
<p><i>Self-Regulation:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Name feelings</li><li>• Understand how others may be feeling</li><li>• How to self calm through breathing</li><li>• Follow rules</li><li>• Stop and listen</li></ul>
<p><i>Managing Self:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Learn what they can do to keep safe</li></ul>
<p><i>Building Relationships:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Play co-operatively</li><li>• Develop skills of turn-taking</li><li>• Develop responsibility</li></ul>

Literacy
<p><i>Comprehension:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Learn and use new words and develop vocabulary</li><li>• Join in with well-known stories</li><li>• Talk about the pictures in stories</li></ul>
<p><i>Word Reading:</i></p> <p>The children take part in daily phonics sessions following the Little Wandle Foundations for Phonics Programme, learning the initial sounds 's', 'a', 't', 'p', 'i' and 'n'. We play games, such as 'What's in the Box?'. The children 'read' their names and print in the environment.</p>
<p><i>Writing:</i></p> <p>The children will:</p> <ul style="list-style-type: none"><li>• Mark-make when playing (E.g. pretend writing a shopping list)</li><li>• Take part in fine-motor activities to strengthen muscles and as a precursor to writing shapes (E.g. Dough Disco, Squiggle Whilst You Wiggle).</li></ul>

Mathematics						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring	Number 3	Number 3	Number 4	Number 4	Number 5	Number 5
Starters: Number songs	Subitising	Subitising	1:1 counting	Composition of 4	1:1 counting	Composition of 5
	Subitising	3 Little pigs	Numerals	Composition of 4	Numerals	Composition of 5
		Numerals/Triangles	Squares/rectangles	Composition of 4	Pentagon	Composition of 5

Full EYFS curriculum information, our blog and galleries can be found via the Early Years tab on our website! Please do take a look!