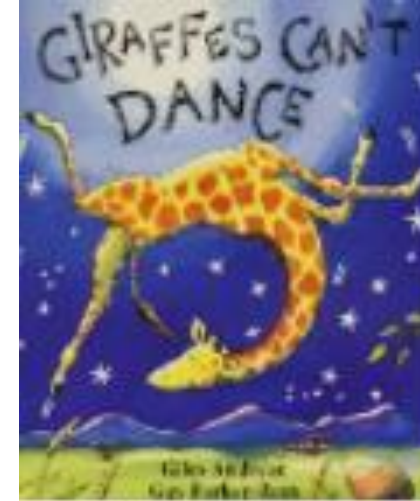
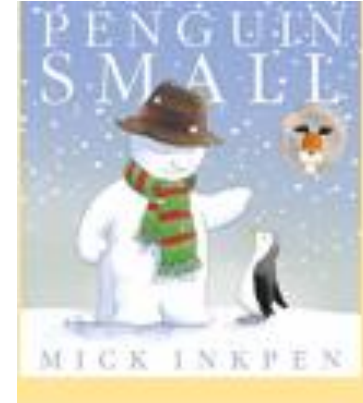
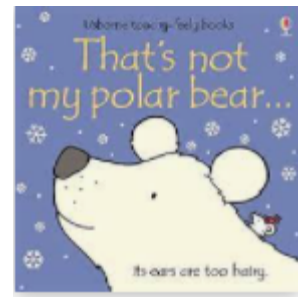


# Spring 1: Extreme Environments

## Key books this half term



The Arctic and its inhabitants

### Key Vocabulary:

- **Extreme environment:** an extreme environment is a habitat that is considered very hard to survive in due to its considerably extreme conditions such as temperature, accessibility to different energy sources or under high pressure.
- **Frozen:** turned into ice as a result of extreme cold.
- **Globe:** the earth.
- **Habitat:** the natural home or environment of an animal, plant, or other organism.
- **Adapted:** become adjusted to new conditions.

### Key Questions:

- Would a polar bear be happy to live in Stocksbridge? Why?
- What do Polar bears eat?
- Where is the Arctic circle?
- Where is the North Pole?
- What is it like to live in a cold environment?
- What will happen if all the ice melts?
- Which way is North?
- What animals live in the Arctic?
- How are the animals adapted for their habitat?

The Antarctic and its inhabitants

### Key Vocabulary:

- **Compass:** an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.
- **Direction:** a course along which someone or something moves.
- **Exposed:** not sheltered or protected from the weather.
- **Climate:** the weather conditions prevailing in an area in general or over a long period.
- **Food chain:** a series of organisms each dependent on the next as a source of food.

### Key Questions:

- Where is the Antarctic?
- Where is the South pole?
- Which animals live in the Antarctic?
- Why don't penguins live with the polar bears?
- Can people live at the South Pole?
- How is the Antarctic different to the Arctic?

Hot climates and their animals

### Key Vocabulary:

- **Jungle:** an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.
- **Heat:** the quality of being hot; high temperature.
- **Equator:** a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°.
- **Map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

### Key Questions:

- Where are there jungles in our world?
- What is the weather like?
- Which animals live in the jungle?
- How do animals adapt to their habitat?
- What do the animals eat?
- Can people live in the jungle?
- How does the jungle compare to Stocksbridge?

Chinese New Year (w/c 1<sup>st</sup> February)

### Key Vocabulary:

- **China:** A country in East Asia.
- **Zodiac:** The way that the Chinese calendar is arranged. Each year is the name of an animal; for example, rat, dragon, ox, monkey. There are 12 animals in the Chinese zodiac.
- **Good fortune:** an auspicious state resulting from favorable outcomes.
- **Chop sticks:** a pair of small, thin, tapered sticks of wood, ivory, or plastic, held together in one hand and used as eating utensils, especially by Chinese and the Japanese cultures.
- **Lanterns:** a lamp with a transparent case.
- **Celebration:** the action of celebrating an important day or event. Giving thanks.

### Key Questions:

- What is Chinese New Year?
- Where is China?
- How is Chinese New Year celebrated?
- How do you use chop sticks?
- What do Chinese people eat?
- Which animal is it the year of?
- What do you celebrate in your house? How do you celebrate?
- Why are the years named after animals?

Hot climates and their animals

### Key Vocabulary:

- **Rhyme:** correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.
- **Country:** a nation with its own government, occupying a particular territory.

### Key Questions:

- What is a poem?
- What is the name of the biggest jungle in the world?
- Do we have jungles in this country? Why not?
- What would it be like living in the jungle?
- Would we ever see a jaguar/toucan/leopard in this country?

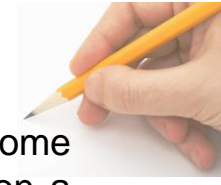


## Physical development

### Fine motor:

#### Name writing

Every morning, the children will come into school and find their names on a wooden log slice. They will write their name correctly, following arrows to ensure they start letters in the correct place. This will also support correct letter formation.



#### Funky Fingers

We have ongoing activities each week to strengthen fine motor skills. Examples of these are: Playdough, threading, drawing, stencils, scissor skills and games. These fine motor activities will develop hand muscles and support letter formation.



#### Self care

Encourage your children to dress themselves – doing up shoes, zips, buttons, belts.

Eating – using cutlery, opening lunch boxes and food bags.

Hygiene – cleaning teeth, brushing hair, toileting.



### In play

our children will improve their fine motor skills whilst using construction toys, doll dressing, using an iPad, and in a range of other activities that will be out in our provision.



### Gross motor

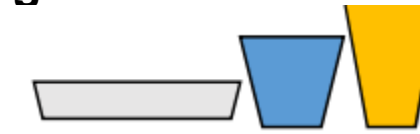
The children use their gross motor skills to perform every day functions, such as walking, running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat).



**AT HOME:** Can you use a recipe of your choice to make some playdough to play with at home?  
Pencil grips - We will teach the children to write using a tripod grip (like a birds beak with three fingers).  
Please encourage this at home. Your child could help you with writing down your shopping list.

## Mathematics

We follow the White Rose scheme for maths, incorporating numicon and number blocks to support our maths.



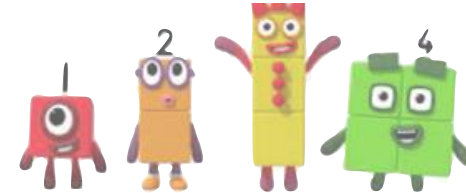
Children will continue to develop the understanding that all numbers are made up of smaller numbers.

Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.



Encourage them to subitise (instantly recognise these small quantities without counting).

Encourage them to notice how numbers can be composed of 2 parts or more than 2 parts.



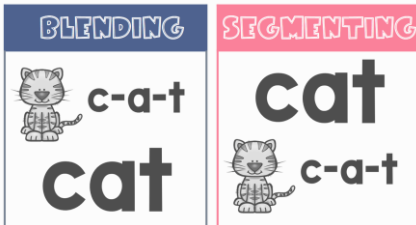
**AT HOME:** Practice counting and looking for numbers in the world. Can you have a go at writing down their numbers? Can they tell you what is 1 more or 1 less than a given number?

### Compare mass and capacity

Encourage the children to build on their understanding of full and empty to show half full, nearly full and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice and beads.

Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight. Avoid the common misconception that bigger items are always heavier by providing some small, heavier items and some large, lighter ones.

## English



### Oral blending

Blending in phonics is combining broken up sounds to make a word. For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

### Segmenting

This is the process of breaking down the words into separate sounds and syllables. For example ro-bot.



p.3 High frequency words

mum	dad	go	has
to			

Additional words

for	but	that	an
can			

**Tricky words:** These are words that you cannot sound out. They have a tricky part- for example: said. The tricky part is the 'ai' making the 'e' sound. Please practise reading these words regularly at home. You could play different games with them.

### Sounds

We will practise all of the single sounds learnt in the Autumn term. Once the children are confident with the single sounds, we will then learn digraphs (two letters that make one sound) and trigraphs (three letters that make one sound).



We will continue to read and write simple words with the sounds that we learn. For example sat, at, pin, pip, pan, sad, mat. As we learn digraphs we will incorporate them into words- for example, r-ai-n, ch-o-p.

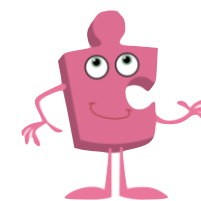
**AT HOME:** Please read your school reading books and practise reading your tricky words regularly. Please log reading on GoRead.

## PSED



### Jigsaw

We follow a scheme called Jigsaw to focus on building positive relationships and develop self esteem in learning. It links well into our early years curriculum (EYFS). The topic focus for this half term is 'Dreams and Goals'. This encourages children to take a positive attitude and persevere to achieve their goals. We will use the mantra 'I can't do it YET.'



**AT HOME:** Talk to your children about New Year Resolutions.



### Role play

The children will be able to perform and role play in a range of different spaces. Including; our home corner.

### Expressive arts and design



### Art

The children will explore colour mixing and in particular think about warm and cold colours.



### Construction

The children have access to a range of constructional resources in the classroom. For example, junk modelling.

### Music

We will sing a range of nursery rhymes in class, as a whole, in groups and individually. This year we will also be following a music scheme called Charanga.

**AT HOME:** Sing different nursery rhymes.

## Understanding the world



### The natural world

We will look at globes and maps to identify the North Pole, South Pole and the equator. We will explore where different animals live and how they have adapted to their habitat. Children will learn a few simple ways in which climate change is affecting our world. We will explore our school grounds and draw maps of where we live.

### People and Communities

We will hold conversations and discuss about ways that we celebrate as a school and in our families. We will investigate Chinese New Year to discover how it is celebrated. We will compare celebrations from our discussions to find similarities and differences.



### Past and Present

We will discuss any past celebrations we have had or can remember having. We will think about how the story of Chinese New Year (animal race) still influences life today.



**AT HOME:** Talk to your children about the world around them and their place within it. Discuss about what celebrations you celebrate in your house/family?

**Remember to log any home learning onto Seesaw. If you need reminders of your login details, please get in touch with your child's class teacher.**