

Planning Overview
Spring 2019 – Water
Base 1 and Little Wrens -
EYFS
Miss Pitchford

We will be reading a selection of key texts:

***Poles Apart* by Jeanne Willis**

***Lost and Found* by Oliver Jeffers**

***Immi* by Karin Littlewood**

***Bog Baby* by Jeanne Willis and Gwen Millward**

Physical Development
“Whenever he saw us, he jumped up and down. We picked him up and played with him.” – *Bog Baby*

We will have daily fine and gross motor sessions through dough disco and squiggle whilst you wiggle. In PE we will be experimenting with different ways of moving and develop our throwing and catching skills.

We will also be continuing to encourage the children to be more independent with their dressing and toileting.

Literacy and Communication and Language

“They rowed south for many days... and nights with the boy telling stories all the way. The penguin listened to everything that the boy said.” – *Lost and Found*

In the first half term our literacy work will be inspired by *Poles Apart* by Jeanne Willis, alongside other stories. We will spend time getting to know the penguin family in *Poles Apart* and think about ways to help them along their journey. We will create fact files to help the penguins look after each other and draw labelled maps to show them where to go. We will also story map and retell the story, with some children starting to write sentences to tell the story.

In the second half term our literacy work will be led by *Bog Baby* by Jeanne Willis. This will give us the opportunity to explore ponds, river and bogs that we find closer to home and all of the creatures that live there. Through activities inspired by these stories and many others, we will be working on speaking in full sentences as well as sitting quietly and listening to others. Little Wrens will be learning to recognise letter sounds through phase 2 phonics, whilst Reception children will be reading and writing words using sounds from both phase 2 and 3 phonics. We will continue to develop our fine and gross motor skills for writing.

Author focus: Jeanne Willis

RE

“The penguin looked sad and the boy thought he must be lost. So the boy decided to help the penguin find its way home.” – *Lost and Found*

In RE we will start by learning about the Bible as a special book with stories of Jesus. This will be followed by learning about the concept of thankfulness as we lead up to our Easter celebrations.

EYFS Personal, social and emotional development

“He’d followed his wildest dream and had the best adventure. Even so, he was sad to think that he would never see a penguin again.” – *Poles Apart*

The children will be getting to know themselves better this term, working on being able to talk about their wants, needs and interests. We will also be learning about how our actions affect others, and spotting this in the stories we are reading; how does Mr White help the penguins? Why does Bog baby have to go back to the pond?

Understanding the world

“As everyone knows, penguins are found at the South Pole and never at the North Pole. At least not until the day the Pilchard-Browns got lost on their way to a picnic.” – *Poles Apart*

People and Communities

We will get to know the family of penguins in our story, *Poles Apart*. After adventuring through many countries with them, we will talk about trips, visits and holidays we might have been on with our own families. As part of our learning about ponds, rivers and bogs in the second half term we will learn about the RNLI and how they help people stay safe around water.

The World

We will be investigating all things icy and frozen! We will look at what happens to ice as the weather changes and consider what might happen to Immi’s igloo. We will look at how our own environment is changing as we move into Spring and learn how where we live is different to where penguins come from. We will also explore the pond area at school and get to know all of the different animals that live in and around it.

Technologies

We will continue to interact with age appropriate computer software within our classroom. As a class we will explore google earth as another way of looking at the North and South Poles, as well as looking for large bodies of water around the world. We will also become human bee bots and plot a route to take Bog Baby back to his home in the Bluebell Wood.

Maths

“Last spring, my daughter found the magic pond and guess what she saw... hundreds of bog babies swinging through the bluebells.” – *Bog Baby*

Both Little Wrens and Reception children will be working towards maths goals that are appropriate for their developmental age.

We will start the term by consolidating our basic number skills. We will work particularly on 1:1 counting and number recognition before moving onto some basic addition and subtraction, including finding 1 more and 1 less.

With the help of some of some animals from the polar regions, we will be learning how to order by length, height, weight and capacity and towards the end of term we will do some work on time and sequencing events.

Expressive arts and design

“Then an orange starfish... a green leaf... a purple feather... and soon her igloo was the brightest thing in the land.” – *Immi*

Exploring and Using Media and Materials

The children will have access to the changing resources in the art and construction area, as well as being involved in creating an igloo and boat role play. We will experiment with colour in water and ice, learning how we can use this to create artwork. We will also be looking closely at illustrations and artworks representing snowy, night skies and thinking about how we can represent these ourselves. We will be manipulating materials to make our own bog baby and designing and creating the ideal home for it.

Being Imaginative

We will spend lots of time playing ‘in role’ as characters from our stories as well as having opportunity to act our own made up stories on our classroom ‘stage’. We will work together to create Immi’s igloo as well as setting up an ice café to prepare food to serve her many guests! We will continue to have daily singing and nursery rhyme time as well as learning songs in preparation for our Easter celebrations along with the rest of the school.