

## Communication - Language & Literacy

### Talking and Listening

A & L - listening to a wide range of stories, songs and music. Following instructions, recall sequence and detail. Use polar animal names. Identify rhyme and syllables (pen/guin, pol/ar etc)  
Identifying and manipulating phonemes. (Stage 1, onset and rhyme -OP, AG, AP, AM, AN, IN, UN, ET).  
Stage 2 - CVCC, CCVCV, Stage 4 ng, ll, ff, ss, zz, ar ck).  
SUOL - observing modelled behaviours, talking with adults and other pupils, working in different groupings, adopting and assuming a role relevant to context.  
L & T - talking about personal experiences, sharing thoughts, feelings and ideas with audiences, sequencing, predicting, and explaining. Asking and answering questions.  
E.V - develop language associated with polar animal's/winter weather. Focused experiences to introduce and generate vocabulary. An immersion in the language of books, both F/NF (polar animals, winter). Listening to and following instructions on how to make a polar bear biscuit.  
Add **es** to a word ending in ss, zz, ch, sh, th to make it plural.

### Reading

SHARED TEXTS - The Polar Bear and the Snow Cloud, Looking after the Egg (NF), Seasons Big Book - Winter, Ridiculous, Catch that Hat (FOL), Mrs Mopple's Washing Line, Big Bear, Little Bear, Bedtime for Little Bears, St Brigid, The Emperor's Egg, Cuddly Dudley.  
Sequence stories in reasonable detail using appropriate language. Select and use books for specific purposes. Listen to a range of stories/poems and non fiction texts, read to them by adults. Discuss settings of stories, characters and sequence with supporting detail and appropriate language.

### Writing-

Talk about their ideas represented in drawings. Word building activities with CVC/CVCC/CCVCC/ and Stage 4. Share writing with others. Observe the teacher modelling writing strategies. Write in a range of genre with teacher/CA guidance- shopping lists, descriptive writing (my snowman, me in winter, my penguin book), factual writing -non chronological report about penguin/polar bear; labelling a penguin and a polar bear and characters from big books, (use writing frames to support children's writing). Begin to use capital letters for beginning of sentence and extend to names). Narrative retelling of the story, Ridiculous.  
Understand that writing is a means of communication and can be used for different purposes. (e.g mum wants to buy something for the dinner, she has to make a list.)  
Show increased control over formation of lower and upper case letter, size and spacing. Match lower to upper case letters.

### Using Mathematics

#### Number- counting and number recognition

Rote count to 20/50. Consolidation of number1-15/20/30. Know doubles to 10. Count in twos to 30 and in steps of 5/10 to 100. forwards and backwards. Addition using the number line. Comparison of sets - finding the difference. Subtraction within 10/15/20. Practically take away, mentally subtract 0, 1 and 2 from a given number, use number line to count backwards. Use the number line to subtract within 10/20/30. Number stories to 5.

**Money:** Add coins to total 10p/20p: Shopping activities to 10p/20p/30p. Calculate change required from 5p and 10p.

**Sorting-** Sort animals into sets - from cold lands/not from cold lands. Talk about the arrangement.

**Measures** - order three objects according to weight. Use non-standard measures to weigh objects in the classroom. Language - heavy/light, heavier/lighter, heaviest/lightest. **Length** - talk about and order 3 objects of different length. Use non standard units to measure. Capacity - talk about and order 3 containers of different capacity. Estimate the length, weight and capacity using non standard units.

Understand and use half past times on the analogue clock.

**Shape and Space** - handle, play, build, talk about and sort collections of 3D shapes. Give reasons for arrangement. Explore properties of 3D shapes and use appropriate language. Name these sets of 3D shapes (cube, cuboid, cone, cylinder and sphere). Recognise 3D shapes in their everyday environment. Talk about things that **turn**. Describe turning movements (left, right, turn towards/away from).

**Processes** - Can explain what he/she has done; can respond to open ended questions.

**Data Handling-** can make and can interpret simple graphs on Arctic animals.

**Using ICT Explore** - Pupils will be able to access and manage data and information. (Black Cat sorting winter clothes activity, RM, Painter 2, Sammy's Science House- Acorn Farm, Through my Window- Winter, Winter talking book, SELB Sensory, Starfall.com - make the snowman, [www.topmarks.co.uk](http://www.topmarks.co.uk) - number ordering and sequencing, [www.ictgames.co.uk](http://www.ictgames.co.uk) - doubles/archery doubles, polar bear/penguins ppt, [www.bbc.co.uk/wildlife](http://www.bbc.co.uk/wildlife) - watch polar bear videos/explorer penguins [www.topmarks.co.uk](http://www.topmarks.co.uk) - phonics play - word building activities.)

**Exhibit-** pupils will be able to manage and present their stored work, and showcase their learning across the curriculum. (Painter 2, photos of pets).

PowerPoint - animals (match the sound to the animal).

## Physical Development & Movement

Dance - pupils will learn to their body to explore how polar animals move.

Ball skills - throwing, catching, rolling, stopping, striking and dribbling.

Gymnastics - pupils will experiment with different ways of moving and exploring **apparatus**.

Pupils will learn to explore, create, practise and improve body management skills. (How polar animals travel, balance and climb).

Pupils will use a range of movement vocabulary to discuss actions.

Observe, describe what others have done.

## Thinking Skills & Personal Capabilities

To be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli. (BC)

Show excitement, enjoyment and surprise in learning. (BC)

Experiment with ideas through writing, drawing, mark making and model making. (BC)

Learn to work and play cooperatively. (WO)

Be able to learn from demonstration and modelling. (WO)

Talk about they are doing and what they have learnt. (SM)

Develop the ability to focus, sustain attention and persist with tasks. (SM)

Sort and put objects into groups. (TPD)

Make close observations and provide descriptions of what they notice. (TPD)

Select, with help, information from materials and resources provided and suggest ways to obtain information. (MI)

Develop confidence at being with adults and other pupils in a variety of contexts. (WO)

### Music

Sing and perform with simple instruments.

Listen to and respond to their own and others' music -making.

Work creatively with sound. Explore vocal sounds by imitating Polar animal noises weather sounds using voice.

Explore methods of making sounds to imitate polar animal movements, tapping, scraping, stamping, and shaking. Talk about the sounds they make and hear, using appropriate language (high/low, long/short, fast/slow).

Listen to, join in and remember a range of songs, rhymes. (Alive O 2.)

Sing in a range of formal and informal situations throughout the day.

### Art

Investigate and talk about colours/ lines/shapes/textures and patterns - (animals/camouflage/animal skin and textures).

Explore and use a wide range of materials (dough/textured dough, clay, wax crayons, chalk, paint, plasticine, pencils, oil pastels, markers), and processes - drawing, painting (with brushes and sponge rollers), sponge printing, tracing, monoprinting (snowflake, umbrella, kite, wellies, snow angel etc, stencilling, scrapping in paint, create textured prints, cutting with scissors/dough cutters, creating collages (polar animal theme).

Technology - plan and make a polar animal mask/puppet, kite.

Junk modelling and construction. (Polar animals).

Observe and respond to things seen and handled. Look at collections of bears and work of artists as a stimulus to draw and paint bears.

Talk about their own and other pupils work and how the work was made through gallery sessions.

### Drama

Express their thoughts, ideas and feelings, e.g using polar animal puppets, soft toys, role play with polar animal masks.

Develop their creativity through imaginative play; enter into an imaginary polar world. (Polar Explorer in the small world area).

Engage in dramatic play to extend learning, Assume the role of the shopkeeper/customer. See the teacher in role as shop keeper/customer.

Take part in a range of drama games and activities/ hot seating (animal characters from stories; **Freeze frames** - freeze a moment of action as it is happening; for example, walk/slide/huddle like a penguin, look after the egg/chick.

Animals  
from Cold  
Lands  
Primary 2  
Jan/Feb

## The World Around Us

Pupils will learn to explore and make sense of the world around them:

What else is living? (I)

How do polar animals survive in the Arctic? (I)

How do polar animals move? (M&E)

Where do polar animals move to? (M&E)

Why do polar animals move? (M&E)

Heat conservation in the home. (M&E)

What is in my world? (P)

To respect and care for the animals in the world in which we live (I, P)

How weather conditions affect polar animals. (M&E, P).

How adverse weather conditions affect me? (Transport, road safety, keeping warm in winter). (I)

Know that other places can be colder (P)

Understand that different materials have different properties and can be used for different purposes [waterproofness]

Understand that different materials change if kept in different conditions [freeze]

**Investigate-** Don't slip experiment, Ice balloons, how blubber helps keep polar animals warm; investigate waterproofness.