

Polar Fun

Prime Areas of the Foundation Stage Curriculum

Communication and Language

- Articulate their ideas and thoughts in well-formed sentences through adults narrating children's actions & by asking open ended questions.
- Connect one idea or action to another using a range of connectives through adults modelling narrative events and actions and by challenging children to extend their thinking.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen by encouraging children to talk about a problem together and to come up with a way to solve it.

At home: Share lots of lovely picture books, talk about meaning of new words. Re-tell the story in their own words. Can you learn some new words linked to our Polar learning?



Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop small motor skills using a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, spray bottles, pouring, laces and small beads for threading.
- Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.
- Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day.
- In PE we will be using 'Real PE' focusing on developing balancing skills.

At home: Can you learn to ride a 2 wheeled bike or scooter. Visit the park and practice balancing & climbing. Post photos or videos on Tapestry.



Personal, Social and Emotional Development

Jigsaw – Dreams & Goals - Aspirations, how to achieve goals and understanding the emotions that go with this



- I understand that if I persevere, I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can set a goal and work towards it
- I can use kind words to encourage people
- I understand the link between what I learn now and the job I might like to do when I'm older
- I can say how I feel when I achieve a goal and know what it means to feel proud

Specific Areas of the Foundation Stage Curriculum

Literacy

- Re-read books to build up their understanding and enjoyment.
- Make familiar books available for children in the book corner and at home.
- Blend sounds into words, so that they can read short words.
- Read some letter groups that each represent one sound and say sounds for them, digraphs.
- Read a new common exception words.
- Read simple phrases and sentences made up of words with known letter-sound correspondences.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

At home: Read your reading books at least 4 times a week. Practice your key word lists to help win your next sticker. Learn to spell – the, to, no, go, he, she, we, me & be. If your child is choosing to write at home please encourage and practice correct letter formation.



Mathematics

White Rose Maths – Alive in 5 & Growing 6, 7, 8

- Introducing zero
- Comparing numbers to 5
- Composition of 4 and 5
- Compare mass
- Compare capacity
- 6 7 8
- Making pairs
- Combining 2 groups
- Length and Height
- Time

We will share on Tapestry what we are learning each week to enable you to support at home.

At home: See weekly Tapestry posts for ideas on how to support at home.



Understanding the World

Discovery RE - Celebrations

- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them by observing and interacting with natural processes such as ice melting
- Recognise some environments that are different to the one in which they live:
- Making comparisons between Polar Regions and their local or nation region.
- Model the vocab needed to name specific features of the natural world, both natural and man made

At home: Prepare a Polar themed show and tell for your given date.



Expressive Art & Design

Charanga Music

- Listen attentively, move to and talk about music, expressing their feelings and responses (charanga – ongoing).
- Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing.
- Providing opportunities for children to notice features in the natural world, help them to define colour, shapes, texture and smell in their own words.
- Discuss children's responses to what they see.
- Provide props and costumes for children to incorporate through their pretend play.
- Develop storylines through pretend play.



<p>Dear Chestnut Parents</p> <p>We would like to begin by wishing you all a Happy New Year! Thank you to everyone for all our lovely Christmas cards and gifts. We hope you all had a wonderful Christmas.</p> <p>Please take some time to read this terms Curriculum Map so that you know what we are learning in class</p> <p>We are looking forward to an exciting term of Polar fun, one of our favourite areas of learning!</p> <p>From Mrs Williams</p>	<p><u>Show and Tell</u></p> <p>This term we are going to give each child the opportunity to take part in a ‘show and tell’. Our topic is Polar Experience and their show and tell needs to relate to this. Maybe a book linked to our topic, photos of a family holiday, a personal experience in the snow or interesting facts Each child has a set date to present their show and tell to the class, these have been posted on Tapestry.</p>
	<p><u>Polar Dressing Up Day – Wednesday 7th February</u></p> <p>We are having a fundraising ‘Polar Dressing Up Day’ where the children can come to school dressed in a Polar theme. They could be a Polar animal, a Polar explorer, a skier, a snow flake, Jack Frostthe ideas are endless. We would like to raise money on this day to sponsor a penguin or Polar Bear, we would need a minimum of £2 donation from each child to do this, see details: https://support.wwf.org.uk/adopt-a-penguin. Donations will need to be made in cash to Mrs Williams at drop off on that day.</p>
	<p><u>Polar Experience</u></p> <p>If you, or someone you know, has visited or worked in a cold country it would be great to share this with the children. Please come and speak to me if you can help with this in any way.</p>
	<p><u>Phonics & Keywords</u></p> <p>This term we will be continuing to learn lots of new digraphs (2 letters that make 1 sound i.e. ‘ch’). Regularly spending a couple of minutes going through your child’s key words and sounds will also help them to progress.</p>
	<p><u>Reading</u></p> <p>Regular reading at home is proven to improve children’s progress, please make sure you are reading at least 4 times a week, they must read their whole book in the week.</p> <p>We really need you to support with regular reading and please comment in the reading record so that we know that the book has been read and how your child got on.</p>
<p><u>Cold Weather Clothing</u></p> <p>Please can you make sure that hats, gloves & scarfs are all named. It would really help us (and you) if gloves were attached to coats, on a long piece of elastic is the easiest way. On the fence outside the classroom there is large collection of gloves and the hood of a coat that have all come from Chestnut classroom, please can you look and reclaim.</p>	