












Topic: All kinds of weather		Primary- Lower KS1		Spring Term 2021		Coniston		River	
 <b>Rights Respecting</b>		 <b>Learning Outside the Classroom</b>		 <b>International Understanding</b>		 <b>Environmental &amp; Ethical Awareness</b>			
<b>Article 30</b> You have the right to enjoy your own culture, practise your own religion and use your own language.		Art- Pattern and colour in nature Science – Plants Geography- Weather		Exploring festivals from around the world.		Protecting natural resources- saving water.			
<b>Areas of Learning</b>	<b>Faculties of Learning</b>	 <b>Communication</b>	 <b>Behaviour &amp; Awareness</b>	 <b>Movement &amp; Co-ordination</b>	 <b>Thinking Skills &amp; Problem Solving</b>				
	<b>Making a Positive Contribution (PFA – Employment)</b> 	Poems relating to weather Percy the Park Keeper One Winter's Night by Claire Freedman Stories from other cultures Big Rain Coming by Katrina Germein The Snow Man by Raymond Briggs Elmer in the snow by David McKee Leaf Man by Lois Ehlert	<ul style="list-style-type: none"> <li>• Begin to develop an understanding at a two key word level for nouns+adjective (size, colour, shape) associated with texts.</li> <li>• Answering who, what and where questions.</li> <li>• Show an understanding of negatives</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting alongside others, attending to whole class story telling session</li> <li>• Following instructions to transition to different areas within the classroom</li> <li>• Showing anticipation to communicate a repetitive word or sound during a familiar story.</li> <li>• Listening to staff talking about a book</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of mark making tools with a tripod grip.</li> <li>• Putting symbols and scribble alongside pictures or work.</li> <li>• Tracing writing patterns.</li> <li>• Copying writing patterns.</li> <li>• Forming some lower-case letters in the correct direction</li> <li>• Fine Motor skills – developing pincer grip, grasping and transferring objects linked to the story, exploring malleable materials linked to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Following text from left to right</li> <li>• Naming characters from a familiar story</li> <li>• Following a sequence from a story</li> <li>• Writing letters/words</li> <li>• Recognising own name</li> <li>• Completing sound discrimination activities.</li> <li>• Identifying and orally blending/segmenting CVC words with phase 2 letters.</li> </ul>			

	<p><b>Maths</b></p> <p><b>Number</b> taught through all aspects</p> <p><b>Colour</b></p> <p><b>Statistics</b> Data, grouping, counting</p> <p><b>Time</b> Seasons, months of the year,</p>	<ul style="list-style-type: none"> <li>• Understanding and using vocabulary – numbers, big, small,</li> <li>• Using PECS for seasons and months</li> </ul>	<ul style="list-style-type: none"> <li>• Following simple rules, knowing when to wait and when to take their turn</li> <li>• Joining in with games and number rhymes.</li> <li>• Playing games with dice.</li> </ul>	<ul style="list-style-type: none"> <li>• Making circular shapes with mark making equipment.</li> <li>• Making vertical and horizontal lines with mark making equipment.</li> <li>• Beginning to form numbers correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting to rote count.</li> <li>• 1:1 correspondance.</li> <li>• Matching objects to numerals.</li> <li>• Matching pairs of objects.</li> <li>• Sequencing numerals</li> <li>• Recognising numerals</li> <li>• Making groups of objects</li> <li>• Making simple graphs</li> <li>• Sorting objects by colour and type</li> <li>• Ordering months</li> <li>• Identifying/ordering seasons</li> </ul>
<p><b>Making Choices Independent Living)</b></p> 	<p><b>Design &amp; Technology</b> Shadow puppets</p> <p><b>Science</b> Everyday materials Plants</p>	<ul style="list-style-type: none"> <li>• Learning and consolidating vocabulary related to size and shape.</li> <li>• Indicating preferences, likes and dislikes.</li> <li>• Using PECS to make choices.</li> <li>• Following visual schedules to complete simple tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Copying an action by an adult e.g. folding card,</li> <li>• Using tools safely</li> <li>• Tolerating and accepting wearing protective clothing</li> <li>• Working as part of a team to carry out simple investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Using 2 hands simultaenously</li> <li>• Using adapted scissors to make snips in card and paper.</li> <li>• Crossing the midline</li> <li>• Fine Motor skills – developing pincer group, grossing the midline, grasping and transferring objects, squeezing, pulling.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating preferences in designing and making.</li> <li>• Exploring the conditions that plants need to grow.</li> <li>• Exploring the uses of waterproof materials</li> </ul>
<p><b>Making Friends &amp; Having Relationships with their Community &amp; World (PFA – Community Inclusion)</b></p> 	<p><b>RE</b> Festivals- Chinese New Year Passover Easter story</p> <p><b>Geography</b> Our local weather</p> <p><b>PSHE &amp; RSE</b> Caring for our bodies – what to wear?</p>	<ul style="list-style-type: none"> <li>• Understanding and using vocabulary relating to Christianity and the Easter Story, Passover and Chinese New Year</li> <li>• Understanding and using vocabulary relating to weather.</li> <li>• Making choices, using PECS.</li> <li>• Taking part in simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in a circle for 10 minutes, attending to a familiar PowerPoint or video.</li> <li>• Pass resources around a circle.</li> <li>• Holding hands when moving around the school grounds.</li> <li>• Following instructions to 'stop' and to 'wait' when around the school grounds.</li> <li>• Completing transitions safely</li> <li>• Awareness of appropriate behavior in other contexts e.g. being quiet outside of classroom.</li> <li>• Learning to take turns, share and play</li> </ul>	<ul style="list-style-type: none"> <li>• Developing balance and coordination when moving around the school grounds and navigating uneven surfaces, slopes and steps.</li> <li>• Developing fine motor skills for dressing.</li> </ul>	<ul style="list-style-type: none"> <li>• To use periods of silence and stillness as times of reflection</li> <li>• Sequence the stories of CNY, of Passover and Easter.</li> <li>• Labelling important symbols from the story of CNY, Easter and Passover.</li> <li>• Exploring and naming clothing for different weather.</li> <li>• Recording simple data.</li> <li>• Using geographical tools correctly e.g. rain gauge, thermometer.</li> <li>• Making and recording sound effects</li> <li>• Exploring and naming appropriate clothing for weather.</li> <li>• Naming body parts.</li> </ul>



**Art & Design**

Pattern and colour in nature

**PE**

Dance

**Music**

Body percussion and weather sounds

- Understanding and using vocabulary for pattern and colour
- Experiencing vocabulary relating to position – up and down.
- Follow visual schedules to dress and undress.
  - Joining in with familiar rhymes.
  - Making choices, using PECS.

- Using equipment appropriately
- Tidying up / taking care of resources
- Sitting and attending to art activities for 5 minutes
- Experiencing and respond to different types of music

- Mixing with a palmar grip
- Cross the midline when using tools
- Fine motor – fastenings on clothing.
- Gross motor- imitating a range of large movements with accuracy.
- Develop motor control when using instruments.
- Develop motor skills when using body percussion.

- Recognising colours in the environment
- Use painting & printing with a variety of media and materials.
- Imitate actions.
- Following a sequence of actions.
- To explore ways in which sounds can be combined and used expressively.
- To copy a basic rhythm using instruments or body percussion.
- Making and recording sound effects.