

## Playful learning outdoors:

Children will continue to access the main outdoor areas of provision with these additional provisions:

- Map making/building imaginary landscapes
- Creating environments for different animals in small world and role-play
- 'Survival camp'
- Small worlds incorporating ice/water play
- Games which involve rolling e.g. skittles and partner games
- Transient art work on snails and whales using found materials

## Phonics:

- Trigraphs: ear, air, ure
- Consolidation of this term's work, reviewing all digraphs and applying them correctly
- Review all tricky words learnt so far and be able to write: **he, she, we, me, be**

## Reading comprehension

- Answer questions about a text in past tense
- Using sequencing words and the connective 'and' when discussing a text.

## Speaking and Listening

- Use 'and' when connecting two ideas orally
- Using language of description including adjectives
- Working with a partner

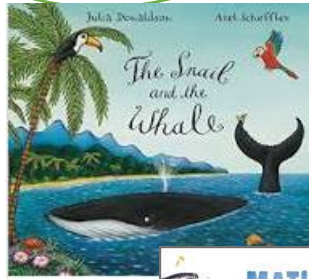
## Writing

- Continued practise of letter formation
- Label pictures of different places
- Sentence structures: 'He went to the...'  
'This is the...'  
'We can see a ...'

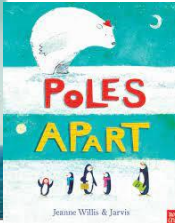
## Playful learning indoors

- Small world play with different environments
- Looking at maps of the world/google Earth
- Making snails with malleable materials
- Sorting animals who live in the sea and animals who live on land.
- Painting and collaging landscapes
- Cutting and sticking animals in different landscapes
- Postcards from around the world
- Mapping the snail and the whale's journey

## Key texts and stories



## Songs and rhymes

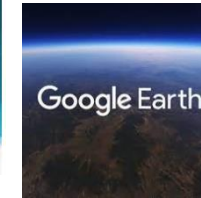


- Row, row, row your boat
- North and South poles song

*Lift wanted  
around the world*



## Non-fiction



**Key vocab:** world, planet Earth, North and South Pole, land, sea, ocean, dock, caves, icebergs, hot, cold, mountains, compare, more than, fewer than, equal, survival

## Key experiences

- A visit to the wild garden.
- Making a survival camp in the outdoor area.

## Physical

- Climbing on and over
- Mirroring-working with a partner
- Sequencing of gymnastic positions
- Distribution of weight when bunny hopping
- Rolling skills using under arm movements/rolling at a target

## Maths

- Comparison-more than, fewer than, equal to/same as

## Understanding the World

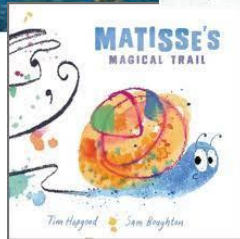
- Naming geographical features: sea, ocean, dock, caves, icebergs,
- Comparing hot and cold places
- Exploring different landscapes
- Naming animals that live in different places.
- Begin to consider ways to look after our planet

## Creative

- Art inspired by Matisse's Snail Using different types of paintbrushes
- Using salt dough to create models-rolling/pushing
- 3D pictures of different environments
- Body percussion to create our own storm

## PSED

- Helping our friends
- Naming body parts
- Managing our own needs linked to survival
- Mindfulness-meditation





Now we've been across the galaxy with The Smeds and The Smoos, we are now returning to our own planet Earth. We will be using two texts to support this: 'The Snail and the Whale' by Julia Donaldson and 'Here we are' by Oliver Jeffers.

We will be learning about some of the different parts of the world that make up planet Earth including land and sea, North and South pole and some different hot and cold places.

We will also be exploring the artist Matisse and using collage to create snails. See if you can spot spirals in the world around you.

### **Supporting your child's learning at home:**

Talk about the picture above. What geographical features can you see? Can you use some describing words for these features e.g. peaceful sea, golden sand...?

Please keep practising the sounds in children's pink/purple phonics books and tricky words.

Please read at home as often as you can. Writing in your child's yellow book will help us know when to change your child's reading book.

### **Children's Mental Health week**

CMH week falls on the week commencing 5<sup>th</sup> February and will be centred around the theme of 'My Voice Matters'. We will be using Charlie Makesy's book 'The Boy, the Mole, The fox and The Horse to explore how we can ensure our voices are heard.

As part of Children's Mental Health week, we will also spend some time on being mindful and taking time to appreciate the world around us.

