

**UW (Understanding the world)**

**THE NATURAL WORLD:**

Explore effects of the wind on properties, the pushing force. Discuss building materials and building techniques that will withstand the powerful force of the wind.

Explore loadbearing bridge structures and the pulling force of gravity. Investigate appropriate materials and design techniques.

Explore ingredients used in porridge, discuss solids/liquids. Cook and consider the changes made to ingredients.

Explore changes to ingredients used to ice cakes. Melt chocolate and consider melting/cooling processes- reversible changes.

Explore changes to ingredients used in baking gingerbread men biscuits. Consider irreversible changes that occur.

**PEOPLE CULTURES & COMMUNITIES**

Consider the different landscapes from our fairytale stories. Discuss the different features, natural and human. Consider similarities and differences to our countryside environment. Link landscapes to simple map making.

Explore the celebrations of Chinese New Year.

**PAST & PRESENT**

Link discussions about our special books and heirlooms, to our grandparents and their childhood favourite stories/ book giving days etc.

**Technology**

Further explore graphics program to create pictures with captions and speech bubbles.  
-use colourfil tool to create landscapes

**MD (Mathematical Development):** links to topic work

Measuring - consider measuring techniques during cookery sessions.

**PSED (Personal, social & emotional development)**

Discuss behaviour - consider the right and wrong ways to behave towards others and their property.

Discuss how our behaviour may affect other people.

Consider ways of saying sorry for inappropriate behaviour and making amends.

Consider forgiveness, what this means to building relationships and helping others to make better choices in the future.



**EAD (Expressive arts and design)**

**MUSIC:**

Learn and perform a selection of songs related to our fairytale theme- When Goldilocks went to house of the bears etc.

Enjoy making simple music, exploring keeping the beat with simple percussion instruments.

**ART & DESIGN:**

Use collage to create fairytale display for classroom.

Design and make selection of puppets -

finger/stick/spoon/glove, related to focus stories

Adapt recycled materials to create baskets and cake holders.

**DRAMA:**

Enjoy playing in role in Fairytale Cottage, retelling traditional stories and creating own stories through drama.

**RE & Spiritual Development**

**SPECIAL BOOKS**

Discuss our favourite books. Share our books with each other and our feeling about why it is special to us. Discuss origins of our special books -gifts, heirlooms etc.

Consider what makes a book special and how we treat/handle a book that is special to us.

Discuss the special book in our Christian faith, The Bible. Consider the importance of its contents to us as Christians and how it is looked after and handled.

Consider special books from other faiths - The Torah, The Koran

Share a favourite story from our class Bible and discuss its importance to us as Christians.

**PD (Physical Development)**

**GYM: Floor work**

Revise creating various shapes, balances and introduce rolls. Create sequences of movement and floor work.

Introduce working with low apparatus

-travel with confidence and skill around, under, over and through low apparatus

-jump off low apparatus and land appropriately.

**DANCE:**

Respond creatively through dance and movement to musical stimulus related to the Chinese New Year celebrations and traditional tale The Enormous Turnip.

**CLL (Communication Language and Literacy):** links to topic work

Engage in creative story telling -

share various traditional tales, focus and others, using books, puppets, drama, story chest props etc.

Respond to the texts in creative ways through art, craft, song/music and role-play.

**WINTER**

Discuss season changes related specifically to Winter.  
-explore signs in nature, frost, ice & snow.

Further explore seasonal changes through fictional character Percy the Park Keeper.