

Barrow Hedges Spring 1 Reception



Themed Learning Journey

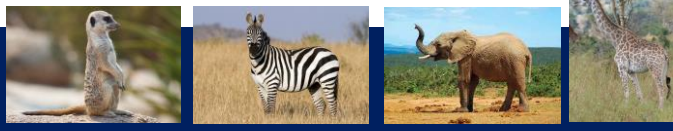
Context for Learning



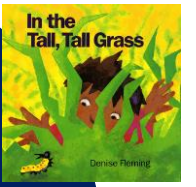
We learn that penguins can live in hot places and cold places!



We make our own 'In the Tall, Tall Grass' books, writing sentences about an elephant, zebra, meerkat and a giraffe.



The children learn what colour the animals are, what they would feel like and how they move. We compare these animals to the animals we found in the Arctic and Antarctica.

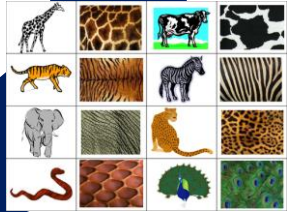


We create our own ice experiments to see how we can melt ice the fastest. For example, putting ice in the microwave, leaving ice in the sun, putting ice on a radiator, leaving it at room temperature, putting ice in warm water and wrapping ice up in wool.

In this theme we also about the African Savanna and the children learn to look carefully at the natural world and use our observations as a stimulus for art, design and music. We learn to combine materials and use tools carefully. We will explore instruments, changing their sounds to make sound effects.

By listening carefully to the story 'In the Tall, Tall Grass', the children learn that different animals live there.

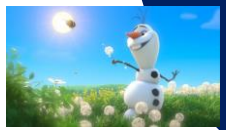
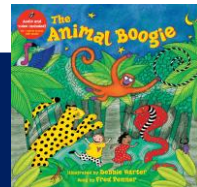
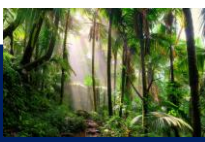
We look carefully at the African animal patterns and spot the differences between them.



We learn penguins live in cold places such as Antarctica but wonder whether they can live in hot places too like jungle and the African Savanna.

By listening carefully to the song 'The Animal Boogie' the children think about how the different animals move and how we can make different sounds with our body. This is called 'body percussion'. We listen carefully to the music, joining in with actions as we sing the song.

We then use musical instruments to make sounds to represent each animal in the 'Animal Boogie' song. We perform to our friends, taking it in turns to be the audience.



We enjoy watching the clip about Olaf singing 'In Summer'. We learn that snow would melt into water if it is hot weather.

We learn about which animals live in Antarctica.



We love learning the 'Penguin Dance' to explore moving like a penguin.

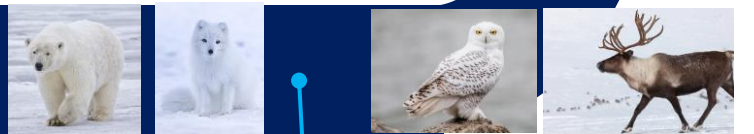
The children learn different facts about penguins. For example, we compare what different penguins look like, how many types of penguins there are and what they eat.

The children notice there are only penguins in Antarctica, not in the Arctic.

The children learn that explorers use their senses. Our senses are: sight, touch, hear, smell and taste.

By listening carefully to the story 'Polar Bear, Polar Bear, What Do you Hear?' and 'Brown Bear, Brown Bear, What Do You See?' the children make links to their Arctic Expedition and think carefully about what animals they saw.

The children learn South Pole (Antarctica) is at the bottom of the world.



The children learn the North Pole (Arctic) is at the top of the world.

We make our own Arctic Explorer books called 'Explorer, Explorer, What Can You see?' We write our own sentences to describe the different animals that live in the Arctic. We think about their colour, what they would feel like and how they move.

The children look out for different animals. They spot a polar bear, arctic fox, snowy owl, a caribou, alongside other arctic animals.

The children learn about the signs of 'Winter'. We spot what changes we can see in comparison to 'Autumn'.



Can a Penguin Live in a Hot Place?

This theme helps the children to know that different animals live in different places. The children learn that the Arctic is at the top of the world and Antarctica is at the bottom of the world. This theme also enables the children to look closely at the natural world; discuss what we can see, talk about changes that take place over time, give reasons for why the changes happen and to write facts about what we can see.

We receive a letter from Professor E. Wingate inviting us to go on an Arctic Expedition with her to find the bearded seal.

The children learn that we need to wear warm clothes in winter in order for us to keep safe. The children feel ice and learn how ice is made. We think carefully about what words we could use to describe the ice. For example, 'wet', 'slippery' and 'watery'.



Believe to achieve

