



# Winter Wonderland



<b>Phase:</b> Year 1/2	<b>Term:</b> Spring 1	<b>Duration:</b> 5 Weeks
<b>Learning Button Focus:</b> Go-Getter		
<p><b>Rationale:</b> Through studying the book 'Winter's Child', which is about a boy who loves the winter and wishes it would never end, children will explore the difference between wants and needs and the range of emotions that are displayed by the characters in the story. Children will draw inferences on characters' feelings, thoughts and motives and discuss words and phrases in which the author has carefully selected. After being inspired by the story, the children will write their own sequel 'Spring's Child' and present this as a book and an audio story for our book launch in the school library. These stories will be practised and recorded, focussing on the use of expression, intonation and fluency. They will then illustrate their story using a range of media and art techniques.</p>		
<p><b>Hook:</b> The children will receive a special visit from a photographer who will give them a photography workshop. The children will then be taken outside to practise their new photography skills.</p>		
<p><b>Outcome:</b> The children will hold a book launch to share their own version of 'Spring's Child'.</p>		
<b>Art</b>	<b>English</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>• Use a range of techniques, including colour and shape, to illustrate their book.</li> <li>• Use a range of media with increasing accuracy to create wintery scenes.</li> <li>• Use a range of materials to creatively design and make products.</li> <li>• Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to what they already know and discuss their favourite words and phrases.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Sequence sentences to form narratives.</li> <li>• Consider what they are going to write about by planning their key ideas and new vocabulary.</li> <li>• Use subordination and co-ordination to extend sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</li> <li>• Use world maps, atlases and globes to identify the UK, continents and oceans.</li> </ul>
<p><b>Computing and technology:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology to record an audio version of their story.</p>		<p><b>Discrete Subject(s):</b> <b>PE:</b> Sending / striking skills underarm / overarm at a target and striking ball games</p>
<p><b>Trips, opportunities and experiences:</b> Photography workshop</p>	<p><b>Home Learning:</b> Spellings See separate sheet.</p>	<p><b>Religious Education:</b> <b>Concept:</b> Forgiveness <b>Big Question:</b> Why is God's forgiveness important to Christians?</p>