

Prime Area: Personal, Social and Emotional Development (PSED)

- On Sudden Hill by Linda Sarah allows lots of talk about the dynamic of friendship. It has an awkward 3 friend scenario which breaks up a couple of best friends. The book explores the way the children deal with this problem and how they solve it.
- We will spend time looking at who our good friends are, and this will link to our RE topic and how we can be kind and help our friends. What makes the boys such good, 'Big' friends? How do you know?
 - What do they like to do together?
 - What makes a 'Big friend'?
 - Do you have a good friend? Why are you good friends?
 - Would you like a good friend?

Religion: Christmas

Driving Big Question: How do we know Jesus was special?

- Focus,; Christmas then Revelation
- For the first 2 weeks our topic is still 'Christmas' in RE as it allows us to focus on the Epiphany and to understand the meaning of Christmas and why we are given presents at this time.
- We then move on to Revelation, which is a topic that helps us understand that God reveals himself in us by what we do and who we are and to us by others.
- We will also learn that other people belong to the Sikh faith and have signs to show that they belong to that faith.

Specific Area: Expressive Arts and Design (EAD)

- We will look at the illustration of the three boys in their boxes in the rain and to reflect on how Birt is feeling. We will talk about the wet weather and how they think it matches Birt's mood. We will listen to piano music that reflects a rainy day and imagine we are Birt, looking out of his box.
- As the children watch footage of rain on youtube, or play the sound of rain- they will be encouraged to paint rainy scenes with watercolours or water based ink, exploring techniques and the effects of water on the paper or paint using pipettes, brushes, sponges etc.

Prime Area: Communication and Language (CL)

- We will be focusing on listening to our friends' ideas and taking them into account with this story.
- We will also have lots of opportunities to role play in our boxes and develop our language through play. The second text we use: Not a box, by Antoinette Portis allows the children to be as free and creative as their imaginations will allow them. Their boxes can be anything and they are encouraged to dress up and make this so.
- We will 'freeze frame' the characters at different points in the story and talk about how they may feel or what they might be saying.



Reception Year Spring 2: It is Not a Box 3 weeks

Specific Area: Understanding the World (UW)

- With our look at our weather and how it can show our moods, we will sing rainy day songs and create rain music using body percussion - fingertips and hands on laps - increasing in volume as the storm comes closer then passes away; pause, lie down and engage in the pleasures of cloud gazing observing the shifting shapes and patterns of the sky and-, the flight of the birds, raindrops etc..
- We will also use this as an opportunity to listen to weather channels and look at how the weather is predicted. We may even draw our own weather maps.

Prime Area: Physical Development (PD)

- We will be continuing with daily hand/finger gym to strengthen our hands for writing.
- We will begin to think about handwriting patterns, with a focus on the curly caterpillar letters: c, o, a,, d, g, q.
- In our gross motor skills, we will be looking at spatial awareness and those around us.
- We will look at balance on the trim trail and will learn lots of playground games that use fine and gross motor skills such as: tag, elastics, clapping games, stuck in the mud, piggy in the middle and hey Mr Crocodile.

Specific Area: Literacy

- We will be looking at different genres of writing. We will be writing thought bubbles for how the characters may be feeling in the book (all of which will be well rehearsed through role play).
- In play, we will be encouraged to write instructions for making something out of our box.
- We will also rehearse and write: It is not a box. It is...
- Telling you exactly where our imaginations took us in this topic.
- At this point in the year, we will be focusing on how many words we need to write and counting them when done.

Specific Area: Mathematics (M)

- In maths we will be focusing on numbers 10-14 We will be:
- Comparing Groups to see which has more or less, identifying differences.
- Comparing quantities of identical objects.
- Looking at odd and even numbers.
- Sharing toys fairly/unfairly to see if the starting number is odd or even.
- •We will also look at spatial awareness and positional language. 'He is 'on' the box, 'in' the box, 'next to' the box.
- Our box work also allows us the opportunity to look at cubes and cuboids through our box play and explore the differences and similarities.
- •We will continue to use 'Ten frames' and the Part, part-whole model to explore our new numbers.
- Money – how to make 10, 11,12,13,14p.