

Specific Area: Literacy

Based on the book 'Not a Box', children will:

Talk about what their box has become and take pictures of each other in their boxes. This will then be the start of their writing: It is not a box. It is...

Based on the book 'On Sudden Hill', children will:

Write what makes a 'big' friend.

___ is my big friend because she ...

In choosing time children may continue to write pages of Birt's diary on a large sugar paper diary.

Write thought bubbles to go with the pictures we have painted of Birt, Etho and Shu on the hill. What are they all thinking?

In phonics we will continue to focus on: words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words

- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end.

We will review all the tricky words learnt so far.

Prime Area: Communication and Language (CL)

The children will: Use talk partners to come up with interesting ideas for what our boxes can become.

Listen to:

https://www.youtube.com/watch?v=jX6kn9_U8qk&list=RDQMxRW2pzIF8ko&start_radio=1 and talk about the sounds the children can hear, developing their knowledge of vocabulary related to rain and sounds.

Continue to develop the Poetry Basket poems with: A Little Seed, Stepping Stones and Mrs Bluebird.

Prime Area: Physical Development (PD)

The children will: Children will learn to move over, under and around a range of apparatus safely including benches, tables and small beams. They will learn simple jumps and landings from heights. They'll begin to use a springboard and learn how to move equipment safely. They will gain confidence in completing longer movement patterns, combining different ways of travelling across equipment with simple and increasingly more technical jumps. In the outdoor area, children will be challenged to use their hands to mould, build and construct. They will develop balance through the use of obstacle courses/bikes and scooters.

Specific Area: Mathematics (M)

Children will focus on the White Rose Building 9 and 10 unit:

- Looking at Numbers 9 and 10
- Comparing numbers within 10
- Making 10
- 3-D shape-matching objects, looking at: Mouse Shapes by-Ellen Stoll Walsh, as a starting point.
- Building with 3D shapes (This will also be closely linked to our theme with explorations and constructions using different shaped junk modelling)
- Printing with 3D shapes
- Pattern: looking at the books: Pattern Bugs and Pattern Fish by Trudy Harris.

It is Not a Box



Specific Area: Understanding the World (UW)

Children will think about how weather changes according to the seasons and where we are in the world. They will also think about how we need to change what we do/wear in response to the climate: welly boots, sunhats etc...

In the story, the main characters boys shelter in their cardboard boxes in the book. Children will be asked how they can make a shelter to keep safe from the elements.

They will look at the weather in our shared text, and the clothes the children are wearing, the children will be encouraged to think about how we dress for different weather and how we find shelter.

They will be encouraged to look at different cloud formations and think about what they mean for our weather.

They will think about how things change over time. Look at how gifts have been wrapped in boxes and how packaging has changed over the years. and package a toy safely for travel through the mail? In story time they will read Dear Zoo to investigate the different types of packaging.

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

In this theme, children will:

Listen to <http://www.youtube.com/watch?v=xoSridCnqN8> They will think about how the music makes them feel and compare this to how Birt, in the story, 'On Sudden Hill' must have felt as he sat in his box all alone. Children will be encouraged to look at both picture/word cues.

Look at the pictures and what has been read to the point in the book 'On Sudden Hill' where 'Birt loves their two by two rhythm' and will use language to say how they know that Birt and Etho are 'Big friends'? They will discuss who their friends are and why/what makes a good friend?

Religious Education

Our driving big question in this unit is: 'How can we help others in Lent?'

Through the parable of the Talents, children will begin to reflect on the gifts God has given them (being loving, kind, generous, caring etc...)

Through stories such as 'Jesus healing the Blind Man', children will see how Jesus used his talents to help others and will begin to think how they can also use their talents to help others.

Children will answer questions such as:

When is Lent?

What colours help us remember the season of Lent?

What things can we do during Lent to help us remember to be like Jesus? (pray, share, show kindness to others).

What choices did Jesus have to make?

Specific Area: Expressive Arts and Design (EAD)

With our key text as inspiration, children will:

Draw the scene of the boys on the hill, all three in their boxes. Draw the boys from the story- Investigating different lines and encouraging accurate drawings of people.

Sketch the boys outline and colour, choosing colours carefully to match their jumpers on the first page.

Think about where the boys are and draw their environment, discussing if it is the same as ours.

Use watercolours to mix to make tones to complete their picture.

Use percussion to make rainy music in the outdoor area.

How does rain sound in different places? On a box/on hard surfaces.

Drawing / painting (watercolours, pastels, ink- using a variety of tools)

Create their own rain dance to music.

Capture signs of spring through painting and still life drawings- daffodils and bluebells.

Learn to sing rainy day songs, such as *Its Raining Its Pouring* and *I Hear Thunder*.

Explore how percussion instruments can sound like the rain – rainsticks, maracas, glockenspiels.

Play circle games using untuned percussion to create percussion rainstorms.

Using the *Charanga* resource, children will look at *The Friendship Song* – learning to sing the song, and exploring pulse, rhythm and tempo through the related games.