

Communication and Language

- Can you tell me something about the season, winter?
- Can you describe what winter feels like?
- Can you explain what wild animals do during the winter months?
- Children to sit with their group and use the photo prompts to come up with a question they would like answered during this topic
- Listens and responds to ideas expressed by others in conversation or discussion
- Responds to instructions involving a two- part sequence. Understands humour, e.g. nonsense rhymes, jokes
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence & clarify thinking, ideas, feelings & events
- Introduce a storyline or narrative into their play

Personal, Social and Emotional Development

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding; ask questions of others
- Confident to speak to others about own needs, wants, interests and opinions
- Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them
- Aware of the boundaries set, and of behavioural expectations in the setting

Literacy

- Children to use wax candles to draw a pattern on a woolly hat and then use a colour wash to reveal it
- Draw a picture of something that happened during your Christmas holiday and write a caption for it
- Look at the winter photographs. Write down some of the words it makes you think of.
- Write HFWs on fish shapes and put in a tyre for the children to fish for and then read
- Write a label on one of the pictures of the Arctic animals, now write another one and use the hole punch and a treasury tag to make it into a book. How many pages will your book have?
- Can you use adjectives to describe winter scenes?
- Children to write a sticky note for one of the photo images at the writing area
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences
- Knows that information can be retrieved from books and computers
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels, captions
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books

Expressive Arts and Design

- Use fabrics, gems/ polystyrene to make a polar world.
- Children to paint with coloured ice
- Make an igloo using the tunnel frame.
- Children to paint on textured paper to make icicles
- Explores what happens when they mix colours
- Experiments to create different textures
- Understands that different media can be combined to create new effects
- Manipulates materials to achieve a planned effect
- Uses simple tools and techniques competently
- Create representations of events, people, objects
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Chooses particular colours to use for a purpose

Physical Development

- Children to use tweezers to fill a snow man bottle with cotton wool- can you fill the bottle before your partner?
- Children to use cloud dough to make a snowman. Rolling the dough into spheres and adding buttons, arms, scarf etc.
- Children to use scissors to make snips/ shapes in folded paper to make a snowflake
- Use squeeze bottles and watered down white paint to draw a snowflake on the playground
- Use chalk to draw large snowflakes on the playground
- Children to cut out a scarf. Use a hole punch to make holes along the scarf, then use wool to thread through the holes
- Uses simple tools to effect changes in materials
- Handles tools, objects, construction and malleable materials safely and with increasing control
- Shows a preference for a dominant hand
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Mathematics

- Sort the shapes into two groups and write a label for each group
- Children to use the treasure hunt key to find the snowflakes hidden around the outside area. They must find the snowflake card and count how many before writing the number of snowflakes next to the corresponding picture
- Use the part- whole model clouds and snowflakes to make up an addition number sentence of your own. What is the total? Can you record your number sentence on the whiteboard?
- Write the numbers 1-10 in the right order on the gloves
- Children to use crayons and a scarf outline to make a repeating pattern. The children can use 2 or 3 colours
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to 5 objects, then 10
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting

Understanding the World

- Ice in different forms for the children to explore and experiment with
- Hudls for children to explore CBeebies Playtime app
- Add a small amount of water and natural materials to the tuft tray and leave to freeze overnight. - Children to explore and experiment with getting the natural materials out of the ice
- Use the turtle filled with water. Make icebergs and add polar animals for the children to play with (leave out overnight to freeze)
- Can you predict what will melt the ice the quickest?
- Children to make bird feeders for the animals that are still awake during the winter months
- Looks closely at similarities, differences, patterns and change
- Uses ICT hardware to interact with age- appropriate computer software

Winter

