

COMMUNICATION & LANGUAGE / LITERACY

- Writing New Year Resolutions onto WOW slips
- Book focuses:**
- Snow/Rain by Usher – Look at the different types of winter weather we have. Children to choose words to describe the weather.
- Winter non-fiction books: Explain that this book is not a story. It is a book to tell you information. It is a non-fiction book. Each child to give you one thing they have learnt winter at the end of the book. After winter walks children to create their own non-fiction book.
- What would I look like if I were a snowman? – Children to complete the sentence, If I was a snowman I would..... (also link into the snowman)
- The Red Sledge? – Voice sounds – Phonics focus
- Lost and Found – Chn. look at life in the Antarctic and learn the story for retelling. Chn, then to create their own version. Map work.

- 30-50:**
- Sometimes gives meaning to marks as they draw and paint
 - Describes main story settings, events and principal characters.
 - Shows interest in illustrations and print in books and print in the environment
 - Knows information can be relayed in the form of print
 - Beginning to understand 'why' and 'how' questions.
 - Builds up vocabulary that reflects the breadth of their experiences.
 - Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
 - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
 - Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.

MATHS

- Snowflake/snowman sorting by size.
- Counting song 10 Tubby snowmen – Ordering 0-10/Number recognition.
- Look at the different patterns on the scarves and gloves. Can they sort them in different groups?
- Which chn can group according to pattern, type, pairs, colour etc? Make scarves with patterns on.
- Matching sized scarves to sized bears.
- Shape: Identifying and naming shapes Jack Frost makes. Making our own Jack Frost shapes.
- Shape hunt around outdoors.
- 5 frames – snowflakes/penguin
- Measuring investigation: Are you as tall as a penguin?

- 30-50:**
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
 - Shows awareness of similarities of shapes in the environment.
 - Shows interest in shapes in the environment.
 - Uses shapes appropriately for tasks.
 - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
 - Knows that numbers identify how many objects are in a set.
 - Beginning to represent numbers using fingers, marks on paper or pictures.
 - Sometimes matches numeral and quantity correctly
 - Shows an interest in numerals in the environment. • Shows an interest in representing numbers.

PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT

- New Year Resolutions: Discuss as a class
- What goals can we achieve together to make our classroom better? We can set a goal to tidy up before the tidy up song finishes!
- New Year's Goal setting – What would the children like to achieve this year? Set up as a display. Praise children and encourage them to feel proud of their individual achievements.
- Share Squirrel's New Year Resolution by Pat Miller.
- Send WOW Slips home and share as they returned.
- (Lost and Found) Cheer up penguin! Talk about penguin from the story - He was sad because he is lonely. What can we do to cheer him up and show him he has friends?

- 30-50:**
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 - Confident to talk to other children when playing, and will communicate freely about own home and community.
 - Can select and use activities and resources with help.
 - Welcomes and values praise for what they have done.
 - Can usually adapt behaviour to different events, social situations and changes in routine.

NURSERY

Spring 1 – (3 ½ weeks) W/B: 3rd Jan 2018

WOW

Winter Walks in our Outdoors!
A penguin 'lost' in our classroom.



Adult-led challenges

- Can you think of a New Year Resolution and **record** it on the wow slip?
- Can you **tell** me how we know it is winter?
- Can you **explain** why I can see my breath?
- Can you **identify** the arctic animals?
- Can we **plan** a trip to the arctic?

Children's questions

Developed through
Topic in children's floor books

UNDERSTANDING THE WORLD

- Updating class calendar for winter/2018!
- Children to explore their school environment to hunt for signs of winter – Compare to our non-fiction books and create a non-fiction book of our own to describe winter.
- Day weather monitoring.
- Take the children out on a cold morning to observe what happens to their breath? Why do they think this happens....
- Discuss how it feels outside... Look for other signs of the cold....
- Children to discover a snowman in their classroom.
- Snowman investigation! What is a snowman made of? Could we build a snowman? What happens to a snowman if it gets warm? How can we stop our snowman from melting? Where should our snowman live? Link into the arctic – places that are cold all year around.
- Link into Polar Bears – Polar Bear to help us give the snowman a new home where he won't melt!
- Children use a map to locate where we live. They will also locate the Arctic and Antarctica. By using maps and an atlas they look at how the weather changes around the world – label up a class map with photographs to represent.

- 30-50:**
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 - Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 - Talks about why things happen and how things work.
 - Developing an understanding of growth, decay and changes over time.
 - Knows that information can be retrieved from computers
 - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

PHYSICAL DEVELOPMENT

JANCY PE – Friday PM

- Continuous outdoor play
- Continuous sand and water play
- Play dough tuff tray activities with tools.
- Salt/Shaving foam formation.
- Building igloos using tweezers and sugar cubes/ Snowflake cutting
- Provide the children with a collection of clothes – Can they pack for winter? What do we need and why? – Dressing ourselves for the weather.
- The Lost Obstacle course – Set up an obstacle course for the children to return the penguin home - Children to negotiate each part of the course, whilst carrying the penguin.

30-50:

- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name. Draws lines and circles using gross motor movements.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Observes the effects of activity on their bodies.

EXPRESSIVE ARTS & DESIGN

- Arctic expedition and igloo role play – look at how different people live.
- Children to paint and describe themselves as snowmen.
- Making jack frost patterns.
- Ice cube painting.
- Junk modelling boats for the penguin etc
- Collaging a winter tree
- Glitter name painting
- Arctic animal role-play masks
- Cutting snowflakes for role-play

30-50:

- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

NURSERY

Spring 1 – (3 ½ weeks) W/B: 3rd Jan 2018

Who can throw the snowball the furthest?

How does rain turn into snow?

How do we get to the arctic?

How is ice made?

What can we make with ice?

What things grow in winter?

Explain that some places in the world are cold all year and people live in houses made of snow. Children will learn about the lives of the Inuit people and find out about the animals living in the snow and ice, by going on an expedition to the North Pole. Tick list of animals seen. Take photographs on expedition using digital camera.