

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

- Celebrating differences
- Identify and moderate their own feelings socially and emotionally.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios
- Looking After our Planet (link to UW and walk around local area)
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on
- Entrust unit - me and my school
- understand school routines
- Know children's names and find belongings
- Know the names of relevant adults in the school
- Entrust unit - me and my safety
- Learn about ways to keep safe
- Use tools safely
- Explain some rules that keep them safe in school
- Explain some ways to be safe around dogs

Specific Area: Expressive Arts and Design (EAD)

- Make a melting snowman biscuit - link to Literacy
- Designing homes for hibernating animals (CP task)
- Children will be encouraged to select the tools and techniques they need to assemble materials that they are using - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Role play- Winter house and Garden Centre/Flower shop
- 3D penguin model
- Experiment with cool colours and colour mixing
- Watercolour, wax resist painting
- Paint a Spring scene/flower
- Making Chinese lanterns, Chinese writing, puppet making, Chinese music and composition
- Mother's Day crafts/card
- Easter crafts
- Artwork in the style of Van Gogh or Monet - using different media on same piece of work
- Provide a wide range of props for play which encourage imagination.
- Music Express scheme - snowflakes, stars, growing world, tales from long ago.

Prime Area: Communication and Language (CL)

Tell me why and talk it through!

- Using language well
- Asks how and why questions...
- Discovering Passions
- Retell a story with story language
- Story invention - talk it!
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs.
- Describe events in detail - time connectives
- Understand how to listen carefully and why listening is important
- Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"
- Sustained focus when listening to a story



Specific Area: Understanding the World (UW)

- Listening to stories and placing events in chronological order - Ernest Shackleton
- Nocturnal Animals, different environments and habitats, hibernation etc
- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- After close observation, draw pictures of the natural world, including animals and plants - look at parts of plants, plant bulbs
- Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce key vocabulary, draw map
- Re-introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us (link to walk to park)
- Change in living things - Changes in the leaves, weather, seasons, clothing worn etc Provide opportunities for children to note and record the weather.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Freezing and melting - materials
- Mini beast hunts and Life cycles - frogs
- Celebrations: St George's Day, St Andrew's Day, St Patrick's Day, Shrove Tuesday, weddings, Easter.
- British Values - rule of law and individual liberty
- ESafety units -Self-image and identity, online games
- Beebots - control & programming, directional language
- Turtle - directional language

Prime Area: Physical Development (PD)

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Handle tools, objects, construction and malleable materials with increasing control
- Encourage children to draw freely.
- Holding Small Items / Button Clothing / Cutting with Scissors - holding scissors correctly
- Dough disco and Forest school
- Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed
- Fundamental skills - Balance- children moving with confidence
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle (Fitness Friday).
- Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking

Specific Area: Literacy

- Continue to introduce letter sounds/ daily phonics- Phase 2/3/4
- Read stories about winter animals, winter fiction and non-fiction books.
- Polar animal fact books - writing simple sentences
- Phonic fishing
- Role play writing activities
- Label a snowman/snow dog picture
- Write speech bubbles for characters in 'One Snowy Night'
- Write instructions to make a snowman biscuit
- Explorers sentence match/ write a postcard from an explorer. Focus texts: Winnie in Winter, Lost and Found, One Snowy Night, Polar Bear, Polar Bear, what do you hear?, The Snowman and the Snow dog, Penguins, Jack Frost poem, the Tiny Seed, I will not ever eat a tomato, Jack and the Beanstalk, the Extraordinary Gardener.

Specific Area: Mathematics (M)

Alive in 5!

- **Number** - Introducing 0, comparing numbers to 5, composition of 4 and 5
- **Measure Shape and Spatial thinking** - Compare mass and compare capacity

Growing 6,7 and 8

- **Number** - 6,7 and 8. comparing numbers to 5, making pairs and combining two groups
- **Measure Shape and Spatial thinking** -Length and height, time
- **Building 9 and 10**
- **Number** - Building 9 and 10, comparing numbers to 10, bonds to 10
- **Measure Shape and Spatial thinking** -3D shape and pattern