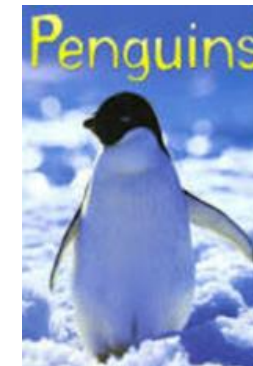
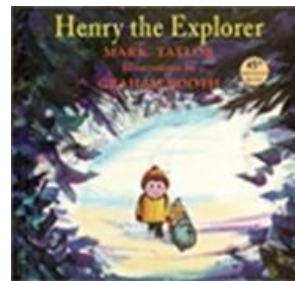
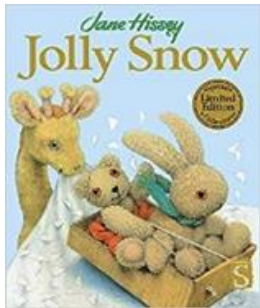


Why is it so cold?

Early Years - Spring 1 2024



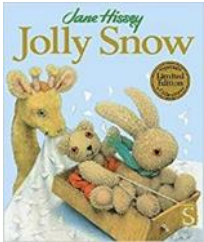
Nursery Phonics:

Across the half-term the children will be working on developing their phonological awareness through: discriminating environmental sounds, rhythm and rhyme, syllables, alliteration, body percussion, voice sounds and oral blending. The children will be starting to hear some of the initial sounds in words, for example mummy starts with m.

Maths:

Children will be developing their number sense through going on number hunts, singing counting songs, subitising 3 of the same objects and exploring using three and fame frames.

Week 1



How do I know that it's winter?

Communication and language:

A staff member will dress up as a snowman and children can ask them questions, such as where did you come from? How did you get here? What kind of weather do you like? Are you always cold? Children will also play listening games such as, 'Snowman Says', where the leader is a snowman. The snowman gives instructions, such as "Snowman says, touch your buttons.", "Snowman says, touch your carrot nose." or "Snowman says clap your mittens."

Physical Development:

Children will be encouraged to move their bodies like snowflakes in a large space to twirl and spin, dance and move up and down, as if they are snowflakes falling from the sky. We will talk about different clothes to wear when it is cold outside and encourage the children to practise putting on jumpers, boots, gloves, hats and scarves and putting on and fastening coats. The children will also be having winter clothes relay races. The children will enjoy using tweezers to give the snowman buttons and using white dough to build snowmen using googly eyes and pipe cleaners to add features.

Personal, Social & Emotional Development:

The children will learn how to keep warm in winter – clothes/eating/moving around/warm drinks.

Through exploring a selection of warm clothes the children will investigate which bit of their body they keep warm (gloves-hands, scarf-neck etc). Children will also play circle time games like snowball roll to encourage turn taking.

Literacy:


Through the story "Jolly Tall" by Jane Hissey the children will discuss how the characters try and make snow. Through the story "Winnie The Witch in Winter" the children will compare the settings of the winter and summer gardens and how the character of Winnie feels about all the people who come to her summer garden.

Phonics:

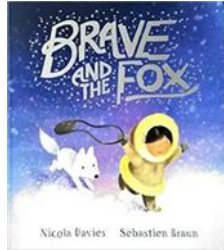
This week the children will be blending and segmenting the letters 'j' and 'v' and practice the common exception words **he** and **she**.

Mathematics:

This week, the children will be encouraged to continue representing quantities in different ways, including by showing amounts on 1 hand 'all at once'. There will also be a new focus on the symbolic representation of number and the children will work on their recognition of numerals to 5, matching numerals to correct quantities in various games.

	<p>Understanding the world: The children will learn that winter is one of the four seasons and in the UK it is colder and has shorter days & longer nights. They will also learn that some animals migrate and some hibernate over the winter months. Children will reflect on how they celebrated Christmas by talking to their peers and sharing their photos on Tapestry.</p> <p>Expressive Arts and Design: The children will make wintry scenes and learn how to make “cold” colours by making tints using white paint.</p> <p>RE: This half term in RE the children will be looking at how people celebrate New Year around the world and what traditions they have.</p> <p>PSHE: Through the Jigsaw programme this term the children will learn about Dreams and Goals. To start they will look at how to stay motivated when doing something challenging and understand that if they persevere they can tackle challenges.</p>
<p style="text-align: center;">Week 2</p> 	<p><u>Are we prepared to explore in the snow?</u></p> <p>Communication and language: A winter-themed object will be hidden outside, such as a woolly hat. Children will use positional language to direct a friend to find it. For example, it is next to/ behind the bench.</p> <p>Physical Development: The children will explore running and jumping exercises outside on a cold day and how this makes them feel.</p> <p>Personal, Social & Emotional Development: Together we will discuss the dangers of snow and ice – look at pictures of avalanches/taking care on slippery ice/why we don't walk on frozen ponds. We will talk about how the children are feeling about winter. Are they excited about all the different festivals coming up? What do they love best about winter? Have they ever built a snowman? How did it make them feel seeing snow for the first time?</p> <p>Literacy: Through the story “Henry the Explorer” the children will look at the main events in the story and how the character feels. Reception children will learn how to write a list of things to take on a wintry adventure. Children will create their own story/adventure maps.</p> <p>Phonics: This week the children will be blending and segmenting the letters ‘w’ and ‘x’ and practice the common exception words we and me.</p>

	<p>Mathematics: A key focus this week will be the stable order principle – rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. While continuing to work with numbers to 5, the children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will spend time discovering that each number has a value of 1 more than the previous number. Using blocks and squares to order quantities from 1 to 5 will help to embed this key understanding.</p> <p>Understanding the world: The children will learn that it is not winter at the same time across the world and compare climates in different continents. They will look at maps and globes to find the polar caps and the UK. They will learn that the North and South Pole remain cold all year long. They will also learn that the North Pole is called the Arctic and the South is the Antarctic. They will investigate the changing state of water how it freezes into ice and melts back to water.</p> <p>Expressive arts and design: The children will be provided with squirty, sensitive shaving foam cans to get messy creating large-scale snow pictures outside! As well as this, children will use a range of construction materials for them create a polar environment, including pieces of white and blue material/paper that the children can use to represent snow and water. The children will be encouraged to work in small teams to create their environment and to share their ideas with each other.</p> <p>RE: This week the children in Reception will be acting out the events from the Chinese New Year’s ‘Great Race’ story. Children to reflect on which animals they liked the most and why?</p> <p>PSHE: Reception children will learn how to keep trying even when it is difficult and recall a time when they didn’t give up until they achieved their goal.</p>
<p>Week 3</p>	<p style="text-align: center;"><u>How do people live in the Polar Ice caps?</u></p> <p>Communication and language: This week there will be an outdoor winter box and each day something winter-themed will be inside, e.g. a polar bear soft toy, a winter book, a snow globe. It will be changed daily to promote conversation about what’s inside.</p> <p>Physical Development:</p>



Children can use some sugar cubes and glue in the creative area so that they can improve their fine motor skills by building their own mini igloos. Children will be set the challenge to create an ice tower or igloo using ice cubes (or marshmallows). They could use their fingers or large tongs/tweezers to pick up the ice cubes and balance them into a tower.

Personal, Social & Emotional Development:

Children will take turns to play a version of the 'build a beetle' game- build a snowman! Roll a dice and add each body part to match.

Literacy:

Children will learn new vocabulary and look at how to find information in non-fiction books and the internet. Following on from previous learning. Reception children will make a list of the key things that the character Brave needed to survive in the cold.

Phonics:

This week the children will be blending and segmenting the letters 'y' and 'zz' and practice the common exception words **be** and **was**.

Mathematics:

This week, the children will consolidate their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. The children will deepen their understanding of a 'whole' being made up of smaller parts through practical experience, in this case moving frogs from a log to a pool in a nursery rhyme. They will begin to recognise that numbers can be made by combining parts in different ways, and will be encouraged to make links by considering similarities and differences in the ways of making 5. A key focus will be partitioning 5 (splitting it into parts) and considering the missing parts; the children will be encouraged to visualise numbers within 5 and to work out how many are hidden when they know the whole number in a set.


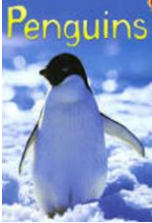
Understanding the world:


Through the story Brave & the Fox the children will learn about Inuit people and how they adapted to where they live and their beliefs and customs. Children will learn about animals which live in the Arctic Circle and how they adapt to their habitat. Children will learn that people lived differently in the past and begin to identify this by making comparisons of their own lives to that of the Indigenous Inuit peoples of the Arctic.

Expressive arts and design:

The children will make collages of arctic scenes. They will look at Inuit art and make their own drawings and "Inuksuk" structures.

RE:

	<p>This week the children in Reception will learn the traditions of the Chinese New Year.</p> <p>PSHE: Reception children will learn how to work well with a partner or in a group and set a goals and work towards them.</p>
<p>Week 4</p>  	<p style="text-align: center;"><u>Which animals live in the cold?</u></p> <p>Communication and language: Children will play a variety of listening games.</p> <p>Physical Development: Children can cut snowflakes to practice cutting skills. We will play a movement game based on penguins by drawing some chalk 'icebergs' on to the ground or place some large mats on the floor. The children are penguins in the Antarctic – if a whale comes they should jump on to the 'icebergs' and stand still, if icy wind blows they should huddle together on the icebergs. The rest of the time they can waddle on the icebergs or jump off the iceberg and swim in the 'sea' (the space around the icebergs)!</p> <p>Personal, Social & Emotional Development: Play a parachute game to encourage children to work together. Place a soft toy penguin on to a parachute and ask the children to work together to make the penguin waddle across the parachute. Challenge the children to make the penguin bounce high into the air or waddle low to the ground.</p> <p>Literacy: All children will look at fiction and non- fiction books and learn which books are factual. They will learn to compare fact and fiction as sources of information. Reception children will create simple reports using facts they have learnt about polar animals. Nursery children will listen to sounds in words to identify polar animals and begin to notice initial sounds and letters for animal names.</p> <p>Phonics: This week the children will be blending and segmenting the letters 's' and 'qu' and practice the common exception words my and you.</p> <p>Mathematics: This week, the children will continue to engage with activities that develop their understanding of composition, or the numbers within numbers. A key focus will be on exploring ways to represent numbers using the Hungarian number pattern (die pattern). These key representations will help to underline the '5-ness' of 5, and provide structures that will support exploration of its composition and its relationships with other numbers. The children will secure their</p>

	<p>understanding of the pairs of numbers that make 5, and then use double dice frames to begin to explore 6 and 7 as numbers that are composed of '5 and a bit'.</p> <p>Understanding the world: The children will learn about Arctic & Antarctic animals and begin to recognise and compare features of these animals & their habitats. Using maps and globes they will learn to identify where they live.</p> <p>Expressive arts and design: Children will make observational drawings and paintings of polar animals by looking closely at photographs.</p> <p>RE: This week in RE Reception children will learn about the Persian New Year and the Nowruz story and understand that New Year is celebrated at the start of spring in parts of the world.</p> <p>PSHE: Reception children will learn how to have a positive attitude & use kind words to encourage people.</p>
<p>Week 5</p> 	<p style="text-align: center;"><u>What's happening to the ice caps?</u></p> <p>Communication and language: The children will read 'Polar Bear, Polar Bear, What Do You Hear?' by Bill Martin Jr. They will be encouraged to join in with the repeated language and talk about how the story is structured. The role play area will be set up so the children can pretend to be polar animals asking the children to think about what they would see, hear, taste, touch and smell.</p> <p>Physical Development: Children could explore balancing by standing on 'ice bergs' and throwing by throwing white pom-poms or beanbags as 'snowballs' into buckets or hoops.</p> <p>Personal, Social & Emotional Development: We will discuss the ways that animals keep warm. We will revisit earlier learning on How do we keep warm? Who looks after us to make sure we're kept warm?</p> <p>Literacy: Reception children will learn to find information they need from non-fiction texts. They will learn how to label a picture and sequence the life cycle of a penguin. All children will listen to the story of Leaf and reflect on where has the polar bear come from and how will he get back home? Reception children will make posters to share the message of looking after our planet to save the ice caps.</p> <p>Phonics:</p>

This week the children will be consolidating the letters 'j' 'v' 'w' and 'x' and practicing the common exception words **her** and **they**.

Mathematics:

The activities this week will focus on further developing this innate skill as the children are encouraged to focus exclusively on the numerosity of sets, without being diverted by colour, shape or size. They will then be encouraged to notice when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal.

Language is a key focus and adults will need to reinforce the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set. 'Fewer than' is used rather than 'less than', as the focus is on countable things.

Understanding the world:

The children will explore the Life cycle of a penguin and the different species of penguins and where they live. The children will learn about the environmental damage of rising sea temperatures and the impact on the natural world.

Expressive arts and design:

Children will be provided with a selection of materials, such as cotton wool, wool, felt, paper doilies, tinfoil, shiny paper and tissue paper, along with polar bear or penguin-shaped paper for children to use to create collages of polar bears or penguins.

RE:

For the last week of RE the children will look at Holi – the Hindu festival.

PSHE:

Reception children will learn how to help others to achieve their goals & understand the link between what they learn now and the job they might like to do when they are older. Reception children will learn how they should work hard to achieve their own dreams and goals and can say how they feel when they achieve a goal and know what it means to feel proud.