

## Spring Term 1 – Wonderful Winter

### Communication and Language

- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Connect one idea or action to another using a range of connectives.
- Engage in non-fiction books
- Use new vocabulary through the day.

#### **Stories**

- Winter Information Books
- A Dot in the Snow
- Winter Sleep: A Hibernation Story
- The Snow Queen
- The Storm Whale in Winter
- Here Comes Jack Frost
- Don't hop the Hedge
- Secrets of Winter
- Snow
- Chinese New Year Information Books
- Dragon in the City
- The Magic Paintbrush

#### **Poems**

- Popcorn
- A Little House
- Let's Put on our Mittens
- I Can Build a Snowman
- Carrot Nose
- Furry Furry Squirrel

### Personal, Social and Emotional Development

- Show resilience and perseverance in the face of challenge
- Think about the perspective of others
- Identify and moderate their own feelings socially and emotionally
- Value – Happiness**
  - What makes you happy?
  - How can you help to make other people happy?

#### **Trick Box – Calm 'Breathing Colour'**

#### **Managing Self: Taking on Challenges**

- Why do we have rules?
- Building Towers (persistence/confidence)
- Team Den Building (team work/problem solving/communication)
- Grounding (coping strategies)
- Team Races (perseverance)
- Circus Skills (resilience/perseverance)

### Physical Development

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large/small apparatus indoors and outside, alone and in a group.
- Gymnastics**
  - Create a short sequence using shape, balances and travel actions
  - Develop balancing and safety using equipment
  - Develop jumping and landing safely from a height
  - Develop rocking and rolling
  - Explore travelling around, over and through equipment
  - Create sequences using apparatus

### Physical Development – Fine motor skills

Children's fine manipulative skills are developed through practical activities inside and outside the classroom: painting, threading, sewing, play dough, sand, water.

Continue to develop correct pencil grip and cutting skills

Continue to develop handwriting by forming letters correctly – **l i t u v w**

### Literacy

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

## Phonics

Introduce children to the phonemes/graphemes – **sh th ng nk ai ee igh oa ending –es (no change to root word)** and to harder to read and write words – **push was her my you**

Continue to read words and more complex captions/sentences

## Mathematics

- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Count beyond ten.
- Compare numbers.
- Explore the composition of numbers to 10.
- Compare weight and capacity.

### **Alive in 5!**

Introduce Zero

Find/Subitise/Represent 0 to 5

1 more/1 less

Composition

Conceptual subitising to 5

### **Mass and Capacity**

Compare mass

Find a balance

Exploring capacity

Comparing capacity

### **Growing 6, 7, 8**

Find/Represent 6, 7 and 8

1 more/1 less

Composition of 6, 7 and 8

Make Pairs - odd and even

Double to 8 (find/make a double)

Combine two groups

Conceptual subitising

**Daily Number** – counting, subitizing, 1 more 1 less, number bonds, etc.

## Understanding the World

- Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Recognise that people have different beliefs and celebrate special times in different ways.

### **Science**

**Investigating Winter** – talk about the season in relation to the other seasons

What is the weather like in winter?

What clothes do we need to wear? Why are winter and summer clothes different?

Hibernation – What animals hibernate in winter? Why do they hibernate? Where do they hibernate?

Experiments – Icebergs/melting ice

### **RE**

**What can we learn from stories?**

Special books, my special book, stories teach us something, the Bible, The Quran, The Torah

### **Geography/History**

**Winter**

Look at the Polar Regions and compare them to our country, where are they on the globe? What animals live there? Do people live there? Finding out about expeditions to reach these regions.

**Lunar/Chinese New Year** – Where is China on the globe? How do they celebrate Lunar New Year?

## Expressive Arts and Design

Continue to develop storylines in their pretend play

Create collaboratively, sharing ideas, resources and skills

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

### **Art**

Activities linked to winter (polar bear painting/penguin cutting/winter tree chalk drawing)

**Painting and Mixed Media: Paint My World**

- Finger painting
- Outdoor painting
- Painting to music
- Collage and transient art
- Landscape collage

### **Music**

**Music and movement**

- Action songs
- Finding the beat
- Exploring tempo
- Exploring tempo and pitch through dance
- Music and movement performance

### **DT**

Chinese New Year dragon

puppets/lanterns/red envelopes