



Topics are child led and planning will reflect the interests of the children. To inspire the children we will plan for themes. The question we are asking this half term is 'I wonder what is special about Winter?'

Area of learning	Week 1/Week 2 W/B 04/01/23 W/B 09/01/23	Week 3 W/B 16/01/23	Week 4 W/B 23/01/23	Week 5 W/B 30/01/23	Week 6 W/B 06/02/22
Key themes	Seasons/Weather Seasonal clothes	Snow and ice	Winter celebrations Lunar New Year	Penguins	Polar Bears
Key texts	The Mitten Jack Frost by Kazuno Kohara	Snowmen at Night by Caralyn Buehner Snowball by Sue Hendrar	Cleversticks by Bernard Ashley The Great Race by Emily Hiles	Lost and Found by Oliver Jeffers The Emperor's Egg by Martin Jenkins	Polar Bears by Laura Marsh
Personal, Social and Emotional	Continuation of turn taking with weekly game. Listening to one another's ideas and sharing them through circle time and promoted activities. <u>SCARF-Keeping myself safe</u> What is safe to go onto my body.	Looking at snowflakes and how they are all different. Linking this to how we are all different. <u>SCARF-Keeping myself safe</u> What is safe to go into my body (including medicines)	Using the story 'Cleversticks' celebrate different talents, look at and share our own talents. <u>SCARF-Keeping myself safe</u> Safe indoors and outdoors.	Using the story 'Lost and Found' discuss how the characters feel and why. Link this to ourselves. Continuation of turn taking with weekly game. Listening to one another's ideas and sharing them through circle time and promoted activities. <u>SCARF-Keeping myself safe</u> Listening to my feelings.	Continuation of turn taking with weekly game. Listening to one another's ideas and sharing them through circle time and promoted activities. <u>SCARF-Keeping myself safe</u> People who help to keep me safe.
Communication and Language	Discussion about our school holiday.	Listening and responding to stories relating to the theme.	Talk about different cultures and people in different countries and	Develop questioning skills relating to finding out information about	Develop questioning skills relating to finding out information about



	<p>Creating a word bank of our own Winter words.</p> <p>Creating a small world area tray to promote the re-telling of the story 'The Mitten.'</p>		<p>what they celebrate. Explain the Lunar New Year and what happens, use the computer to show videos and pictures.</p> <p>Retell the story of the New Year race using the story tray and props.</p>	penguins.	polar bears.
Physical	<p>Continuing to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Encourage independence with putting on/ zipping up outdoor wear.</p>	<p>Continuing to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Encourage independence with putting on/ zipping up outdoor wear.</p>	<p>Continuing to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Encourage independence with putting on/ zipping up outdoor wear.</p>	<p>Continuing to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Encourage independence with putting on/ zipping up outdoor wear.</p>	<p>Continuing to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Encourage independence with putting on/ zipping up outdoor wear.</p>
Literacy	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes ai ee igh oa</p> <p>Retell stories using story trays.</p> <p>Introduction of non-</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes oo oo ar or</p> <p>New tricky words was you they</p> <p>Retell stories using story</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes ur ow oi ear</p> <p>New tricky words my by all</p> <p>Retell stories using story</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes air er</p> <p>Words with double letters: dd mm tt bb rr gg pp ff</p> <p>New tricky words</p>	<p><u>Little Wandle Phonics</u></p> <p>Longer words</p> <p>Retell stories using story trays.</p> <p>Introduction of non-fiction books to promote 'fact</p>



	<p>fiction books to promote 'fact finding' skills.</p> <p>Reading stories linked to topic.</p> <p>Mark making opportunities in different 'snow' materials.</p>	<p>trays.</p> <p>Introduction of non-fiction books to promote 'fact finding' skills.</p> <p>Reading stories linked to topic.</p> <p>Mark making opportunities in different 'snow' materials.</p>	<p>trays.</p> <p>Introduction of non-fiction books to promote 'fact finding' skills.</p> <p>Reading stories linked to topic.</p> <p>Mark making opportunities in different 'snow' materials.</p>	<p>are sure pure</p> <p>Retell stories using story trays.</p> <p>Introduction of non-fiction books to promote 'fact finding' skills.</p> <p>Reading stories linked to topic.</p> <p>Mark making opportunities in different 'snow' materials.</p>	<p>finding' skills.</p> <p>Reading stories linked to topic.</p> <p>Mark making opportunities in different 'snow' materials.</p>
Mathematics	<p><u>White Rose Maths</u> <u>Alive in 5!</u> <u>Number</u> Introducing Zero. Comparing Numbers to 5. Composition of 4 and 5. <u>Measure, Shape and Spatial Thinking</u> Compare Mass. Compare Capacity.</p>			<p><u>White Rose Maths</u> <u>Growing 6,7,8.</u> <u>Number</u> 6,7 and 8 Making Pairs. Combining 2 Groups. <u>Measure, Shape and Spatial Thinking</u> Length and Height. Time.</p>	
Knowledge and Understanding of the World	<p>Looking at seasonal change through a walk around the school grounds. Comparing the different seasons.</p>	<p>Investigating freezing and melting through first hand experiences.</p>	<p>Celebrating different communities: Know about similarities and differences among families, communities and traditions</p>	<p>Using the globe to talk about the North and South Poles, compared to our own area.</p> <p>Looking at penguins and their habitat.</p>	<p>Using the globe to talk about the North and South Poles, compared to our own area.</p> <p>Looking at polar bears and their habitat.</p>



<p>Expressive Arts and Design</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Painting using 'cold' colours.</p> <p>Making snowflakes in transient art.</p> <p><u>Music</u> <u>Out and About</u> Out in my neighbourhood Learning different note durations and exploring high and low sounds.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Constructing igloos using ice cubes.</p> <p>Exploring colour mixing using ice cubes.</p> <p><u>Music</u> <u>Out and About</u> People in my neighbourhood Further explore note duration and start to read some simple stick notation.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Creating Chinese dragons using playdough.</p> <p>Creating our own paper plate patterns to create an EYFS dragon.</p> <p><u>Music</u> <u>Out and About</u> Let's go shopping (1) Using counting rhymes to work on rhythm and beat, and using fruit names to make up some funky rhythms.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Making penguins using playdough.</p> <p>Drawing and painting penguins independently.</p> <p><u>Music</u> <u>Out and About</u> Let's go shopping (2) Starting to learn how to read simple rhythm patterns using fruit symbols.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Collage polar bears using newspapers.</p> <p><u>Music</u> <u>Out and About</u> People who help us Developing our rhythm reading skills and our sense of beat.</p>
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