



Why is it always cold in winter? (Reception)



- LC1 How do we keep warm in winter?
- LC2 Which animals live in the Arctic/Antarctica?
- LC3 Where did the snowman go? (Melting Investigation)
- LC4 What do Father Christmas' Elves do?
- LC5 How do we celebrate Christmas time?

British Events:

- LC6 How can we stay safe on Bonfire Night?
- LC7 Why do we wear poppies? (Remembrance Day)

Trip to Chill Factor - Snow play session

Prime Areas

Physical Development

30-50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

40-60 months

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Eye on the goal - They move confidently in a range of ways, safely negotiating space.

Hook for Learning:

The Snowman DVD/book
The Snowman story props
Xmas Crafts Parent Workshop
Igloo tent
Ice balloon investigation
Role Play - Winter
wonderland/Santa's workshop

Non-negotiables

Reading - Makes basic predictions

Writing - Uses correct pencil grip. to form letters.

Maths - Counts reliably up to 10 then 20 objects

Communication and Language

30-50 months

- Listens to others one-to-one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.

40-60 months

- Maintains attention, concentrates and sits quietly when required to do so.
- Answers questions based on a story.
- Shows interest when presented with alternative possibilities.

Eye on the goal - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Personal Social and Emotional Development

30-50 months

- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Show confidence in asking adults for help.
- Welcomes and values praise for what they have done.

40-60 months

- Confident in speaking in front of a small group.
- Chooses equipment necessary to complete a task.
- Can describe self in positive terms and talk about abilities.

Eye on the goal - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Specific Areas

Literacy

30-50 months

- Recognises familiar words and signs such as own name and advertising logos.
- Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Begins to see sounds from their own name in other words.

40-60 months

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.

Eye on the goal - They also read some common irregular words.

- Children use their phonic knowledge to write words in ways which match their spoken sounds.

Expressive Arts and Design

30-50 months

- 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.

40-60 months

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.

Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Understanding the World

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

40-60 months

- Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park.

Eye on the goal -

- They talk about the features of their own immediate environment and how environments might vary from one another.

Mathematics

30-50 months

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Compares two groups of objects, saying when they have the same number.

40-60 months

- Recognise some numerals of personal significance.
- Finds the total number of items in two groups by counting all of them and starting to use 'counting on'.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting including counting on and back.

Eye on the goal

- Using quantities and objects, they add and subtract two single digit numbers.

Week 1 - How can we stay safe on Bonfire Night? Being imaginative -40 - 60 months -Chooses particular colours to use for a purpose. **ELG- health and self-care** - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. **Speaking - ELG** - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Week 2 - Why do we wear poppies? (Remembrance Day) Early learning goal - being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Being imaginative -40 - 60 months -Chooses particular colours to use for a purpose. **Exploring and using media and materials - 40 - 60 months** -Create simple representations of events, people and objects. Understands that different media can be combined to create new effects.

Week 3 - How do we keep warm in winter? Writing 40 - 60 months - Writes own name and other things such as labels, captions. Can segment the sounds in simple words and blend them together. **Being Imaginative - 40 - 60 months** - Chooses particular colours to use for a purpose.

Week 4 - Which animals live in the Arctic/Antarctica? The World - ELG - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Week 5 - Where did the snowman go? (Melting Investigation) ELG - The World -They make observations of animals and plants and explain why some things occur, and talk about changes. **ELG - Self-confidence and self-awareness** - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Week 6- Where does Father Christmas live? Early learning goal - being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. **40-60 months** - Create simple representations of events, people and objects **Exploring and using media and materials - 40 - 60 months** Constructs with a purpose in mind, using a variety of resources.

Week 7 - How do we celebrate Christmas time? Early learning goal - people and communities - They know about similarities and differences between themselves and others, and among families, communities and traditions. **Early learning goal - moving and handling** - Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.