

Who are you?



Seasons/Natural world: Winter



Why This? Why Now?

This topic builds on from the Autumn Term where learning was focused on children and their families and people who are familiar to them. The children will share information about fictional and non-fictional characters from a range of cultures and times in storytelling. They will learn facts about famous people from the past and present and compare their roles in society.

The children will continue to explore the natural world around them and learn about winter and make comparisons to the weather in autumn. They will find out which animals live in cold climates in different countries around the world.

FS2 supervisor's will continue, and the children will make notes on their observations. The children will have developed positive relationships with the bears, and they will be supporting all aspects of learning throughout the day. Children will be excited to earn super duper tokens by doing something super duper! The super duper shop opens every Friday, when the children decide whether to spend their tokens or save them to spend later.

Area of learning & development: Communication and language

OVERVIEW

Listen to and talk about stories to build familiarity and understanding.
Retell stories, some as exact repetition and some in own words.
Describe events in some detail.

Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Learn and use new vocabulary throughout the day.

Author of the term – Alan Ahlberg. Focus on stories from the past. Peepo, Each Peach Pear Plum, Happy Families series.
Talk for writing: Each Peach Pear Plum.
Mr Tick the Teacher, Mrs Wobble the Waitress: Tell own stories about being at school and going to a café.

Think out loud: 'Who', 'what', 'where' questions linked to comparing people/characters from the past and present and famous people.

Area of learning & development: Personal, social and emotional development	OVERVIEW
<p>Manage their own needs and personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing. Keeping Safe: How do we keep safe?</p>	<p>Dress up race: Zip up coats, put on hats, scarves, gloves. Race to undress. STAR awards</p> <p>Keeping safe: Different ways that we need to be safe at home and school. Routines around school, e.g., How do we keep safe when it is icy? Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell'?</p>
Area of learning & development: Physical Development	OVERVIEW
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Use their core muscle strength to achieve a good posture.</p> <p>Develop and refine a range of skills using quoits. Safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop cutting skills. Hold a pencil effectively</p>	<p>Daily mile – can we run more than 5 laps? Practise ways of moving and travelling: hall space and on apparatus. Make different body shapes. Freeze games – linked to winter.</p> <p>Yoga: Hibernating hedgehog - child's pose. Frozen statue – warrior pose. Tree pose.</p> <p>Quoit skills: throwing, catching, kicking, rolling, passing, and aiming. Snowman aiming and throwing game: throw pretend snowballs – through the snowman's mouth Hold a pencil and scissors correctly and with increasing control.</p>
Area of learning & development: Literacy	OVERVIEW
<p>Phonics: Letters and Sounds Phase 3 Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words. Read common exception words matched to the school's phonic programme. Know alphabetical order.</p> <p>Reading Develop a love of sharing books. Read simple phrases and sentences including tricky words.</p>	<p>Read digraphs: ai, ee, igh, oa, oo, oo(u), ar, or, ur, ow, oi, er, ear, air, ure Read cvc words made up of known letter – sound correspondences. Oral and using written letters. Read two-syllable words. Tricky words: was, my, you, they,</p> <p>2 story books to share at home each week.</p>

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing

To write and recognise our names.
 To use a capital at the beginning and then lower-case letters.
 Segment (spell short words) using these sounds.
 Form lower-case correctly.
 Write short sentences with words with known sound-letter correspondences.
 Re-read what they have written to check that it makes sense.
 Write for different purposes and audiences.

Phonic book matched phonetically – read 3 x times weekly. Take home for 1 week.
 Model re-reading words ongoing as the sentence is read.

Practise writing first name and surname.
 Letter formation – letter formation families, capital letter formation
 Spell cvc words orally and using letters. Spell two-syllable words
 Spell tricky words: no, go
 Write simple sentences with known sounds and words.
 Model re-reading writing – ongoing as the sentence is written
 Lists: jobs to do to tidy up the outdoor area. Weather report.

Area of learning & development: Mathematics

OVERVIEW

Number
 Count verbally beyond 10.

Composition of numbers to 5.

Know what one more/one is less than a number up to 5.

Shape, space, measures
 Use mathematical language to describe and compare 2D and 3D shapes.
 Select, rotate and manipulate shapes to develop spatial reasoning.
 Compose and decompose shapes.

Count in different situations, count children, how long it takes to do an action, activity. Count along number tracks.
 Count objects/actions/sounds in different contexts, e.g., firework pictures.

Count fingers on one hand - Partition fingers and recombine.
 Numicon/counting equipment – different ways to make 5.

What will come next in songs? More and less. Staircase patterns.

Use building blocks, tiles, pattern blocks to copy 2-D and 3-D patterns/pictures.
 Complete jigsaws of increasing challenge.
 Manipulate shapes and recognise shapes that have other shapes within them.
 Can you make a square with triangles? Fold paper to make different shapes.
 Create bright patterns/shapes on winter socks/scarves.
 Amaryllis plant – measure it as it grows.

Area of learning & development: Understanding the world

OVERVIEW

People
 To understand the difference between fictional characters and people.

Share texts, images, and tell oral stories about the past/present.
 Characters in traditional stories/ songs, characters.

Compare and contrast characters from stories, including figures from the past.
To begin to understand what past, present and history means.

To know that some people are famous for different reasons.

Recognise that people have different beliefs and celebrate special times in different ways.

Seasons/Natural World: Winter

Describe what they see, hear and feel whilst outside.
Understand the effect of changing seasons on the natural world around them.
Explore natural environments outdoors – within our school grounds
Touch, smell and hear the natural world around them.

Computing

Begin to understand the processes involved in finding information from a computer, or how a piece of technology can help to complete a task.
How did technology differ in the past to the present?

Lives of both women and men.
Familiar experiences: how these may have differed in the past.
Images of familiar situations in the past, e.g, homes, schools, and transport.
Common themes from stories; bravery, difficult choices and kindness, talk about children’s experiences with these themes.
Sing songs, read poems, use puppets, develop role-play etc and other storytelling methods.

Famous people: Variety of roles – historical/present day: Wright brothers, Prince William and family, William Shakespeare, Captain Tom, Bob Marley, Ronaldo, MFC.

Valentine’s Day: Who is special to you?
Shrove Tuesday: Make pancakes. The Runaway Pancake. Mr Wolf’s Pancake.
Chinese New Year: Videos, artefacts, food. What is celebrated and how?

Identify signs of winter – Outdoor walk – what can we find? Compare a tree.
Observe weather and seasonal features – compare throughout the day/week.
How do we care for the natural world around us? How do animals find food?
What animals live in cold climates? Polar regions: What is it like to live there?
Research/Webcams
Experiment with ice/snow: Use warm water, salt.
What happens when water freezes and ice melts?
Construct an igloo: small scale and large scale.
Continue to care for pansy plant. Observe spring bulb shoot and growth.
Plant amaryllis class plant and observe.

Test out their experiences of using equipment at home and in school.
Share videos and images of pieces of technology from the past, e.g., telephones, cameras, kitchen appliances

Area of learning & development: Expressive arts and design	OVERVIEW
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Explore, use and refine a variety of artistic effects to express their ideas and feelings.

3 songs each week: nursery rhyme, maths song/poem
Create a winter scene: tinfoil, glitter, white, blue materials.
Sketch bare trees – use charcoal to create thick/thin lines.

<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Sing winter songs: I'm a little snowman, This is the way we put on our coat,</p> <p>Keep a steady beat with instruments.</p> <p>Move in time to music and respond to changes.</p> <p>Music from the past: Traditional and folk music/dance: Learn Pat a Cake Polka, Circassian circle.</p> <p>Penguin dance. Yoga moves/poses pretending to be animals.</p>
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Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts	
<p>What does keeping safe mean? How do I keep myself safe? How do adults keep me safe?</p>		<p>Peepo Each Peach Pear Plum Mr Tick the Teacher, Mrs Wobble the Waitress</p>	
Supporting Your Child at Home		Vocabulary	
<p>Letters and sounds resources: in child's book bag (resources are added as they progress through the programme).</p> <p>Family book: half termly activities linked to topics</p> <p>Seesaw activities: variety of activities linked to all areas of learning</p> <p>Join CBeebies for this podcast all about farm animals in winter. https://www.bbc.co.uk/cbeebies/radio/down-on-the-farm-winter</p> <p>Learn about number bonds to 5 with the Numberblocks. https://www.bbc.co.uk/iplayer/episode/b0blss0t/numberblocks-series-3-the-numberblocks-express</p> <p>Find out who William Shakespeare is. https://www.bbc.co.uk/cbeebies/watch/a-midsummer-nights-dream-introduction-to-shakespeare</p>		<p>past present history famous role society waitress café frozen yoga warrior pose quoit</p>	<p>aim report manipulate amaryllis bravery climate polar sketch beat traditional folk music</p>