

		Learning and Development focus		Additional Learning Covered through theme/interest//child initiated	
		Things to care about (Diary)			
Unique Child Positive Relationships Enabling Environments	Birthdays Chinese New Year- Dragon- 23 rd Jan Valentine's Day- 14 th Feb Pancake day- 21 st FEB Stay and Play Farm trip Easter- cards Easter Holiday- 30 th March-16th April	PSE	Have a developing respect for their own cultures and beliefs and those of other people. Dress and undress independently. Understand that people have different views, cultures and beliefs. Work as part of a group class, taking turns etc	<u>SEAL</u> Telling the Truth	<p>PSE Continuous Provision- develop social rules; select an activity and app resources; explore with confidence; try out ideas and express an opinion; learn about another culture; Enhance with-non-fiction books about Eskimos, friendship stories/One Snowy Night, Happy Feet (lost and found); Caring for birds in winter-make bird cake; circle time -I like my friend because...I feel warm and cosy when...Multicultural-Eskimo communities-look at how they live, Chinese New Year.</p> <p>CLL Role-play: LFS: Igloo, UFS: Chinese restaurant. Reading role play UFS: Space station (linked to The Jigaree text, LFS: Percy's Park. Resources-Winter /cold lands book basket, Snowman shaped paper, blank post cards and stamps. Winter/cold lands word bank, letters inside ice, writing icy letters to Jack Frost. Make/collaborate big book about Winter. Snowman story book -no words-chn to orally tell story. Display winter words. Talk about getting dressed for a winter walk (p. 16 L&S). UFS make winter clothes display and play game with initial letters. I'm thinking of something to wear and it begins with... Drama-Snowman story</p> <p>K U W Mind Map winter- look for signs of winter, take photos of Winter scenes, freezing and melting activities, (ice mans hands-stop from melting; frozen soft toys (how to warm up), ice cubes/blocks of coloured ice in water tray/tuff spot-watch melt-frozen balloon-add salt and observe ;investigate snow/make and decorate real snowman; Winter clothing-how we keep warm; grips on shoes -rubbings -discuss- p 14 L&S. Treasure basket white items to investigate (Investigation table) , looking at globe- Antarctic and arctic, Hibernating animals, weather chart; Tuff spot-soapflakes/ice cubes/sugar cubes/marshmallows/polar animals. ICT-search for polar bears/penguins/Eskimos/ decorate snowman.</p> <p>PSRN Sorting and counting arctic/Antarctic animals, Snowmen in different hats scarves etc-sort and match winter clothing- make Snowman number rhymes, addition and subtraction- fishing, pattern making/symmetry, days of the week weather chart, seasons/time /months/days of week/ use 6 snowmen holding hands-make repeating patterns. Positional words using winter objects.</p> <p>Physical Manipulative & fine motor-play dough -white with glitter/pebbles/cutters, dressing/undressing/fastenings PE-movements appropriate to walking in snow/throwing snowballs/making snowman/felling cold& hot; parachute games/Durham Scheme; Simon says keep warm by... Outdoors-experience winter weather-warn clothing/play in frost/snow/sledges etc.</p>
	CLL	Continue a rhyming string. Link sounds to letters. Begin to form recognisable letters. Give meaning to marks. Make attempts at reading familiar words in books Listen to stories with increasing attention and recall/describe story settings, event and characters/retell in correct sequence. Suggest how a story might end. Show interest in illustrations and print in the environment. Listen and respond to what they have heard. Attempt writing for different purposes- lists, stories, instructions, postcard	<u>Letters and Sounds</u> Phase 1/Phase 2/Phase 3		
	PSRN	Compare 2 groups of objects, saying when they have same number. Use ordinal numbers in different contexts. Find total number of items in 2 groups. Count repeated groups of the same size. Begin to use vocab involved in addition and subtraction. Show awareness of Symmetry. Order 2 or 3 things by length/ height.			
	KUW	Show curiosity about why things happen and how things work. Show understanding of cause/effect relations. Investigate objects and materials using senses. Observe, find out about and identify features in the place they live and the natural world. Gain an awareness of the cultures of others.	<u>RE Syllabus</u> Easter/Buddhism		
	CD	Explore and learn how sounds can be changed. Imitate and create movement in response to music. Respond to what we see, hear, smell and touch. Use imagination in art/design/music/dance/role-play etc	<u>Music scheme</u> Music Express		

		<p>PD</p>	<p>Move freely with pleasure and confidence. Negotiate appropriate pathways. Experiment with different ways of moving. Go backwards/sideways/ forwards. Recognise the changes that happen to their bodies when they are active. Handle tools/objects/ construction and malleable materials safely and with control. Use a range of small and large equipment.</p>	<p>PE Indoors/ outdoors</p>	<p>Creative Pattern making/snowflakes/Winter pictures-blow paint trees/chalks & charcoal /free use of 'Winter' collage materials (shredded paper, silver; blue, cotton wool, transp. paper, tinsel etc), observational drawings/painting of polar animals; snowflake biscuits; use catalogues for chn to cut out favourite winter outfits-later chn to make self portraits modelling favourite clothes. Music-seasonal songs and music/pitched instruments/dance of Sugar Plum Fairy.</p>
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Initial theme: Winter

Subsequent themes/Interests to be based on observations.