

EYFS Unit Spring 1 Mrs Wilkinson, Mrs Gill/ Ms White & Mrs Blythe. Topic: What is it like in the Winter in the UK and in the Arctic?

Physical Development:

Depending on their age and stage of development children will be learning to:

Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use effective tripod grip with a pencil to write most of Set 1 letters and use scissors and other tools independently for own creations.

Nursery 3–4-year-olds:

Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip to hold a pencil more consistently and trace over all letters of own name. Use scissors effectively to follow straight lines when cutting.

Nursery 2-year-olds:

Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls and sausages. Use loop scissors to snip.

Personal, Social and Emotional Development:

In PSHE sessions with NG or FW children will continue to develop their awareness of their own and others feelings and learn strategies to help them to self-regulate. **All children:** Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (see Curricular Goals). Develop age-appropriate independence skills at lunchtime, snack time and in the bathroom and learn to seek help when needed.



General Information: Please remember to:

- ★ Make sure your child brings their named book bag for letters and books daily plus another suitable bag (**Nursery only**) for transporting spare clothes, nappies etc.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Continue to bring your child through the side gate and line up with them outside Class 1 door ready for 8:45 am start. Pick them up at 3:15 pm.
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually on Monday afternoons. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE, but it would be very helpful if they had a spare set of comfortable clothes in school at all times.**
- ★ Please talk to us about anything that is worrying you or that you would like to know more about.

Communication & Language:

Depending on their age and stage of development children will be learning to:

Reception:

Listen and respond in whole class group. Express ideas in sentences including using story language and retell familiar stories with minimal prompts, making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on ideas of others.

Nursery 3–4-year-olds:

Listen and respond in whole class group activities. Talk to adults and other children in sentences including re-telling a sequence of events from familiar stories using past tenses and saying what is going to happen next in a familiar story. Pretend play: Role Play familiar situations and stories with others using objects to represent other objects in their play. Engage in small world play for longer periods and start to give commentaries or add voices to this type of play.

Nursery 2-year-olds: Listen and attend to group activities for short periods. Express wants and needs to familiar adults and comment on 'here and now' combining 2-3 main words. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Recognise story props and costumes and engage with them in play. Start to carry out simple small world pretend play sequences.

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<p>Literacy: Reception: Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions: <i>'The Secrets of Winter'</i>, (non-fiction) <i>'We're going on a Bear Hunt'</i> <i>'The Ugly Duckling'</i>, <i>'Way up in the Arctic'</i> <i>'The Sissy Duckling'</i> <i>'Snow Lambs'</i> (Fiction & non-fiction) Phonics: Consolidate ability to read and write all RWI Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Begin learning RWI Set 2 Sounds. Writing: Start to write simple words and phrases in meaningful contexts. Nursery 3–4-year-olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when questions or through pretend play, Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by blending sounds they hear together. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and start to write one or more letters from own name independently. Nursery: 2-year-olds: Enjoy sharing familiar stories in small groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.</p>	<p>Expressive Art and Design: Reception: Techniques: ice sculptures. Watercolour experiments using cold colours, clay modelling (winter gardens). Participate in adult led creative activities related to Winter or the Arctic e.g. polar bear collages (foam & PVA) as well as initiating own creations. Learn songs and actions related to topic. Charanga Unit 3 'Everyone! Nursery 3–4-year-olds; As Reception with support when necessary. Nursery 2-Year-olds: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p>Maths: Reception: White Rose Maths: Spring Block 1: Alive in 5!: Introduce Zero, compare 4 and 5, Composition of 4 & 5, Compare Mass (2) Block 2: Compare Capacity (2). Begin Block 3 Growing 6, 7 and 8: Develop understanding of numbers 6, 7 and 8, including subitizing, one more one less and their composition. Complete jigsaws with at least 10 pieces. Nursery 3–4-year-olds; Develop 1-1 correspondence to count 6-10 objects. Compare numbers within 10 and talk about one more and one less. Begin to compare Mass and Capacity Complete inset puzzles with 12 pieces and start to join pieces together in a simple jigsaw. Nursery 2-year-olds: Join in with Number Songs and Rhymes, Start to recite numbers up to 6. Match objects, shapes or colours and start recognising circles and colour names. Stack 6 bricks. Complete inset puzzles with 5 or 6 pieces.</p>	<p>RE: Reception: Diocesan Syllabus: F4 Being Special, where do we belong?</p> <p>Understanding the World: Reception: Learn about the changes in our country during Winter and compare this with the climate in the Arctic. Find about and record facts about both from textbooks and the internet. Go on a Winter walk and take photos of signs of Winter. Use them to make a simple map of the walk. Make a 'story map' for Bear Hunt. Make a class mini winter garden: https://barleyandbirch.com/make-mini-winter-sensory-garden-for-kids/. Look at maps or globes to see where the Arctic is in the world. Talk about similarities and differences between the two environments. Investigate what creatures live in the Arctic. Research and record facts about some arctic animals. Find out about people who live in the Arctic Circle and how they live. Talk about global warming and the importance of keeping the polar ice caps cold. Conduct scientific investigations about how water changes when it freezes and melts. Nursery 3-4 years: Participate in Reception teaching and learning activities above with adult support. Nursery 2-Year Olds: Engage in sensory play with winter natural materials and pretend play with arctic animals. Spot pictures of animals in stories and non-fiction books.</p>
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Technology:

Food technology: **Reception** children will revisit the importance of hygiene when handling food and learn how to make Ice lollies measuring and pouring cordial and water and then freezing in moulds **Nursery children:** will join in these activities with support and begin to take turns to help an adult prepare the fruit for snack, washing and drying their own hands, washing fruit or veg. and begin to, peel and chop soft fruit e.g. bananas or strawberries with rounded knives.

Computing: **Reception** children will continue to develop independence in **logging on and using Apps** independently on iPads. They will continue to learn about e-safety and about not sharing their login details with others and start to develop early programming skills recording simple instructions for a bee-bot. They will practise making their own story maps to retell a story in the correct sequence. **Nursery** children will have opportunities to explore a range of technology in pretend play situations including phones, laptops, a toy microwave, toaster and kettle, learning about cause and effect. They will practise giving and following each other's instructions in games and practice sequencing skills using pictures to retell a story.

Vocabulary: Spring 1: What is it like in the Winter in the UK and in the Arctic?

story (fiction)

information book (non-fiction)

author, illustrator

same, different

winter

United Kingdom. England

Arctic Circle

Earth, world, globe

cold, cool, chilly, frost, frosty, freezing, frozen, ice, icy, icebergs

snow, snowflakes, snowman

rain, wind, storms

dark, light

evergreen, deciduous

moss, lichen,

hibernate

caribou, moose, reindeer, arctic fox, arctic hare, orca, beluga, whale, lemming,

snowy owl, polar bear, wolf, walrus, seal

calf, cub, owlet

pod, den, cave, lair

chubby, furry,

prance, wobble, wiggle, nap, sing, chirp, jump, hop, swim, dive, splash, prowl,

howl, hoot. Snuggle, dig, tunnel, snuggle, cuddle

fox, badger, hedgehog, tawny/barn owl, snail, blue tit, otter,

Brown bear, (Canada, USA)

scared,

hunt, catch. tiptoe, bat, throw, hit, box, bake, swing (a bat), skip, grumble,

mumble

grass, mud, river, forest, snowstorm, cave

under, over, through

long, wavy, deep, cold, thick, oozy, big, dark, swirling, whirling, narrow, gloomy,

shiny, wet, furry, googly, sly

nose, ears, eyes

big, scary, noisy, naughty, tall, just right, ugly, beautiful

duck, duckling, drake, swan, cygnet, reflection,

sissy, cruel, tease, bravery, loyalty, ingenuity, special, amaze