

## EYFS Unit Spring 1 Mrs Wilkinson, Mrs Hulbert & 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 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 more consistently and trace over all letters of own name, Use scissors effectively to follow straight lines when cutting. .

### Rising 3s:

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 Children will** continue the **1decision EY programme with BH. 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, learning to seek help when needed.



### General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters 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 you 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 appropriately in whole class groups. Express ideas in sentences including using story language and retelling familiar stories with minimal prompts and 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 the 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 a sequence of events from familiar stories using past tenses or 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.

### Rising 3s:

Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 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><b>Literacy:</b>  <b>Reception:</b> 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> <b><i>'The Ugly Duckling'</i></b>, <i>'Way up in the Arctic'</i> (Fiction &amp; non-fiction)' <i>'The Sissy Duckling'</i>  <i>'The Snowman'</i> <i>'Snow Bear,'</i> <i>'The Snow Lambs'</i> <i>'The Snowman'</i>.  Phonics: Consolidate reading and writing all <b>RWI</b> Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Begin learning <b>RWI</b> Set 2 sounds. Writing: Start to write simple phrases and sentences in meaningful contexts.  <b>Nursery 3-4 year olds:</b> engage with whole class stories or non-fiction books and show understanding by answering who, what, 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. 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.  <b>Rising 3s:</b>  Enjoy sharing familiar stories in groups, learn key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs. Fill in a rhyming word when adult leaves a gap in a song or story.</p>	<p><b>Expressive Art and Design:</b>  <b>Reception:</b> 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 &amp; PVA) as well as initiating own creations. Learn songs and actions related to topic.  <b>Charanga</b> Unit 3 'Everyone!  <b>Nursery 3-4 year olds;</b> As Reception with support when necessary.  <b>Risings 3's:</b> Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><b>Maths: Reception: White Rose Maths: Spring Block 1: Alive in 5!</b> Introduce Zero, compare 4 and 5, Composition of 4 &amp; 5, Compare Mass (2) <b>Block 2: Compare Capacity (2).</b> Begin <b>Block 3 Growing 6, 7 and 8:</b> Develop understanding of numbers 6, 7 and 8, including subitizing, one more one less and their composition. Complete jigsaws with 10 pieces.  <b>Nursery 3-4 year olds;</b> Develop 1-1 correspondence for 1, 2, 3, 4, 5 &amp; 6 to count objects. Compare 5 &amp; 6 and talk about one more and one less. Compare Mass and Capacity activities -differentiated for Nursery children. Complete inset puzzles with 12 pieces and start to join pieces together in a simple jigsaw.  <b>Rising 3s:</b> Join in with Number Songs and Rhymes, Start to recite numbers up to 6. Match</p>	<p><b>RE: Reception:</b> Children will finish off the topic from last term 'Why do Christians perform Nativity plays at Christmas?' before starting our new topic:  <b>Diocesan Syllabus:</b> F4 Being Special, where do we belong?</p> <p><b>Understanding the World:</b>  <b>Reception:</b> Learn about the changes in our country during Winter and compare this with the climate in the Arctic. Find about and record facts from text books 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: <a href="https://barleyandbirch.com/make-mini-winter-sensory-garden-for-kids/">https://barleyandbirch.com/make-mini-winter-sensory-garden-for-kids/</a>. 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.  <b>Nursery 3-4 years:</b> Participate in Reception teaching and learning activities above with adult support.  <b>Rising 3s</b> 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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	objects, shapes or colours and start to recognise circles and colour names. Stack 6 bricks. Complete inset puzzles with 5 or 6 pieces.	
<b>Technology:</b> <b>Food technology:</b> 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 <b>Nursery children:</b> will join in these activities with support and continue to take turns to help an adult prepare the fruit for snack, washing and drying their own hands, washing fruit or veg. and if necessary, peeling and chopping soft fruit e.g. bananas or strawberries with rounded knives. <b>Computing:</b> Reception children will continue to develop independence in <b>logging on and using Apps</b> 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 beebot. They will practise making their own story maps to retell a story in the correct sequence. <b>Nursery</b> 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.		
<b>Vocabulary: Spring 1: What is it like in the Winter in the UK and in the Arctic?</b> <div> <div> 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 </div> <div> 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 </div> </div>		

## **EYFS Unit Spring 1 Mrs Wilkinson, Mrs Hulbert & Mrs Blythe. Topic: What is it like in the Winter in the UK and in the Arctic?**

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