

Prime Area focus

PSED focus

Key skills

- Begin to identify range of emotions: happy, sad, angry
- Develop independence with support of key worker using phrase 'I can do it by myself'

Activities:

- B-** new starters to build new relationships with key person
- continue to build relationships with special people through small group activities and story times
- Use puppets to support understanding of different emotions alongside stories
- T-** new starters to build new relationships with key person
- children to identify how they might be feeling e.g. tired, happy, sad
- To support children in expressing their needs and wants using sentences
- Use the persona dolls to explore emotions experienced in the room at carpet times and in small groups
- Use persona dolls to develop understanding of turn taking and sharing e.g. one doll to snatch from the other and the other becomes upset
- Box Full of Feelings situation cards
- Box Full of Feelings music and mask activity

Key vocab

Emotions: happy, sad, angry, surprised,

Key questions

- How might X doll be feeling? What might they need now? How are you feeling?

Communication and
Language focus

Key skills

- To maintain focus on an activity for a short period of time, increasing by age now
- To be able to respond to simple instructions.

- Babies to identify and toddlers to name familiar objects and properties e.g. blue ball, red cup

Activities:

- B-** Join in action songs with simple repeated actions.
- Adults to name features of objects during play e.g. slippery, cold ice
- Children to repeat back single words
- T-** -Listening games involving musical instruments e.g. eyes closed, was it this one or this one? Introduce a third
- children to use words to describe when modelled e.g. cold snow, crunchy carrot, slippery ice

Key vocab

- Winter, wintery, dark, light, darker, lighter, sunlight, frost, frosty, freezing, frozen
- cloud, sun, snow, snowing, snowed
- cloudy, sunny, raining, stormy, windy
- rain jacket, jumper, waterproof, boots, umbrella, coat, scarf, gloves, hat.

Key questions

- What is the weather like today?
- What do we need to wear outside?
- How can we stay warm and dry?

Physical
Development focus

Key skills

- To use resources they can grasp, squeeze, tug and throw.
- To be able to use space effectively and negotiate space.

Activities:

- B** -Explore clay to develop finger and hand strength.
- use hands to explore surface of ice and snow
- Create obstacle courses in garden space for exploration over, under, along
- Babies walking to Woodland Garden to explore different surfaces
- T-** Explore texture of clay, shaping and molding
- Using scissors to cut snowflakes
- Creating warm waterproof dens in garden to fit inside.
- Walking to garden spaces to explore new surfaces

Key vocab

- pull, mark, cut, pinch
- up, over, along, across, under, balance
- push, pull, stretch, pinch, cut.
- Fast, slow,
- Kick, throw, move

Key questions

- Is that hard to pull apart?
- Can you cut it?
- Can you roll the clay?

Literacy

Key texts:

The Snowy Day
The Snowman
One Winter's Day
Over and Under the Snow
The Bear's Winter House
The Hungry Caterpillar's First Winter
Winter in the Forest
Snow

Key knowledge:

- Repeat words and phrases from favourite books
- Make marks to stand for name in Toddlers

Activities:

B – Sing winter themed songs with puppets and props
- Children to learn actions alongside adults
T-Learn new winter themed songs, rhymes and actions
-Enact theme stories with puppets and props in small world and role play
B&Ts - Chalk mark making in the garden – explore impact of rain, snow and ice
-Icicle drip painting – flick with brushes and watch movement
-Mark making in the snow if available!
-Looking for and at marks left by creatures in the frost and snow
-Create room Winter books

Key vocab:

First, next, then, finally, suddenly, in the end
Beginning, middle and end
Identify rhyming words in songs and stories
Press, rub, draw, mark, drip, drop, splash, flick.

Key questions

I wonder what happens next?
Did you enjoy that story?
What might happen next?
What happened to my marks? Where did they go?

Maths

Key texts:

Ten on The Sled
Ten Little Fingers and Ten Little Toes
Anno's Counting Book

Key songs:

Five Little Snowmen
Five Little Penguins
1,2,3,4,5 once I caught a penguin alive

Key knowledge

Compare amounts of objects – more or less
Counting objects 1-5 in play – how many do we have now?

Activities:

B- Sing pattern songs and finger rhymes
-Order natural objects by size - biggest to smallest
-Explore filling and emptying containers in the water
-Explore containers of ice and compare amounts
T- Singing and learning number songs to 5 – listed above
-Count out a number of natural objects within 5
-Explore number problem solving in everyday contexts,
-Building waterproof warm dens outside
-Comparing size and shape of natural collected objects e.g. stones

Key vocab:

More, less, fewer, how many
Compare, contrast, amount
Long, short, small, smaller, smallest, big, bigger, biggest
Inside, outside, along, under. Over, under, between and squeezing.

Key questions

Which is the biggest/smallest?
How many of those do you have?
Can you fit inside the den?

Understanding the World – The Natural World

Key knowledge and skills:

-To identify signs of winter: ice, icicles, snow.

Activities:

B- collect winter objects from outdoor space and Woodland Garden

B&T-Melting icebergs activity – add warm water – what happens?

-Experience sleet and snow under umbrellas

T- to go on winter walks in small groups around outdoors and other outdoor spaces noticing signs of winter e.g. Woodland Garden, explore Caroline's garden

-Naming creatures that might live here and why we can't currently see many - hibernation

-Identify weather each day and read related stories

-Explore light and dark through torches inside and out

Key vocab:

Weather: rain, storm, cloudy, sun, ice, windy, snow, sleet

Understanding the World- People and Communities

Key knowledge

B&T- Celebrate and value cultural and family experiences- Christmas and New Year photos shared from Tapestry in key groups

B&T – welcoming new children joining the setting and or the room.

-Children to add photos to key group displays

Activities:

-Share special times of year within our community – Christmas, New Year

-Share Tapestry records of places we visit at the weekends/Christmas break
-Stories and non fiction books from IELS

Key vocab:

Celebration, special event, party, family
Christmas, New Year

New room, friends, key person.

Expressive Art and Design – Art/DT

Key knowledge

B – explore marks we can make outside

T–start to make marks intentionally

Outcome:

-Crayon resist landscape paintings

Key vocab:

- press, rub, draw, mark, cover, reveal

-Colour names: clear, white, blue, light blue

DT cooking outcome: vegetable soup

Key vocab:

-choose, select, cut, chop, blend, pour, warming.

-Adults to name and give properties comparing vegetables raw and once cooked e.g. hard/soft
carrot, creamy

Key questions:

Did you like the taste? What could we add next time?



Computing

Key knowledge and skills:

Experiment with resources with buttons, lights and mechanisms

B- Experiment with torches in dark/light spaces

T- Use iPads to explore online safety resources
– Smartie the Penguin story and activities

Key vocab:

iPad, button, close, safe, friends.

Key questions:

Can you see? What can you see?

Expressive Art and Design – Music

Key knowledge and skills:

B - Listen to twinkling triangle under a blanket, can you identify?

-Listen to and move bodies to music and nursery rhymes

T-Explore winter music – Vivaldi's Four Seasons – Winter

Songs:

Snowflake Snowflake

I'm a Little Snowman

Here We Go Around the Mulberry Bush

Expressive Art and Design – Role play

Key knowledge and skills:

-Sharing special times with our community

Activities:

-Dressing the home corner for different times of year

-Introducing winter clothes and hot chocolate props and blankets within the home corner

Key vocab

Clothes, layers, warm, hot, cosy

Key questions:

-What might we need to wear today?