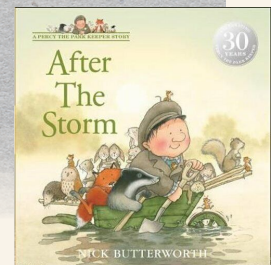
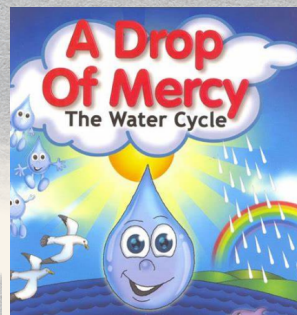


SPRING TERM 1

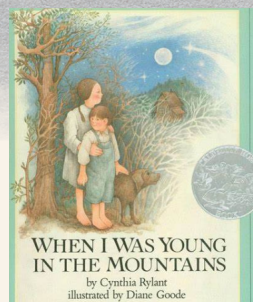
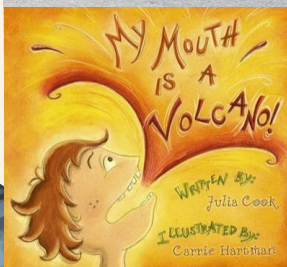
Week 1 & 2

Winter



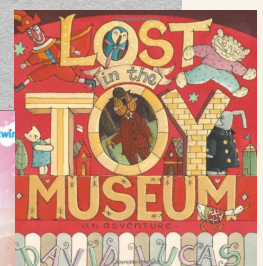
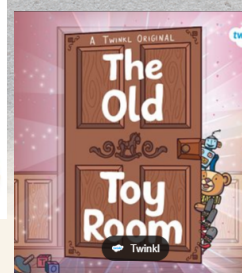
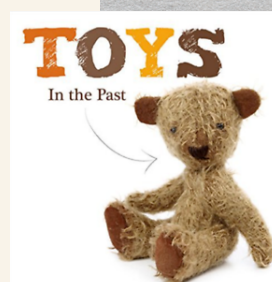
Week 3 & 4

Mountains & Volcanoes



Week 5/6/7

Toys



Hello WINTER



PSED

- Writing about what makes us special on snowflakes.
- Sharing feelings on a snowman and posting it in the worry box.
- Winter clothing.
- Homeless and how we can support them during the Winter.
- What is enjoyable on a Winter's Day?

PD

- Winter themed obstacle course outdoors using ice/water/muddy leaves/planks/crates.
- Winter themed yoga positions. Tree pose/Child's pose/Warrior pose.
- Aiming balls into the snow mans mouth.
- Escaping creatures from the Ice using tweezers.
- Scissor control when cutting snowflakes.
- Keeping safe during the Winter.

NUM

- Subitising snowballs without counting.
- Making snowmen of different sizes using playdough.
- Rotate and manipulate shapes to decorate winter socks.

EAD

- Painting Area - create a wintery scene using tinfoil, white/blue paint. cotton wool/ glitter.
- Winter's Walk - Sketching the bare winter trees by looking at the thickness of the branches and shapes. Use paper and charcoal and explore texture.
- Home corner - Making warming dishes such as soup/pie. Cosy reading by the fire. Dressing up in winter gear.

CL

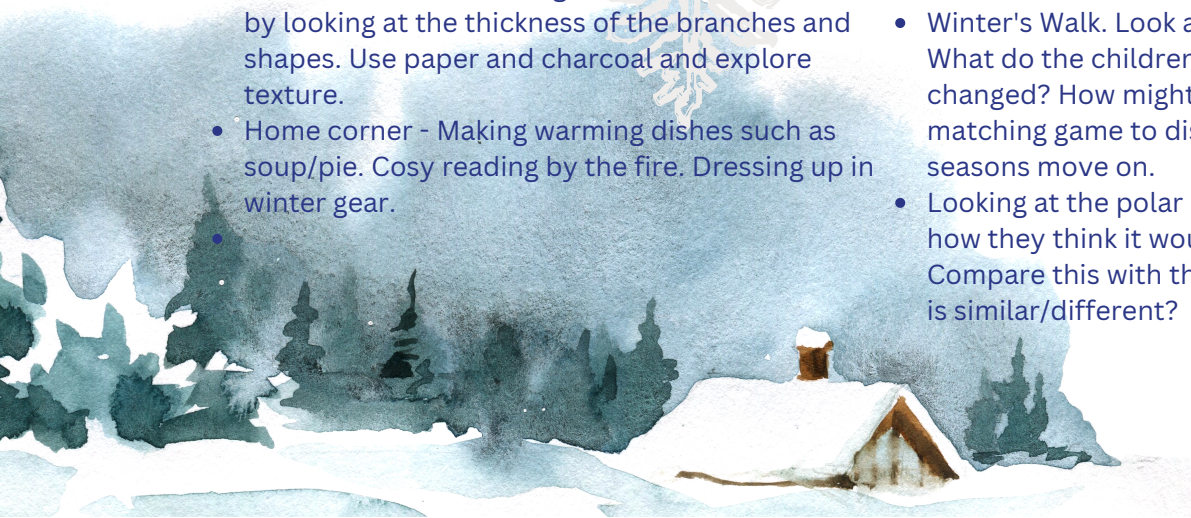
- Exploring Ice and its properties.
- Hot seating a character from a Winter story.
- Reading non-fictional texts on Winter. Looking at cold countries, winter animals and how to collect information.
- Exploring vocabulary on how a Winter's day makes you feel.

LITERACY

- Spotting CVC words on snowflakes and making a list of how many can be spotted around the setting.
- Following on from a Winter's walk, drawing and labelling an observational drawing.
- Creating fact files on a Polar Animal. Use non-fiction texts to find out information.

UW

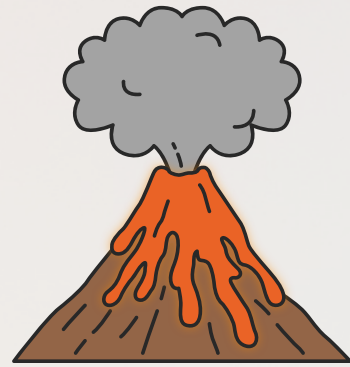
- Looking at how winter is celebrated around the world in different countries. What is the climate like?
- Winter's Walk. Look at the natural environment. What do the children notice? What things have changed? How might they change again? Play matching game to discuss changes as the seasons move on.
- Looking at the polar regions. What they see and how they think it would feel to live there. Compare this with their own environment – What is similar/different?



MOUNTAINS

&

VOLCANOES



CL

- Life on top of a mountain role play.
- Linking the emotion of anger to a volcano. How might it look like if it explodes? For example: shouting, stamping feet, throwing / hitting things etc. Discuss ideas/strategies to support children when they feel angry.
- Talking about the impact of volcanic eruption on the lives of people who live nearby. When a volcano erupts, ash rains down on land and people have to wear masks to keep safe.

PD

- Volcano life cycle – cutting and sequencing
- Making volcano crispy treats
- Tissue paper volcanoes
- What is safe and dangerous about volcanoes?
- Looking at appropriate clothing to climb mountains.

LITERACY

- Writing in volcanic ash or lava (Ground black pepper, dyed salt)
- Labelling parts of a volcano/Mountain
- Making a word bank on a flip chart. Adding new words they've learnt onto the list.
- Creating lava patterns using cornflour/water/food colouring. Use syringes to make repeating patterns.

UW

- How do volcanoes erupt?
- Looking at the layers of the Earth and creating using playdough.
- Where can volcanoes be found?
- Science experiment Volcano Science experiment(Twinkl) – How are volcanic eruptions formed?
- Looking at iconic mountains around the UK.

- Discussing where mountains are found – types of mountains, names of mountains, underwater mountains etc
- Discussing what volcanoes are and what happens during a volcanic eruption. Watch some video footage and understand what is happening.
- Finding the sound of an volcanic eruption in the setting. Tuning into their hearing and locate the sound. Booming sound of volcanic eruption , Hissing sound of lava creeping down the side.
- Exploring key vocabulary in relation to mountains / volcanoes.

MATHS

- Measuring Heights – Mountains/Volcano
- Maps – Where can volcanoes/Mountain be found?
- Provide jugs and funnels for children to explore with red coloured water. Encourage to squeeze the water so laves overflows/ Use mathematical language of capacity.

EAD

- Singing the bear went over the mountain rhyme
- Paper Mache volcano
- Volcano paint splatters outdoors.
- Using instruments to experiment and create sounds of a volcano erupting.
- Using air dry clay to create a volcanic eruption. Use these to support small world play.
- Roleplay preparing to go on a mountain climb.
- Roleplay - mountain rescue headquarters

TOYS

PSED

- Learning to respect and take care of toys.
- Sharing feelings if a favourite toy got broken or lost.
- Supporting each other to play simple board games.
- Voting on their favourite playground games.
- Sharing favourite teddy bears on a teddy bears picnic.
- Playing Who's in the toy box. Asking questions to guess the toy.

PD

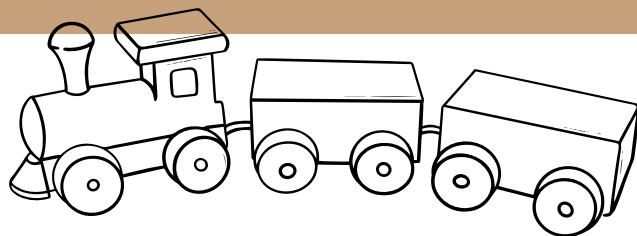
- Exploring an obstacle course and creating their own using bikes, crates, hoops, benches etc.
- Following a toy themed movement sequence.
- Experimenting with wooden toys such as yo-yos, spinning tops etc.
- Using fabric and needles to create dolls clothes.
- Playing musical statues and freezing in a pose to mimic the toy they are given.
- Learning new playground games.

MATHS

- Sorting toy vehicles into groups.
- Using construction blocks to practice subitising.
- Building robots using box modelling and 3D shapes. Using 2D shapes to decorate.
- Ordering toys by size.
- Playing addition and subtraction games online.
- Exploring money and problem solving in the role play Toy shop.

EAD

- Learning songs/rhymes sang in the olden days.
- Exploring the toy workshop by designing toy and creating using materials.
- Building storylines around action figures in small world play.
- Making sound makers/shakers to match a marching toy soldier.
- Using percussion instruments to make the sound of different toys. Exploring movements of quiet/loud/slow/fast.
- Exploring ways of moving to demonstrate different toys.
- Designing and creating teddy bears using felt/stuffing and craft materials.



CL

- Sharing toys our parents played with when they were younger.
- Exploring new vocabulary related to toys. Using clapping syllables, rhyming words, initial sounds.
- Asking questions on post it notes to unfamiliar toys like 'jack in the box'.
- Exploring non-fictional books on toys. Add a new page for a modern toy.
- Sharing ideas on how to fix/improve a toy.
- Discussing toys played with families at home. How do they work/rules.

LITERACY

- Planning a teddy bears picnic, with invitations/posters/menus.
- Creating a lost toys poster for the class pet.
- Creating name tags for favourite teddys.
- Writing rules for playground games.
- Creating a toys dictionary as a class. Thinking of toys beginning with all the letters of the alphabet.
- Shopping list for toys.
- Labelling cardboard boxes with lists of the toys it contains.

UW

- Sorting toys from the past and modern toys and exploring their similarities/differences.
- Exploring electronic toys then and now. Take it apart to see what is inside.
- Where can we buy toys in the community? Looking at maps.
- Looking at what children around the world play with. Compare to our setting.
- Looking at toys that are battery operated. What sounds/movements do they produce?
- Inviting parents/grandparents in school to share toys they played with as children.
- Looking at the materials used to make toys today and the purpose. Sorting toys into material hoops.

