



SPRING

Term 1



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.

PSED

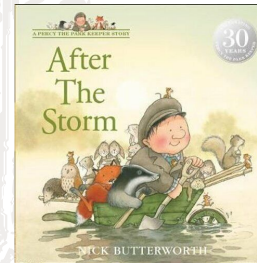
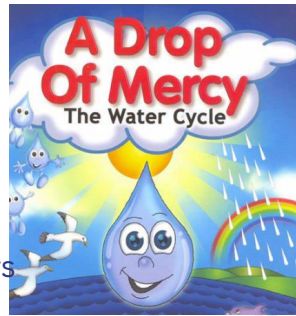
- Writing about what makes us special on snowflakes.
- Sharing feelings on a snowman and posting it in the worry box.
- Winter clothing.

PD

- Homeless and how we can support them during the Winter.
 - Winter themed obstacle course outdoors using ice/water/muddy jumps/planks/crabs.
- What is enjoyable on a Winter's Day?
 - 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.
 - PE topic: Gymnastics - Gym in the jungle.



Hello WINTER



NUM

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

UW

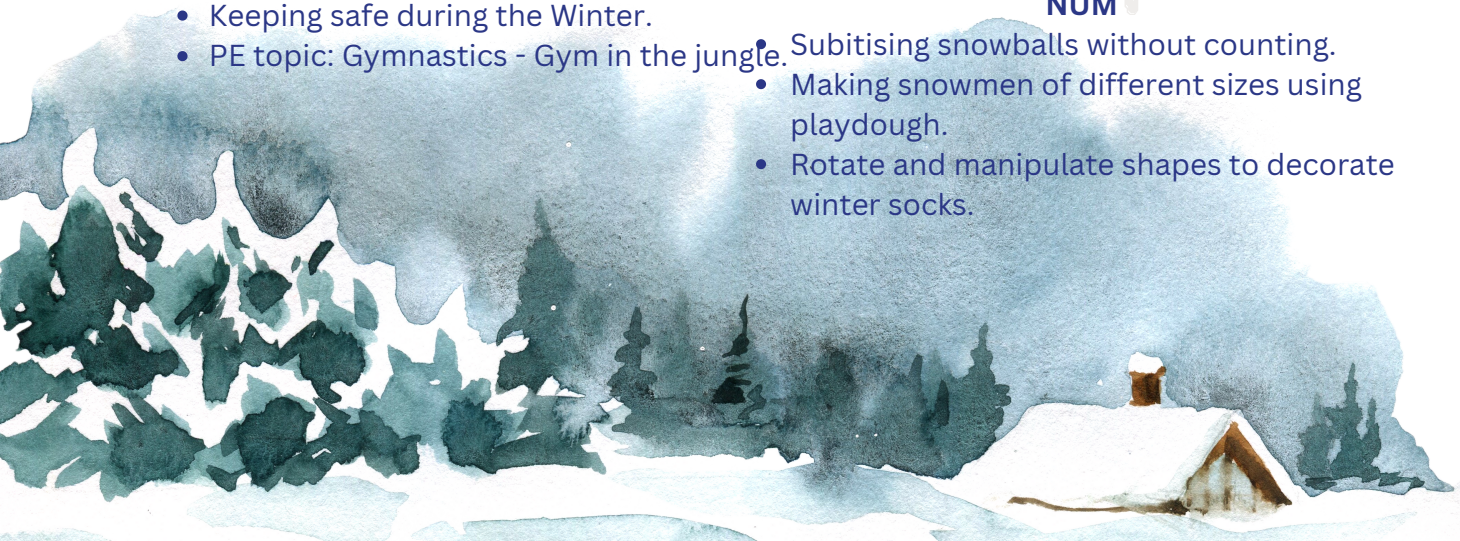
- Looking at how winter is celebrated around the world in different countries. What is the climate like?
- Winter's Walk. Look at the natural environment. What do the children notice? What things have changed? How might they change again? Play matching game to discuss changes as the seasons move on.
- 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?

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.

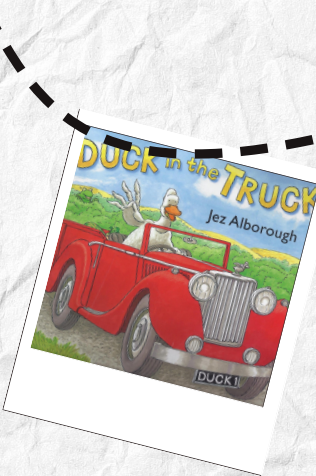
LITERACY

- 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.



CL

- Exploring a range of transport vehicles with appropriate vocabulary.
- Listening games by descriptions of vehicles. Roleplay amagical carpet ride, sparking imagination.
- Creating own vehicles using cardboard boxes, focusing on speaking about the design element involved.
- Roleplay car washing in the water tray with small world vehicles, focssing on Inaguge and tenses.
- Sequencing the story 'It's a Marmalade Jam'.
- Focus on listening to the sounds of vehicles when outdoors.
- Exploring a bus/train station. Learning and using frequent phrases such as: tickets please, all aboard etc.
- Creatig own stories using imagination/recalling memories when exploring small world transport areas.
- Looking closely at similarities and differences between types of vehicles.
- Listening game on an imaginary bus/train. What can children see out the window. Recall the string of words.



PSED

- Discussing road safety and how to keep safe around roads and vehicles.
- Working collaboratively to find the hidden vehicles in the setting.
- Encouraging children to make a large scale vehicle in small groups, using a range of materials.
- Exploring real life role play vehicles, and encourage children to take on roles such as drivers, conductors, pilots, captains, passengers etc.
- Flying kites, made in groups and encourage turn taking.
- Playing the game 'What's through the Binoculars?', to identify the types of transport. Encourage turn taking.
- Using mirrors to reflect how different transports might make them feel.
- Exploring cameras/tablets to take photographs of themselves on different vehicles such as bikes.
- Discussing the importance of 'walk to school'. Encouraging children to come to school in a range of ways.

EAD

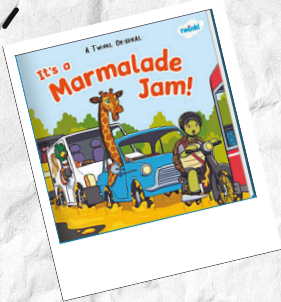
- Encouraging children to expand on their confidence by creating a stage area for children to sing transport themed rhymes.
- Encouraging children to develop storylines into pretend play by setting up various transport vehicles: boxes for boats, chairs for a bus stop etc.
- Working collaboratively to make papier-mache hot air balloons. Combining materials and skills to achieve the end product.
- Exploring preparing for a journey in the home corner.
- Roleplaying on the magic carpet for travelling to destinations of children's choices.
- Pop up roleplay - Travel agents, train station, bus stop.
- Using a range of classroom materials to replicate sounds made by different transports.
- Singing a variety of transport themed rhymes, focusing on rhythm and tune.
- Making hot air balloon sun catchers to decorate the setting.
- Using a variety and combination of materials and techniques to create vehicles for small world creatures to travel in.
- Using loose parts to create representations of transport vehicles. Taking pictures using appropriate devices.
- Making garages for vehicles in the box modelling area.
- Making buildings, stations and tunnels when exploring the wooden train track.
- Using a range of vehicles to explore their print using paint.

LIT

- Finding the missing phonemes for transport vehicles in the tuff tray.
- Using racing cars to blend words.
- Matching phase 3 graphemes on cars to the parking bay in the garage.
- Finding the pebbles with HFW's under the rubble with diggers in the tray.
- Writing some familiar road signs for drivers on the road.
- Writing 'how to be safe' posters to place around the local area.
- Taking photos of familiar vehicles which past the school.
- Writing descriptions using connectives for these.
- Writing HFW words on hot air balloons with paper clips. Read the word the magnet falls on.
- Writing lists of favorite vehicles for friends.
- Roleplaying transport themed stories in a large cardboard boat.
- Practising Phase 3 graphemes under tables, as if sky writing.
- Exploring vehicle shaped booklets for free writing in the writing area. Encourage use of capital letters, finger spaces and full stops.

UW

- Drawing maps on large pieces of paper for their toys. Drawing information from them.
- Talking about what is observed when takin the bus/train during the journey. Sharing photographs.
- Learning about similarities and differences between modern types of transport and those used in the past.
- Exploring friction using a toy train. Observing what happens as it stops. Exploring different materials on a ramp and how the toy vehicle travels down.
- Drawing maps using chalk. Challenging children to draw parks, houses, shops, along the path.
- Observing the vehicles passing by the school during outdoor play and recording these.
- Exploring the 'What's through Binoculars' interactive gam eon the computer.
- Exploring Beebots and use positional language to navigate it on the map.
- Exploring floating and sinking using a range of boats and materials.
- Sharing own experiences of 'Taking a trip! Encouraging children to share memories and photographs.
- Learning about the people who help us and the vehicles they drive. How do they help the community?

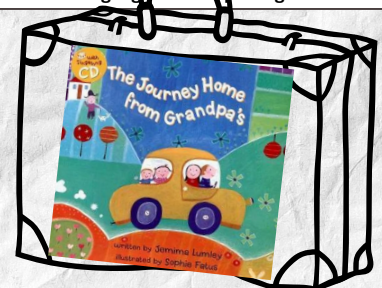


MATHS

- Matching numeral to cardinal value to add passengers to the boats made from a range of recyclable materials.
- Encouraging children to complete and continue repeating patterns to fill up teh train carriages.
- Exploring number bonds on a 10 frame egg box - decorated to look like a bus. Can children add passengers whilst exploring number bonds?
- Making paper chains to represent trains of different lengths. Exploring and comparing these.
- Creating number stories to explore 1 more/1 less, in the small world bus area. Encouraging children to create their own number problems and solve them.
- Creating a roleplay bus using class chairs. Encouraging children to explore different ways to make 10, by adding taking off passengers.
- Using Numicon to explore numbers beyond 10.
- Creating transport vehicle pictures using mosaic shaped tiles. Manipulating shapes and exploring what they create.
- Exploring odd and even numbers, and noticing the patterns on the bus.
- Creating trains using wooden blocks in the construction area. Challenging to build trains which are longer/shorter. Making more in depth comparisons.
- Exploring roleplay money to purchase tickers for a bus or train in the roleplay area. Beginning to notice numbers on the coins and use number language when exploring.

PD

- Playing a traffic light movement game outdoors.
- Using paper to create planes / helicopters. Aiming and catching.
- Cleaning the cars at the car wash in the water tray, using sponges, water and spray bottles.
- Practicing fine motor skills by exploring laces and cotton reels.
- Moving around like the vehicles from 'The marmalade Jam' story. Exploring and negotiating space and speed.
- Transport mime game, where children perform actions to mime getting on/travelling by vehicles.
- Fine motor skills practice by tearing the paper for papier-mache hot air balloons.
- Making salt dough submarines, by moulding and exploring types of materials.
- Exploring textures of materials which are used in vehicles.
- Making paper helicopters using paperclips, and observe as it twirls to the ground.
- Using chalk to create large roads/maps on large pieces of paper.
- Playing follow the leader game outdoors when exploring the bikes.
- Following an obstacle course, by avoiding the road work, ramps and cones.
- Exploring wet sand/mud in the messy area. Trying to rescue vehicles using large tweezers or string.
- Using large tweezers to remove the clouds in the sky, in order to see the plane pictures beneath.



PSED

- Sharing where children may go to shop with their families and their favorite shops.
- Sharing shopping memories.
- Discussing about rules/manners during shopping. We must not take items without paying.
- Sharing some special/valuable items with sentimental value. Encouraging children to bring in their favorite toys and share why they are special.
- Using a coin as a talking object to pass around the circle. Encouraging children to share what they would like to buy.
- Looking at pictures of local charity shops.
- Working collaboratively to create shop models using construction materials.
- Exploring pop up roleplay of chosen shops: tea shop, florist etc.

PD

- Negotiating space as we 'rush to the shops', during outdoor play.
- Using tweezers to add fruit counters to baskets, to work on fine motor skills.
- Creating roleplay fruit items using salt dough and paint.
- Following shopping instructions and matching to movements. Such as: push the trolley, checkout, go shopping! Etc.
- Exploring cutting in catalogues to fill up our own trolleys.
- Maneuvering around obstacles on bikes as delivery drivers.
- Dressing up as shopping assistants/delivery drivers, with clipboards, lanyards, aprons, satchels etc.
- Modeling playdough to make fruit and vegetables.
- Discussing healthy and unhealthy plates of food and why a balanced diet is important.
- PE topic: Gymnastics - Gym in the jungle.

CL

- Playing an 'I went to the shop' game in small groups.
- Sharing own experiences of shopping trips with families.
- Using listening skills to count how many coins are dropped into a tin.
- Playing 'Kim's game' and working on recalling the shopping items in the tray through descriptive vocabulary.
- Roleplay and actively participate in '5 currant buns' rhyme.
- Introducing frequent phrases in shopping: 'please, thank you, how can I help you'.
- Drawing the town center/high street onto a long paper roll. What can children spot in the locality?
- Encouraging use of prepositions in the roleplay shops.
- Using walkie talkies when roleplaying delivery drivers.

EAD

- Exploring how colours change through mixing, and create new colours to complete the fruit basket.
- Exploring texture of different fruits and vegetables, and creating observational drawings of them.
- Decorating shopping bag using a range of resources.
- Making 3D shopping baskets using paper plates, and filling them with items from a magazine.
- Painting signs for the different areas of the supermarket, for example: bakery counter, fish counter etc.
- Creating shops using box modelling materials.
- Exploring role play areas: Tea shop, Book store. Taking on various roles.
- Exploring small world supermarkets.
- Making roleplay tills using cardboard boxes. Closely looking features of a till.
- Using objects to create sounds effects for a supermarket. E.g: announcements, money shakers for the till etc.
- Using stickers and mark making to add to products to sell in the roleplay shops.



LITERACY

- Explore print around us, through reading familiar packaging, logos and print.
- Writing shopping lists for the 'teddy bears' picnic. What will we need?
- Reading ready made shopping lists and packing items into boxes in the roleplay shop.
- Challenge children to think of different items they can buy from a supermarket, for letters of the alphabet. A-a-apples, b-b-bread etc.
- Creating a secondhand bookshop, encouraging children to make posters, price tags, for small amounts of money.
- Encouraging children to explore basket/trolley shaped papers to write shopping lists in the mark making area.
- Making name badges using post it notes, and use them as props for the role play area.
- Labelling different types of shops and what items they might contain. Looking at butchers, florists, supermarkets, clothing stores, Fruit&Veg shops, cafes etc.
- Writing special offers/signs on blackboards.
- Writing receipts in the pop up roleplay area.
- Literacy focus: Non-fiction texts and stories.

MATHS

- Matching numbers on baskets to items.
- Exploring a supermarket containing a variety of 2D and 3D shapes. Encourage children to use appropriate vocabulary to describe items.
- Encourage subitizing, for objects inside the basket. Exploring 1 more and 1 less.
- Exploring real coins, looking closely at colours, shapes, sizes and numbers.
- Exploring weight of items in the roleplay shop by using balance scales. Which is the heaviest/lightest?
- Exploring the box meddling area to make shopping bags/baskets, and looking at the shapes and sizes being used.
- Sorting money coins by colour, shape, size or value.
- Maths focus: Length, Height & Time and Building 9&10

UW

- Playing the game 'Which shop?', to identify different shops and the items they sell.
- Visiting a local supermarket. Taking a shopping list to make a recipe for snack.
- Using a camera to take pictures of the different types of shops in the local area.
- What shops do children go to with their families?
- Looking closely at shops in the olden days, and comparing them to now.
- Invite a shopkeeper to discuss their role, and encourage children to ask questions.
- Explore how we can now shop online. Explore some websites on the computer and tablets.
- Drawing familiar shops on paint.
- Directing the Beebot to get around the shops on a paper by showing spatial awareness and positional language.
- Encouraging children to take photographs of shops/signs around them and share with the class.
- Drawing maps on large pieces of paper. What else can we see around us? Shops, people, roads, transport.
- Making a plant shop. Growing some plants, observing their growth and taking care of them. Selling these to other classes.

