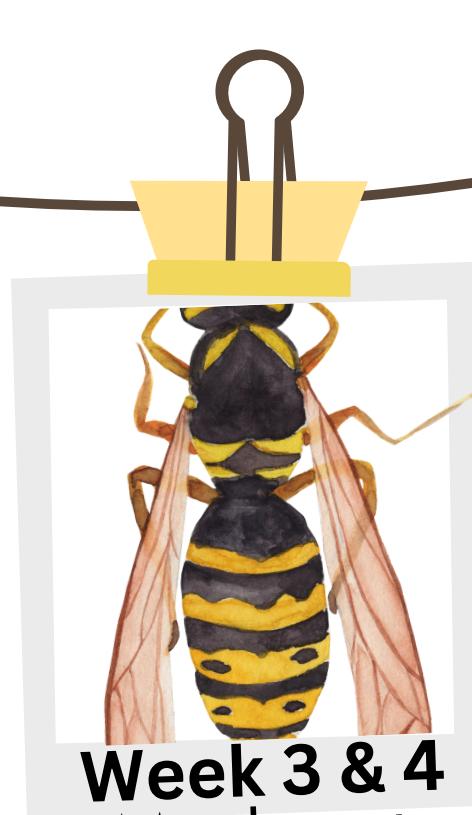


SPRING

Term 1

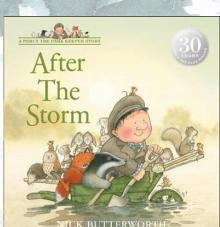
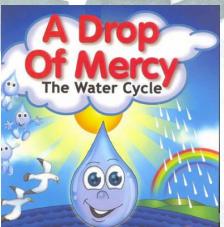


PSED

- 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?
- Talking about the behaviour of Jack Frost and how honesty is important.
- Creating a winter sledge in groups using box modelling materials.
- Making winter bird feeders for birds who struggle to find food during the winter.

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.
- Following instruction through 'Snowman says'.
- Exploring winter vocabulary in non-fiction books and creating a winter vocabulary talking wall together.
- Using talk to observe and describe what is happening when ice is melting.
- Using appropriate talk and vocabulary when exploring in the hot chocolate café.
- Exploring a winter senses table with objects to touch, smell and observe. Encouraging mark making with tools. cameras etc.



UW

- Looking at how winter is celebrated around the world in different countries. What is the climate like?
- Winter sense walk. Look at the natural environment. What do the children notice? What things have changed? How might they change again?
- 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?
- Which foods do we enjoy in winter?
- Learning about hibernating animals during the winter.
- Exploring natural winter objects frozen in ice using magnifying glasses.
- Looking for snowy environments on the map: north/south pole.
- Using cameras/tablets to record signs of winter.



- 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.
- Creating winter tree art, using blowing and black paint.
- Sharing sounds of winter such as crunching of snow, wing, sounds of water. Combining movements to represent a variety of these.
- Using large boxes and materials to create snowmobiles in groups.
- Enhancing imaginative play with fabrics, costumes and themed props.
- Creating representations of animals such as polar bear, penguins using the materials box.
- Using a variety of texture to create winter collages.

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.
- Writing winter postcards to friends/family.
- Exploring winter related books in a cosy winter cave.
- Creating a rhyming bucket filled with snowballs and rhyming words.

NUM

- Subitising snowballs without counting.
- Making snowmen of different sizes using playdough.
- Rotate and manipulate shapes to decorate winter socks.
- Measuring snowy footprints around the classroom using loose parts.
- Exploring capacity in the hot chocolate café.
- Encouraging comparisons of ice using the weighing scales. Which ice block is the heaviest?

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 snowman's mouth.
- Escaping creatures from the ice using tweezers.
- Scissor control when cutting snowflakes.
- Keeping safe during the Winter.
- Freezing in interesting shapes/positions.
- Pegging winter clothing onto the line.
- PE topic: Gymnastics - Gym in the jungle.

minibeasts

PSED

- Discuss about how the spider helped protect the Prophet (pbuh) in the cave.
- Create a minibeast helpful web. Children are encouraged to write helpful acts they do and add.
- Discuss about how butterflies are all unique and link to ourselves.
- Create class rules on how we should treat minibeasts and create posters for it.
 - Work collaboratively to make a minibeast den outdoors.
- Solving problem-solving challenges around the setting. How will we organise the logs to create a strong minibeast home? Etc.
 - Sharing personal achievements based off the story.
- Working collaboratively to paint patterns on the wings of a butterfly.

UW

- Take photographs of minibeasts during Forest School and extend with observational drawings.
- Going on a mini beast hunt outdoors.
- Making the setting more 'bug-friendly' by setting up bug hotels, leaf mounds etc in areas.
- Explore how minibeasts behave in different seasons.
- Learning the life cycle of the butterfly/frog and key vocabulary in each stage.

Maths

- Making number bonds using ten frames and minibeast counters.
- Select, rotate & manipulate shapes to create stick mini beasts.
- Challenged to create 1m worms. Make comparisons of what is longer/shorter than.
 - Making pattern caterpillars using beads.
 - Matching spots to lady birds body with numerals.
 - Observing symmetry on the body of minibeasts.

CL

- Exploring a treasure box of resources for the 'Cautious Caterpillar'.
- Learning a range of minibeast rhymes.
- Discuss what we want to learn about minibeasts. Peg up the questions and look for answers in non-fiction books.
- Create puppets to support story telling.

Literacy

- Reading HFW's on grass using snails to trace over them.
- Build words on string by threading graphemes.
- Make spider bodies by pegging words to match the grapheme on the body of a spider.
- Labelling the life cycle of the butterfly.
- Writing riddles and clues to guess the minibeast for a friend.
- Exploring facts from non-fiction books on minibeasts.
- Making fact books in the writing area on minibeasts.

PD

- Create salt dough spiders.
- Obstacle course during PE to copy movements made by minibeasts.
- Rescue minibeasts using tweezers from a tangled web.
- Minibeasts dressing up with zips/poppers/buttons.
- Making caterpillars by threading a range of beads/cotton reels.
- Create a sequence of minibeast movements.
- Creating bird feeders by threading cereal.
- PE topic: Gymnastics - Gym in the jungle.

EAD

- Singing mini beast rhymes whilst displaying good tune/rhythm.
- Explore a range of junk modelling. Discuss the shapes/sizes of minibeasts to then create their own.
- Discuss 'The Snail' by Henri Matisse. Create own collage pictures.
- Use percussion instruments to make sounds to match minibeasts.
- Decorate stones using paint to add to small world area.
- Mixing paints to create shades of green to decorate the caterpillar.
- Dipping marbles into paint then rolling onto paper to create spiders webs.
- Create a gallery with all children's creations of minibeasts.
- Roleplay area: Minibeasts investigation lab.

PSED

- Thinking about children at the time of the GFOL. Feelings?
- How to protect ourselves in a fire.
- Hot seat a firefighter and asking appropriate questions.
- Exploring protective clothing and how it helps during a fire.
- Sharing some memories of a trip to London.
- Which Duas can we learn to keep safe?

PD

- Following a fire drill.
- Learning how to use a fire extinguisher.
- Practicing stop, drop & roll
- Creating flame hats using appropriate tools.
- Playground game: fire tag.
- Using lolly pop sticks to construct tudor houses.
- Using construction materials to recreate the scene.
- PE topic: Gymnastics - Gym in the jungle.

MATHS

- Patterns using flames and hose pipes
- One more one less activity using fire fighter cutouts
- Exploring weight through weighing scales in the pudding lane bakery

Measuring ingredients to make bread

- Matching stalks to numeral on the carrots
- Sequencing the events of the great fire of london. What happened first? at the end?

CL

- Fire rhymes/songs
- Following a routine of actions to support rhymes
- Exploring historical keywords
- Retelling the story through roleplay.
- Looking closely at the materials used for houses during the fire. What are buildings made out of now?
- Learning about the role of firefighters.

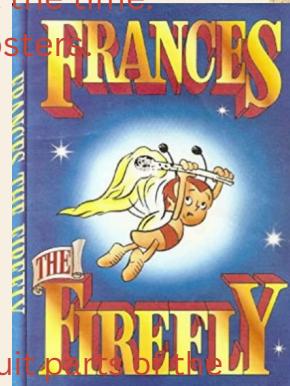


UW

- Using instruments to support story telling. Learning how to reflect moods by playing them quiet/loud/slow/fast to reflect mood
- Creating props to support role play of a fire scene
- Learning about famous places in London.
- Looking at a map of London.
- Looking at London: past & present.
- Using the paint software to create a painting of houses on fire.

LITERACY

- Drawing a picture of a fire station and labeling .
- Drawing out the fire triangle and labelling .
- Summarizing the events of TGFOL.
- Creating a timeline of TGFOL.
- Reading fire safety signs.
- Reading the diary of Samuel Pepys. What is a diary? Encourage children to write a diary entry as if they were present at the time.
- Making fire safety posters.



EAD

- Making sounds to suit parts of the story. Which would reflect characters feelings the best? How can we play the sounds fast/slow?
- Singing fire rhymes
- Pudding lane bakery role play
- Creating salt dough bread/fruit/veg for the puddling lane bakery
- Using props to think imaginatively to put the fire out.
- Creating houses on a street using ropes, chalk and natural materials.

VOCABULARY

Winter		Minibeasts		The Great Fire of London	
cold	snowman	minibeast	wings	burning	London
frozen	footprints	bug	legs	escape	wool
frost	storm	insect	antennae	River Thames	cart
hail	hot meals	creature	shell	Tower of London	Pudding Lane
sleet	hibernate	animal	fly	fire	diary
gloves	red berries	garden	wiggle	leather bucket	King Charles II
scarf	rainy	habitat	slither	smoke	axe
snowballs	windy	soil	life cycle	fireman	monument
slippery	icicles	woodland	grow	flames	emergency
winter	fog	grass	change	bakers	rebuilt
hot drink	snowman	leaves	spin	bread	wooden house