



**Week 1 & 2**  
Winter



**Week 3 & 4**  
Minibeasts



**Week 5 & 6**  
The Great Fire  
of London

# SPRING

**Term 1**



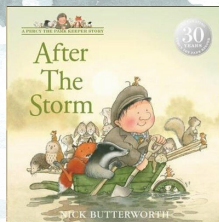
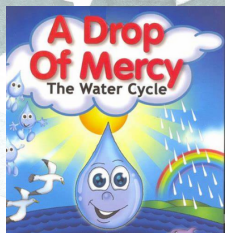


## PSED

- 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.



## 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.
- Creating winter tree art, using blowing and black paint.
- Sharing sounds of winter such as crunching of snow, wind, 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

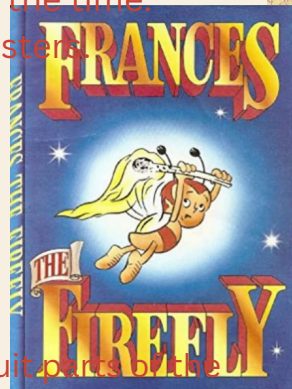
- Using instruments to support story telling. Learning how to reflect moods by playing them quiet/loud/slow/fast to reflect mood
- Creating props to support role play of a fire scene
- Learning about famous places in London.
- Looking at a map of London.
- Looking at London: past & present.
- Using the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