

Physical

- Coat champion focus – ability to put on coats
- Winter clothing discussion
- Dough gym and funky fingers activities during continuous provision time e.g. rolling baubles, Christmas tree cutters
- Yoga session
- Trim trail and other gross motor activities in the outdoor area
- Writing using different media
- Name writing in Phonics, name writing in their Christmas card
- Snowflake falling and dancing
- Scissor control – snowflake cutting, material tearing
- Gary West activities

PSED

- Turn taking through board games/ matching games relating to the story of the week
- To be a team player during the completion of Gary West activities
- Circle time activities, talking about Christmas occasions
- Children to have parties in the role-play
- Encourage children to build/ and create sledges as a team. Turn taking to pull/ push and sit in the sledge
- Talking about wish lists
- How giving and receiving cards make us feel
- Writing cards to our friends within the provision
- Writing cards to adults at home
- To participate in the Christmas performe (change in routine/ unfamiliar situation)

Communication and Language

- Fish fingers game/ Kim's game
- Children to make different sounds with their voices and adding their own sound effects to stories
- Discussing the sequence of the stories
- Inviting the children to play in the small-world to recreate/ retell the story
- Children to talk about the shape, colours and patterns they can see
- Listening and sound games to help children make and distinguish between sounds to promote good listening skills
- Role play areas in the classroom and outdoor areas
- Children to discuss their weekend news with the class to promote speaking and listening skills and boost confidence
- Following instructions to safely make Christmas treats
- To use key words to discuss freezing and melting

Maths

- Paint tall flames
- Measuring using construction toys
- Order the themed flame/ snowflakes numbers on the number line
- Number recognition, chalk writing numbers outside to play games
- Talk about the days of the week. Encourage the children to sequence the days of the week,
- Using cookbooks to discuss measurements for making Christmas treats
- Recapping mathematical language – shape, measure, money, positional language etc. linked to stories of the week
- Looking through shopping magazines discussing the amounts and number cost/ shopping for Christmas



F1

Key themes and texts:

- W1 Fire Safety: Frances the Firefly
- W2 Fire Safety: There's a Dragon in Your Book by Tom Fletcher
- W3 Ice – Assessment Week (1)
- Orange: The Polar Bear and the Snow Cloud by Jane Cabrera
- W4 Ice – Assessment Week (2)
- Orange: Winter Sleep A Hibernation Story by Sean Taylor
- W5 Season Change: Me... By Emma Dodd
- W6/ W7 Winter/ Christmas: The Nativity Story – A Miracle in Town

Literacy

- Drawing and labelling a fire engine
- Demonstrating making a list of the similarities and the differences between the season autumn and winter
- Shopping list activity, listing some of the gifts Santa needs to deliver to the town
- Small world areas to be set up for different stories throughout the topic for retelling using props
- Discussing non-fiction texts – differences between non-fiction and fiction
- Daily shared stories in small groups, 1:1 and classes
- All children to continue to take books home for the half-term (ready for Spring 1)
- Focus on describing words linked to the characters and setting with the stories
- Different themed writing frames for children to access independently on the writing table
- Mark making activities in different media to support early writing skills (shaving foam 'snow'/ red rice or lentils)
- Children to complete weekly literacy bookwork
- Independent bookwork – first week after half-term to assess progress/ next steps
- Reading awards
- Clipboards and pens accessible for the children to take outside
- Phoneme flames/ phoneme snowflakes

Trips and providers

Fire Service – Visit/ discussion on fire safety – Week 1 or 2

Christmas Performance: A Miracle in Town – Week 6

Understanding the World

- ICT equipment to be explored, such as: the touchscreen computers, the keyboard and headphone, the role-play phones and cameras
- Showing an interest in the fire service and their occupation
- Fire service themed bikes and role play outside
- Looking at Christmas around the world – videos from children abroad
- Observing the weather and change in the trees
- Season change focus – visit to the library to collect non-fiction text on winter
- Investigating the ice, observing the change over time

Expressive Art and Design

- Musical activities – Nativity songs/ Winter song board
- Children to use tissue paper resources to create flames with the junk modelling resources
- Children to create snowflakes, using the tools (scissors) for a purpose
- Children to build tall towers for fire rescue
- Children to create sledges for the hill
- Exploring the light coloured paints to create ice/ snow effect pictures

Characteristics of Effective Learning

Creating and Thinking Critically: Beginning to use the tools available to safely construct or produce work linking to the modelling provided by the adults

Active Learning: Using the activities provided with more independence, showing understanding of some boundaries.

Playing and Exploring: Linking to the provision with the season change and using the resources in role-play linking to the stories shared.

Physical Development

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
Clap and stamp to music.
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
Enjoy starting to kick, throw and catch balls.
Build independently with a range of appropriate resources.
Walk, run, jump and climb – and start to use the stairs independently.
Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
Develop manipulation and control.
Explore different materials and tools.
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Learn to use the toilet with help and then independently.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

PSED

Express preferences and decisions. They also try new things and start establishing their autonomy.
Engage with others through gestures, gaze and talk.
Find ways of managing transitions, for example from their parent to their key person.
Thrive as they develop self-assurance.
Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
Feel strong enough to express a range of emotions.
Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
Develop friendships with other children.
Safely explore emotions beyond their normal range through play and stories.

Communication and Language

Enjoy singing, music and toys that make sounds.
Recognise and are calmed by a familiar and friendly voice.
Listen and respond to a simple instruction.
Use gestures like waving and pointing to communicate.
Copy your gestures and words.
Use intonation, pitch and changing volume when 'talking'.
Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
Understand simple instructions like "give to mummy" or "stop".
Recognise and point to objects if asked about them.
Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
Can become frustrated when they can't make themselves understood.
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
Use the speech sounds p, b, m, w.
Listen to simple stories and understand what is happening, with the help of the pictures.
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Use longer sentences of four to six words.

Mathematics

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
Take part in finger rhymes with numbers.
React to changes of amount in a group of up to three items.
Compare amounts, saying 'lots', 'more' or 'same'.
Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Build with a range of resources.
Complete inset puzzles.

Recite numbers past 5.
Say one number for each item in order: 1,2,3,4,5.
Show 'finger numbers' up to 5.
Experiment with their own symbols and marks as well as numerals.
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
Make comparisons between objects relating to size, length, weight and capacity.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Literacy

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Say some of the words in songs and rhymes.
Sing songs and say rhymes independently, for example, singing whilst playing.
Enjoy sharing books with an adult.
Pay attention and responds to the pictures or the words.
Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
Repeat words and phrases from familiar stories.
Develop play around favourite stories using props.
Enjoy drawing freely.
Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
Make marks on their picture to stand for their name.

Engage in extended conversations about stories, learning new vocabulary.
Write some or all of their name.

Expressive Art and Design

Show attention to sounds and music.
Respond emotionally and physically to music when it changes.
Move and dance to music.
Explore their voices and enjoy making sounds.
Join in with songs and rhymes, making some sounds.
Make rhythmical and repetitive sounds.
Explore a range of sound-makers and instruments and play them in different ways.
Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Start to make marks intentionally.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
Use their imagination as they consider what they can do with different materials.
Make simple models which express their ideas.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore colour and colour-mixing.
Listen with increased attention to sounds.

Understanding the World

Repeat actions that have an effect.
Explore materials with different properties.
Explore natural materials, indoors and outside.
Explore and respond to different natural phenomena in their setting and on trips.
Notice differences between pxp.

Use all their senses in hands-on exploration of natural materials.
Show interest in different occupations.
Explore how things work.
Talk about the differences between materials and changes they notice.
Continue to develop positive attitudes about the differences between people.



Maths – Tapestry Challenge

<p>Number formation: How many gloves do you need? Can you draw the number two in the air or on paper? Remember go straight around then make a line across the ground.</p>	<p>Sequence events: Talk about what order you do things when getting ready for school.</p> <p>Do you get out of bed and get dressed? Or do you get out of bed and have breakfast before you get dressed?</p>	<p>Language of size: Can you talk about the size of the polar bears? Take a cuddly toy on a walk around your home. What can you find that is bigger? What can you find that is smaller?</p>
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Literacy – Tapestry Challenge

<p>Share a familiar storybook at home and talk to an adult about the characters in the story.</p>	<p>Listening and attention games – siren sounds.</p> <p>Warming up voices – making sounds.</p>	<p>Explore non-fiction text about melting/ ice/ winter at home. You can use the library or the internet to help you.</p>	<p>Singing the performance songs at home. Share the songs with adults from home to support learning the songs.</p>
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Other Areas of Learning – Tapestry Challenge

<p>Season change – Thinking about appropriate clothing. Remember to be a gold coat champion you have to be able to put your coat on by yourself.</p>	<p>Talk about fire safety and the role of the fire service.</p>	<p>Remember if you are writing cards to your friends – Have a go at writing the letters in your name! Make a card for a friend or an adult at home.</p> <p>Think about how special it makes us feel when we receive a card.</p> <p>Remember to use 'thank you' when you receive a card from someone else.</p>
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