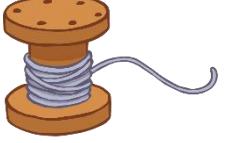
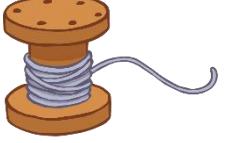
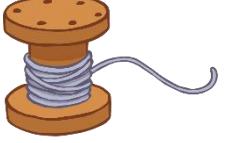


## Cycle 2: Spring Term 1 - The Wonders of Winter.

Key Children:	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6
AOL / Subject						
Question / thoughts/ theme	How do I know it's Winter? (looking for signs of winter)		What do I need to wear in winter?	What do animals do in winter?	Where else on Earth is it cold?	
Possible theme/s	Seasonal change Harbin Ice Festival (China) - early January Signs of Winter walk; noticing changes in the natural world.  Science: What is Winter; exploring materials that catch our reflection; ice investigation: Melting Ice (Kapow Lesson 4)		Design Technology - Dress the Teddy (Kapow Lesson 6) Geography - A Winter Walk (Kapow Lesson 5) Science- classifying and sorting - winter/not winter Siren's Seasons Twinkl original Book The Mitten ( A Ukrainian Folk Tale)	Hibernation and Migration Nature Geography: Animals in winter Geography: where do birds go? Geography: how can we feed the birds who are here? Fat Balls	"What is it like in the Arctic and Antarctica? The Arctic (North Pole) Antarctica (South Pole) Ice and snow landscapes Day and night differences Maps and globes – "top" and "bottom" of the world Explorers Northern and Southern Lights (optional awe and wonder link) Frozen worlds and icy colours	
Books	The Tale of Jack Frost by David Melling The Snow Thief by Alice hemming			Animals in Winter: 1 (Let's-Read-And-Find-Out Science 1) by Henrietta Bancroft Squirrels Busy Year Winter Sleep by Sean Taylor	Mama, Do You Love Me? Way Up in the Arctic The Emperor's Egg Poles Apart Alice in the Arctic (non-fiction) Earth's Amazing Poles	

<b>Curriculum Links</b>	<b>EYFS:</b> UTW, CL, PSED <b>DM: Nursery:</b> Sensory exploration; observing changes outdoors; discussing what they notice; early environmental awareness <b>Reception:</b> Identifying signs of winter; comparing seasonal changes; observing weather, plants, animals; describing environmental change	<b>EYFS:</b> UTW, CL, PSED, PD <b>DM: Nursery:</b> Explore natural materials, indoors and outside Use senses in hands-on exploration <b>Reception:</b> Describe what they see, hear and feel while outside. Understand the effect of changing seasons on the natural world around them. Understand important processes and changes Know that in winter we need warm clothes because the weather is cold, icy and sometimes snowy. Understand how winter weather affects what we wear (coats, hats, gloves, scarves, boots).	<b>EYFS:</b> UTW, CL, PSED, L <b>DM: Nursery:</b> Use all their senses in hands-on exploration of natural materials Begin to understand how animals live and survive in the natural environment. <b>Reception:</b> Explore the natural world around them. Understand some important processes and changes in the natural world.	<b>EYFS:</b> UTW, CL, PSED, L, PD <b>DM: Nursery:</b> Explore natural materials, indoors and outside. Use all their senses in hands-on exploration of ice, snow and materials. Begin to understand the need to care for different environments. Talk about what they see using a growing vocabulary. <b>Reception:</b> Describe what they see, hear and feel while exploring outdoors. Understand important processes and changes (freezing, melting). Explore the natural world around them and learn about contrasts between environments. Begin to understand that the world has different places with different weather.
<b>Key Knowledge-To...</b>	know the key signs of winter. understand how the natural world changes in winter, and how these seasonal changes affect weather, plants, animals, and how people dress and behave.	Understand that some animals hibernate, some migrate, and some adapt to survive winter. Know that colder weather affects animals' behaviour, food sources and habitats.	The Arctic is at the top of the world and Antarctica is at the bottom; both are cold, icy places with long periods of darkness in winter. People live in the Arctic but not in Antarctica (only scientists visit); both places have extreme weather and frozen landscapes.	

<b>Key Skills Children will learn to...</b>	To observe and describe what they see, hear and feel outdoors  To compare and discuss seasonal changes	Identify and talk about suitable winter clothing using descriptive language. Observe winter weather and link it to appropriate clothing choices.	Observe and talk about changes in animals during winter using simple scientific language. Sort and classify animals based on what they do in winter (hibernate / migrate / stay active).	Observe and talk about similarities and differences between cold environments and where we live. Use simple geographical language (map, globe, Arctic, Antarctica, world, cold, ice) to describe places.
<b>Key Vocabulary</b>	Season, Winter, Weather, Cold, Freezing, Frost, Ice, Snow, Snowflake, Dark, Light, Day, Night, Bare trees, Evergreen, Branches, Hibernation, Hibernate, Winter Sleep, Migration, Birds, Animals, Warm clothes, Coat, Gloves, Hat, Scarf, Observe, Change, Nature, Outdoors	cold, freezing, frost, icy, snow, warm clothes, coat, hat, gloves, scarf, boots, waterproof, hood, zip, buttons, protect, weather.	Hibernation, hibernate, winter sleep, migration, migrate, adapt, shelter, food store, squirrel, hedgehog, bear, bird, habitat, nature, observe, change, cold.	Arctic, Antarctica, North Pole, South Pole, globe, world, map, ice, snow, freezing, cold, dark, light, explorer, scientist, place, environment.

Spring 1	Knowledge and Topics		Vocabulary/ additional information																																
Communication and language	<p><b><u>Nursery Phonics</u></b></p> <p>This half term we will continue to focus on 'Tuning into sounds' each day. Sessions are short and engaging.</p> <p><b>Spring 1</b></p> <table border="1"> <thead> <tr> <th>Sound</th> <th>What's in the box? (Words and objects/images)</th> <th>Blend from the box (Words and objects/images)</th> </tr> </thead> <tbody> <tr> <td></td> <td>dog door dinosaur duck</td> <td>d-o-g d-u-ck d-o-ll d-e-n</td> </tr> <tr> <td></td> <td>grapes glue glasses goat</td> <td>g-oa-t g-ai-t (gate) g-oo-se g-ir-l</td> </tr> <tr> <td></td> <td>orange otter ostrich octopus</td> <td>Omit Blend from the box for this sound.</td> </tr> <tr> <td></td> <td>car cup crown cat</td> <td>c-a-t c-u-p c-a-p c-oi-n</td> </tr> <tr> <td></td> <td>kangaroo kettle ketchup kite</td> <td>k-igh-t (kite) k-i-d k-i-t</td> </tr> <tr> <td></td> <td>egg elbow envelope elephant</td> <td>Omit Blend from the box for this sound.</td> </tr> </tbody> </table>	Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n		grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l		orange otter ostrich octopus	Omit Blend from the box for this sound.		car cup crown cat	c-a-t c-u-p c-a-p c-oi-n		kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t		egg elbow envelope elephant	Omit Blend from the box for this sound.	<p><b><u>Spring 1 Nursery Rhymes</u></b></p> <table border="1"> <thead> <tr> <th>Twinkle, Twinkle, Little Star</th> <th>A Sailor Went to Sea</th> <th>Hickory dickory Dock</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <th>Row, Row, Row Your Boat</th> <th>The Wheels on the Bus</th> <th>Wind the Bobin Up</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Twinkle, Twinkle, Little Star	A Sailor Went to Sea	Hickory dickory Dock				Row, Row, Row Your Boat	The Wheels on the Bus	Wind the Bobin Up			
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## Reception Phonics (Little Wandle)

### Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo <b>oo</b> ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

#### Notes:

- Weekly sounds taught are highlighted in your child's reading record book.
- Reading books will be sent home every Thursday/Friday
- Tricky words added every Friday
- Please read the school reading (phonics) book at least three times during the week.
- Reading for Pleasure (library books) will be changed every week.

Handwriting  
(Little Wandle)  
Unit 2 Curly letter  
Family

<p><b>Nursery: Ducklings</b></p>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Teach the lower-case letters in families</li> <li>• Use Assessment for Learning to re-teach and review</li> </ul>
<p><b>Pre Writing Shapes</b></p>  <p>1-2 years      2-3 years      3 years      3 years      4 years</p>  <p>4 years 4 months      4 years 6 months      4 years 7 months      4 years 11 months      5 years 3 months</p>	<p>Unit 2: Curly letter family</p> <p>c, a, d (set 1) g, o, q (set 2) e, s, f (set 3)</p>

	<p>Curl around the cat.</p>		<p>Around the goat's face and curl under its chin.</p>		<p>Around the elephant's eye and curl down its trunk</p>
	<p>Around the astronaut's helmet and down into space.</p>		<p>All around the octopus.</p>		<p>Down the snake from head to tail.</p>
	<p>Around the duck's body, up to its head and down to its feet.</p>		<p>Around the queen's face, down her robe and a flick at the end.</p>		<p>Down the flamingo to its foot and across its wings</p>

Literacy	<u>Drawing Club Texts</u>			
	Story	Traditional Tale	Cartoon/ Animation	Vocabulary
	<i>The Snow Thief</i> – Alice Hemming			glimmering, swirling, treacherous, investigate, peculiar, shimmering, determined, mysterious
		<i>Goldilocks and the Three Bears</i>		intrigued, startled, irresistible, bewildered, caution
			<i>Pingu builds an igloo</i>	Construction, dispute, cooperate, stability, precision
	<i>Stick Man</i> – Julia Donaldson			perilous, determined, resilient, disoriented, wander
		<i>Alaska's Three Pigs</i> – Arline Laverde		Glacial, perilous, flurries, blustery, resourceful, courageous
	<i>The Penguin Who Wanted to Find Out</i> – Jill Tomlinson			expedition, courageous, curiosity, endurance, blizzard, frigid, instinct, perilous
			<i>Rose and Jim</i> – Windy Day - <a href="#"><u>Rosie &amp; Jim - 05x10: Windy Day (Neil Brewer   1997)</u></a>	Gusty, turbulent, billowing, blustery, unpredictable

<p><b>Mathematics</b></p> <p>Block 7: Pattern 2 – Join in with repeats</p>	<p>Nursery   Block 7   Pattern 2 – Join in with repeats</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Step 1 Join in with repeated actions in songs</li> <li>Step 2 Join in with repeats in songs and stories</li> <li>Step 3 Sing some refrains independently</li> <li>Step 4 Have a sense of daily routines</li> <li>Step 5 Say what happens next</li> <li>Step 6 Make arrangements in art</li> </ul>	<p><b>Mathematical Vocabulary:</b> Pattern, repeat</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What will come next in the story/song?</li> <li>• What action will you do next?</li> <li>• What comes next in the routine?</li> <li>• What have you used to make your pattern</li> </ul>
<p>Block 8: Shape, space and measure 2 – Explore position and space</p>	<p>Nursery   Block 8   Shape, space and measure 2 – Explore position and space</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Step 1 Respond to simple language of position</li> <li>Step 2 Arrange blocks in a chosen position</li> <li>Step 3 Select shapes for a space</li> <li>Step 4 Recognise when 2 objects are the same shape</li> <li>Step 5 Explore and describe shapes and objects</li> <li>Step 6 Sort shapes and objects into simple categories</li> </ul>	<p><b>Mathematical Vocabulary:</b> in, on, under, neeet to, behind, in front of, between, over, around, corner, side, edge, flat, curvy, pointy</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Where is the object now?</li> <li>• What is the next ... in the pattern?</li> <li>• Can you describe this sahpe?</li> <li>• What makes this shape different?</li> </ul>

<p>Block 9: Subitising 2 – Show me 1, 2, 3</p>	<p>Nursery   Block 9   Subitising 2 – Show me 1, 2, 3</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Step 1 Copy fingers to show 1</li> <li>Step 2 Copy fingers to show 2</li> <li>Step 3 Copy fingers to show 3</li> <li>Step 4 Show 1 finger when seeing 1 item in stories</li> <li>Step 5 Show 2 or 3 fingers when seeing 2 or 3 in stories</li> <li>Step 6 Show 1, 2, 3 on fingers when asked</li> </ul>	<p><b>Mathematical Vocabulary:</b> Zero, none, altogether, more, fewer, count, subitise, group, represent, numeral, one more/less, whole/ part</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How many can you see? How do you know?</li> <li>• Where can you see zero?</li> <li>• What could you do to make this amount into zero?</li> <li>• How many are there in each group?</li> <li>• How many different ways can you show this number (1, 2 or 3)?</li> </ul>
<p>Reception Spring Term: Block 1 – Alive in 5</p>	<p>Reception   Spring term   Block 1 – Alive in 5</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Step 1 Introduce zero</li> <li>Step 2 Find 0 to 5</li> <li>Step 3 Subitise 0 to 5</li> <li>Step 4 Represent 0 to 5</li> <li>Step 5 1 more</li> <li>Step 6 1 less</li> <li>Step 7 Composition</li> <li>Step 8 Conceptual subitising to 5</li> </ul>	<p><b>Mathematical Vocabulary:</b> zero, none, altogether, more, fewer, count, subitise, group, represent, numeral, one more, one less, whole, part</p> <p><b>Key Questions:</b></p> <p>Where can you see zero? Where can you see the numeral zero? How many can you see? How can you make this amount into zero? Where can you find/see 0–5? How many different ways can you find this number? How many can you see? How do you know? How many are there in each group?</p>

Reception Spring Term: Block 2 – Mass and Capacity	<a href="#">Reception   Spring term   Block 2 – Mass and capacity</a> <b>Small steps</b> <ul style="list-style-type: none"> <li>Step 1 Compare mass</li> <li>Step 2 Find a balance</li> <li>Step 3 Explore capacity</li> <li>Step 4 Compare capacity</li> </ul>	<b>Mathematical Vocabulary:</b> heavy, light, mass, balance, scale, heavier, lighter, full, empty, nearly full, nearly empty, capacity, holds more, holds less, container <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Which object is heavier? How do you know?</li> <li>• Which object is lighter? How do you know?</li> <li>• What has happened to the balance scale?</li> <li>• Which objects will float or sink?</li> <li>• Which side needs more or fewer to balance?</li> <li>• What does it mean when the scale is balanced?</li> <li>• How many does the container hold?</li> <li>• Will the container hold more or less than this one?</li> </ul>
Reception Spring Term: Block 3 – Growing 6, 7, 8	<a href="#">Reception   Spring term   Block 3 – Growing 6, 7, 8</a> <b>Small steps</b> <ul style="list-style-type: none"> <li>Step 1 Find 6, 7 and 8</li> <li>Step 2 Represent 6, 7 and 8</li> <li>Step 3 1 more</li> <li>Step 4 1 less</li> <li>Step 5 Composition of 6, 7 and 8</li> <li>Step 6 Make pairs – odd and even</li> <li>Step 7 Double to 8 (find a double)</li> <li>Step 8 Double to 8 (make a double)</li> </ul>	<b>Mathematical Vocabulary:</b> six, seven, eight, count, altogether, more, fewer, represent, double, pair, odd, even, composition, part, whole, combine <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How many are there altogether?</li> <li>• Where can you find 6/7/8? Where else?</li> <li>• How many are there now?</li> <li>• What is 1 more than ____?</li> <li>• What is 1 less than ____?</li> <li>• What parts can you see?</li> <li>• How many ways can you make 6/7/8?</li> <li>• How many are there altogether?</li> </ul>

Reception Spring  
Term: Block 4 –  
Length, height and  
time

Reception | Spring term | Block 4 – Length, height and time

## Small steps

Step 1 Explore length

Step 2 Compare length

Step 3 Explore height

Step 4 Compare height

Step 5 Talk about time

Step 6 Order and sequence time

### Mathematical Vocabulary:

long, short, longer than, shorter than, tall, taller, tallest, height, measure, time, minutes, first, next, then, after, before, sequence

### Key Questions:

- Which object is long/short?
- Have you found the longest?
- Have you found the shortest?
- Which object is longer? How do you know?
- Which object is shorter? How do you know?
- Who/what is the tallest? Who/what is the shortest?
- What can you do in one minute?
- What happened yesterday? What will happen tomorrow?

# Subject Specific Units

<b>Personal, Social and Emotional Development</b>	<p><b>PSHE: Managing self: Taking on challenges</b></p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p> 	<p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"><li>Identify and moderate their own feelings socially and emotionally.</li><li>Show resilience and perseverance in the face of challenges.</li></ul> <p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"><li><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li><li><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</li><li><b>Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</li></ul> <p><b>Key vocabulary:</b> rule, persistence, challenge, teamwork, grounding, problem solving, cope, communication, confident, fair</p>
<b>Physical Development</b>	<p><b>Gross Motor (Physical Education):</b></p> <p><b>** See separate Progressive Sports Plans**</b></p> <p><b>Fine Motor:</b></p> <p>Letter formation (during phonics and separate HW lesson – see above):</p> <ul style="list-style-type: none"><li>Use a comfortable grip with good control when holding pens and pencils</li><li>Show a preference for a dominant hand</li><li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li></ul>	<p><b>**Please note, PE days are Wednesdays this term.</b></p> <p>Children will need to bring their PE kits to school at the beginning of term. We will change into our kits before the lesson begins as part of our PSED curriculum</p>  <p><b>PSED – Managing Self</b></p> <p>Children learn to:</p> <ul style="list-style-type: none"><li>Manage their own personal needs independently,</li><li>Including dressing and undressing (for PE),</li><li>Showing independence, resilience and perseverance in the face of challenge.</li></ul>

<p><b>Understanding the World</b></p> <p>Throughout Spring Term 1, children engage with a wide range of key objectives from the <i>Understanding of the World</i> area during both continuous and enhanced provision. These experiences are carefully planned to encourage curiosity, observation, and exploration of the natural world, seasonal changes, and cultural celebrations. Activities are designed to support scientific thinking, early geography, historical enquiry, and religious education in meaningful, hands-on ways. For more detailed weekly objectives and specific learning outcomes, please</p>	<p><b>Science: Changing Seasons (Winter)</b></p> <p><b>Kapow Lesson 3: Winter wildlife</b></p> <p>Discovering how animals adapt to winter weather and learning how to hold and use scissors correctly.</p> <p>We will be observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals.</p> 	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Practise noticing what they see, hear, and feel outside during winter</li> <li>Make and use simple scientific models</li> <li>Develop safe tool-handling skills</li> <li>Group and describe animals and natural objects</li> <li>Build early scientific understanding</li> </ul> <p><b>Key knowledge:</b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>How animals prepare for winter</li> <li>Seasonal change: What winter is like</li> <li>Changes in the natural world</li> <li>How humans prepare for winter</li> </ul> <p><b>Key vocabulary:</b> autumn, season, weather, winter, hibernation</p>
	<p><b>Science: Winter Unit (5 Lessons) ( weeks 1-2)</b></p> <p><b>Lesson 1: Introducing Winter – What is Winter?</b></p> <p><b>LO:</b> To describe the signs of winter.</p> <p>Linked Provision:</p> <ul style="list-style-type: none"> <li>Investigation/discovery table with winter images</li> </ul> <p>Linked Activity:</p> <ul style="list-style-type: none"> <li><i>We're Going on a Winter Walk</i> song</li> <li>Winter walk around school/local area spotting signs of winter</li> </ul> <p><b>Lesson 2: Ice Investigation – Freezing &amp; Melting (Kapow Lesson 4 Link)</b></p> <p><b>LO:</b> To explore how ice melts and understand freezing and melting.</p> <p>Linked Provision:</p> <ul style="list-style-type: none"> <li>Ice cubes, trays, hammers</li> <li>Frozen figures for exploration</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>This lesson uses the structure and scientific vocabulary from Kapow Science Reception: Lesson 4 – Freeze or Melt?</li> <li>Includes prediction, observing changes, comparing conditions, simple experiments</li> </ul> <p><b>Lesson 3: Exploring Materials That Show Reflections</b></p> <p><b>LO:</b> To explore materials that show our reflection.</p> <p>Linked Activity:</p> <ul style="list-style-type: none"> <li>Small-group exploration of reflective and non-reflective materials</li> </ul> <p><b>Lesson 4: What Do We Wear in Winter?</b></p> <p><b>LO:</b> To talk about clothing suitable for winter.</p> <p>Linked Provision:</p> <ul style="list-style-type: none"> <li>Two hoops or washing lines for sorting: winter clothes / summer clothes</li> </ul> <p><b>Lesson 5: Different Types of Winter Weather</b></p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Observing changes in the natural world (weather, ice, reflections).</li> <li>Asking questions about what they see and experience.</li> <li>Making simple predictions and testing ideas.</li> <li>Exploring materials and their properties through hands on investigation.</li> <li>Sorting and classifying objects (winter clothing, melting objects).</li> <li>Using simple scientific vocabulary in context.</li> <li>Comparing results and describing differences.</li> <li>Retelling and sequencing simple events and processes (e.g., how ice melts).</li> <li>Taking part in small group exploration and discussion</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Winter has key signs such as cold weather, ice, frost, and changes outdoors.</li> <li>Freezing turns liquids into solids; melting turns solids back into liquids.</li> <li>Heat causes melting; cold keeps things frozen.</li> <li>Some materials reflect light (e.g., mirrors, shiny metal) and some do not.</li> <li>Different clothes are needed for different seasons; winter requires warm, protective clothing.</li> <li>Weather changes and we can observe, name, and describe different types of winter weather.</li> <li>Investigations help us learn by observing, comparing, and asking questions.</li> </ul> <p><b>Key Vocabulary:</b> cold, freeze, frozen, icy, snowflake, soft, hard, freeze, frozen water, icy, slippery, cold, hard, melt, reflection, shiny, dull, mirror, warm, hat, scarf, gloves, coat, zip, winter, waterproof, wellington boots, rain, wind, snow, cloudy, sunny, hail, cold</p>

<p>refer to the weekly planning documents.</p>	<p><b>LO:</b> To describe different types of weather.</p> <p>Linked Provision:</p> <ul style="list-style-type: none"> <li>• Weather chart</li> <li>• Role-play weather broadcast</li> </ul> 	
	<p><b>Geography – Winter Animals (weeks 3 onwards)</b></p> <p><b>Week 1 – Animals in Winter (link to science lesson on hibernation)</b></p> <p><b>LO:</b> Talk about what animals do in winter.</p> <ul style="list-style-type: none"> <li>• Linked provision: Tuff tray with soil, acorns, cuddly squirrels for role-play burying food for winter.</li> </ul> <p><b>Week 2 – Where Do Birds Go in Winter?</b></p> <p><b>LO:</b> Talk about where birds go in winter.</p> <ul style="list-style-type: none"> <li>• Linked activity: Discuss migration; look at photos and simple matching prompts.</li> </ul> <p><b>Week 3 – Birds Around Our School (link to the Big Bird Watch)</b></p> <p><b>LO:</b> Explore areas where birds are found around school.</p> <ul style="list-style-type: none"> <li>• Linked activity: Bird hunt around the grounds; children take iPad photos; discuss <i>Where did we find birds? Why were they there?</i></li> </ul> <p><b>Week 4 – How Can We Help Birds in Winter?</b></p> <p><b>LO:</b> Talk about what birds may eat in winter and how we can help them with food and water.</p> <ul style="list-style-type: none"> <li>• Linked provision: Bird Watching Station (link to Big School Birdwatch); observation hut with photos; clipboards for recording.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Observe animals and birds in their environment.</li> <li>• Ask and answer simple geographical questions (Where? Why here?).</li> <li>• Use photographs, simple maps and real-world locations.</li> <li>• Identify similarities and differences in where animals/birds live.</li> <li>• Apply simple fieldwork skills (watching, listening, noticing, recording).</li> <li>• Work collaboratively to spot, describe and talk about wildlife.</li> <li>• Use key vocabulary accurately in context</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Some animals adapt to winter by hibernating or storing food.</li> <li>• Many birds migrate to warmer places when food is scarce; some remain locally.</li> <li>• Birds that stay in the UK rely on local food sources (feeders, seeds, berries, insects) and accessible water.</li> <li>• Animals and birds choose locations based on shelter, safety, warmth and food.</li> <li>• Humans can help wildlife in winter with feeding stations and water.</li> <li>• Maps, photos and real-life observations help us understand where animals live.</li> </ul> <p><b>Key Vocabulary:</b> winter, animal, hibernation, food, cold, bird, fly, migrate, nest, bird feeder, map, photo</p>

<b>EAD Activities</b>  Most EAD activities will be planned on a day by day or weekly basis based on pupils' interests, resources available and weather dependent. See provision and weekly plans for more details.	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p><b>Religious Education: Kapow Unit - Why are some places special?</b></p> <p>Investigating what makes places special and significant to different people.</p>  </div><div style="flex: 5;"> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Ask questions about things they see and experience.</li> <li>Listen to and discuss religious or belief stories.</li> <li>Talk about their own beliefs and listen to others' ideas.</li> <li>Explore special places in their community.</li> <li>Meet and talk with people who have different beliefs.</li> <li>Take part in simple role play based on stories.</li> <li>Sequence and retell simple stories.</li> <li>Notice similarities and differences between their beliefs and others'.</li> <li>Talk about what is important to themselves and others.</li> <li>Share their thoughts and ideas using full sentences.</li> </ul> <p><b>Key knowledge:</b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>People have different beliefs, and not everyone thinks the same way — and that's okay.</li> <li>Beliefs are things people think are true, and people may have different beliefs about God.</li> <li>Some people share similar beliefs and belong to groups or communities.</li> <li>Asking questions helps us learn about the world and other people's beliefs.</li> <li>There are different ways to find out about what others believe.</li> <li>Some places are special to people for different reasons.</li> <li>It is important to respect others' beliefs and not laugh at or insult them.</li> <li>People value different things, and these differences matter</li> </ul> <p><b>Key vocabulary:</b> Christian, Bible, church, community, mosque, Muslim, respect, special, prayer</p> </div></div>					
	<b>Outdoor</b>  Winter Collage: Exploring textures and experimenting with combining different materials to represent a winter scene.  <b>Activity:</b> Create a large-scale winter collage using natural materials (e.g., twigs, cotton wool for snow, leaves).	<b>Scissor skills</b>  Snowflake Symmetry Using simple tools and techniques, encouraging precision and creativity.  <b>Activity:</b> Teach children how to fold and cut paper to make symmetrical snowflakes. Decorate them with glitter or paint.	<b>D&amp;T / Role play</b>  Winter Puppet Making  Combining media to construct and adapt models with purpose.  <b>Activity:</b> Create winter-themed puppets (e.g., snowmen, penguins) using socks, felt, and craft materials.  Create 'mini me' versions of the children that they can then make and design winter clothing using small pieces of material.	<b>Music and movement</b>  Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music  Kapow unit 3	<b>Painting</b>  Winter Weather Painting: Experimenting with different painting techniques and discussing colours associated with winter.  <b>Activity:</b> Children create paintings inspired by winter weather (e.g., snowstorms, icy mornings) using sponges, brushes, and their fingers.	<b>D&amp;T</b>  Bird Feeders Making bird feeders to help feed our birds.  <b>Activity:</b> Pipe cleaners and Cheerios - thread to make bird feeders. Fat, seeds etc to make fat balls (no nuts)

# Ideas for Home Learning

<b>Go on a Winter Walk Together</b> Take a walk around your local area and encourage your child to spot signs of winter (bare trees, frost, ice, birds). Ask questions like “What do you notice?” or “How do you know it’s winter?” to build observation and language skills	<b>Talk About Winter Clothing</b> Involve your child in choosing appropriate clothes for cold weather. Use descriptive words (coat, scarf, waterproof, zip) and discuss why these clothes keep us warm.	<b>Read Winter-Themed Books Together</b> Visit the local library and share stories set in winter or with a winter theme. Discuss new vocabulary and ask questions about the characters and settings. 
<b>Explore Ice and Melting</b> Freeze small toys in ice cubes and let your child experiment with ways to melt the ice (warm water, salt). Talk about freezing and melting using simple scientific language. 	<b>Feed the Birds</b> Make simple bird feeders using pipe cleaners and Cheerios or fat balls. Place them outside and observe which birds visit. This links to caring for wildlife and understanding migration. 	<b>Practice Nursery Rhymes and Songs</b> Sing rhymes like <i>Twinkle, Twinkle Little Star</i> or <i>Row, Row, Row Your Boat</i> . Encourage actions and rhythm to support phonics and language development.
<b>Create Winter Art</b> Make a winter collage using natural materials (twigs, cotton wool for snow) or paint snowy scenes. Talk about colours and textures to develop expressive arts and design skills.	<b>Observe Birds and Animals</b> Take part in the Big Garden Bird Watch RSPB and look for birds in your garden or local park. Discuss where they might go in winter and why.	<b>Practice Counting and Patterns</b> Use everyday objects (buttons, pasta) to make repeating patterns or count groups of 1, 2, 3. Ask questions like “ <i>What comes next?</i> ” or “ <i>How many can you see?</i> ”