

Personal, Social & Emotional Development

- Remember the rules and show an understanding of why they are important
- Engage effectively in the learning environment, use resources with some purpose to begin achieving a chosen goal or a suggested goal (some children may require support to do this)
- Continue to develop confident relationships with adults and children within Apple Class and new starters to begin building confident relationships
- Play with one or more children, extending and elaborating play ideas (**particularly with small world play**)
- Begin to solve simple conflicts within Apple Class
- Express feelings in response to spontaneous situations and when talking in groups about feelings in relation to stories and scenarios (refer to PSED skill development)
- Begin to show empathy towards others
- Show some confidence in new situations
- Continue to develop personal care skills at an appropriate level
- Make healthy choices in Apple Class

Ideas for interactions, activities and continuous provision

Stopping and listening when requested to do so, joining in with tidying up, not running inside Apple Class, having kind hands and kind words towards others.

Selecting resources with some independence and purpose, those who find this difficult and new starters to work regularly with an adult to practise this skill share examples of effective engagement with the rest of Apple Class and with parents. **Practise this particularly with small world play to promote positive engagement (need identified in the Autumn term)**

Use stories as a vehicle to explore emotions and extend emotional vocabulary
Instigate discussions about healthy eating and dental care during snack time

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.
Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

Communication & Language

- Listen to topic related stories and core books and recall some details
- Develop vocabulary related to winter and birds
- Begin to answer 'why' questions relating to stories read and as part of interactive play
- Focus on two step questions and instructions based in adult activities and classroom routines (get your coat and then put on your wellies)
- Learn topic related songs and follow a steady beat
- Begin to tell own stories
- Listening to others during circle time/snack time
- Continue to express own point of view relating to stories read
- Begin to speak with animation when talking about things that interest them
- Initiate and/or continue conversations to instigate and continue play
- Use talk to develop play scenarios (**particular focus on small world play and outdoor role play**)

Ideas for interactions, activities and continuous provision

Take themes and events from stories read into play both independently and in scenarios set up and/or supported by an adult (**particular focus on small world play**)

How might Blue Penguin feel when the others say he's not the same as them? Where could the penguin have come from? (Lost and Found) How can a little boy get to the South Pole (Lost and Found)

Daily singing session

Small group games to explore rhymes and opportunities to re-tell, express opinions by finding favourite 'parts' and characters in a book and make up own stories.

Use captured photos of activity as a vehicle for children to explain and describe to rest of class and to encourage speaking with expression and enthusiasm!

Use a member of staff to intervene in games and activities to focus upon development of vocabulary and sentence speaking

In relation to birds, using pre made wings "if you had wings where would you go?"

Apple Class

Wonderful Winter and All About Birds Spring 1 2023

Outdoor learning opportunities

Sustained shared thinking/enquiry questions
Cohort specific needs identified with ongoing assessment

Physical Development

Gross Motor

- At own level of development, have some independence in getting dressed/undressed for outdoors/home
- Show some control when riding bikes and scooters
- Show some control when throwing and catching balls
- Negotiate simple climbing equipment with some control
- Practise hopping, skipping and jumping in a range of play situations
- Remember and repeat patterns of movements to music
- Use large muscle movements in a range of play situations
- Plan and carry out physical movements in the outdoor environment

Fine Motor

- Use one handed tools and equipment with staff using fine motor skill development document to extend individual skills
- Make snips with scissors
- Make effective marks with pens and pencils
- Begin to show preference for a dominant hand

Ideas for interactions, activities and continuous provision

Allow opportunities for independence when getting ready for the outdoors and home and offer advice and top tips to children rather than 'doing it for them'

Daily outdoor play with bikes, scooters, balls, use of adventure playground

Outdoor role play in mud kitchen and with planks, crates, shoots, stands, bricks and mats to develop play scenes

Weekly Musical Apples sessions based around penguins, birds, snowflakes, snowmen and playing in the snow, snow vehicles
Opportunities for using scissors, pens, pencils, glue, sellotape and paintbrushes to make winter and bird inspired creations in adult guided and independent provision. Ensure plentiful craft resources in independent resource selection.

Adults to guide activity to ensure development towards effective tripod grip

Encourage use of fork (and knife where able) at lunchtime

Key Vocabulary

Winter – ice, frost, snow, frozen, slippery, cold, chilly, bare, rain, drizzle, mist, evergreen tree

Birds – blackbird, robin, bluetit, sparrow, wren, pigeon, beak, tail, feathers, claws, wings, nest, seeds, fat

Brother, sister
Gritter, snow plough, grit,

Literacy

- Enjoy core and topic related books (see list)
- Engage in conversations about stories and extend vocabulary (see key vocabulary **and enquiry questions/sustained shared thinking opportunities**)
- Know that the print in the book has meaning and allows the story teller to 'tell'
- Name the different parts of a book (title, blurb, illustrations, author)
- Join in collective clapping of syllables in words
- Spot rhymes (those able can suggest rhymes)
- Begin to discriminate words that do and don't have the same initial sound.

Mathematics

- Recite numbers to 5 and beyond and begin to show finger numbers to 5
- Subitise with quantities up to 3
- 1:1 correspond when counting sets up to 5 (beyond for those able)
- Begin to understand that the last number counted is the total (cardinal principle)
- Solve simple problems relating to numbers up to 5 linked to birds/snowflakes/snowmen/food for birds etc.
- Begin to experiment with own symbols and marks to record number
- Compare quantities using more than, fewer than
- Recognise and talk about shapes (2D and 3D) and begin to use shapes for a purpose when building
- Understand and talk about position
- Make comparisons in weight

Understanding the World

- Use senses to explore ice, snow, frost, rain outdoors
- Use senses to explore and describe winter trees, evergreens and make comparisons between trees/evergreen leaves, learning and using new vocabulary
- Find out about the birds seen in our school grounds (colour, size, features) and use key vocabulary to describe
- Care for the birds in our school environment (how can we help them?)
- Know that there are different countries and that some birds fly to different countries in winter to stay warm
- Explore own family history (brothers and sisters)
- Find out about jobs that people do which help us in winter (people who grit and clear roads)

Ideas for interactions, activities and continuous provision

Daily story sessions with whole class and with small focus groups to focus upon priorities

Small group rhyming games such as rhyming pairs

Games to encourage identification of initial sounds

Opportunities for children to write letters relating to stimuli such as winter, birds, stories that have been read

Regular opportunities for children to recognise and write their own name with an adult.

Encouraging those who are able to write their name (or part of) with some independence, eg. Putting their name on their picture when it's complete.

Using key vocabulary in small world and role play situations (adult led and independent)

Ideas for interactions, activities and continuous provision

In whole class and small groups – regular opportunities to subitise to 3, to show 'finger numbers up to 5 and to count items (number of children here today, number of items in a group, items on a page in a story)

Make winter pictures with loose parts and offer opportunities for counting- give the snowman 2 eyes and 3 buttons

Children to make their own records of how many birds they see
Children to count a set of birds and find the corresponding numeral, make comparisons in the sets "that one has more"

Children to use 3D shapes to make a shelter for a bird, providing opportunities to talk about the 2D shapes in the faces on the building blocks

Ideas for interactions, activities and continuous provision

Take all opportunities that arise to explore snow, frost and ice outdoors. How does it feel, what can we do with it, what happens to it over the course of time?

Find trees that have and haven't lost their leaves. Find and make collections of evergreen leaves-how are they the same/different/feel?

Learn the names of common garden birds – make bird feeders

Go on bird spotting activities and talk about the key features of birds seen – similarities and differences - make tallies

Make observational drawings of birds using the correct features/colours/shapes

Provide opportunities for children to listen to stories/info about migration and enact this in their play.

Explore brothers and sisters - have I got any? Have my mum and dad got brothers and sisters? (Home learning)

Arrange for a gritter to visit us (if not possible, use video from last year) opportunities to role play road care jobs

Expressive Arts and Designs

- Small world and role play relating to core books, birds, winter
- Begin to develop narratives within own pretend games
- Learn and sing songs relating to winter and birds and perform own songs
- Pitch match in games
- Choose and use instruments to accompany songs and to create desired effects
- Choose and use a range of materials to make own play scenes, pictures, and collages, joining with a range of materials
- Create closed shapes with continuous lines to represent objects and draw with increasing complexity and detail
- Show emotion in drawings
- Explore colour mixing with winter colours (white, blue, silver, black, grey)

Ideas for interactions, activities and continuous provision

Small world play relating to Lost and Found, The Blue Penguin, Polar Bear and the Snow Cloud, Weekly Musical Apples Sessions with winter/bird themes

Free access to a range of cold coloured/winter/bird inspired craft materials for independent creating

Free and guided access to loose parts for exploration of winter

Making own observational drawings of birds by creating closed shapes with a pencil

Using lines and shapes to make snowman/snowflake/winter scene pictures

Polar bear and the Snow Cloud – will you paint the sad polar bear from the beginning of the story or the happy polar bear at the end?

Guided and independent colour mixing opportunities (Blue Penguin)

Explore cold colours through paint and materials

Related Stories and Songs

Blue Penguin, Polar Bear and the Snowcloud, Lost and Found, Penguin and the Pinecone, One Snowy Night (Percy The Park Keeper), Stanley's Stick, The Bogbaby

Here we go round the mulberry bush

Five Little Snowmen

Little Robin Redbreast