

Personal, Social & Emotional Development

- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group
- Shows confidence selecting and using activities and resources to achieve a goal demonstrating perseverance (with help when needed)
- Demonstrates the ability to manage their feelings and tolerate situations in which their wishes cannot be met
- Seek support, and practical help in new or challenging situations
- Demonstrate the ability to work and play alongside a variety of different children
- Demonstrates developing understanding of the feelings of others
- **Continue to share and compromise with others during classroom activities using talk to solve conflicts (sometimes with support)**
- Continue to manage their own personal hygiene, identifying when they do and don't need help
- Know and talk about different factors that support their overall health and wellbeing; understand about keeping ourselves safe in the Winter (weather conditions and temperature)

Ideas for interactions, activities and continuous provision

- As part of class and small group discussions, begin to develop and offer opinions (as part of enquiry led work)
- Children will consider their 'dreams and goals' in our Jigsaw sessions. They will think about setting goals, never giving up and where to find help and support when they need it
- Continue to use Swansfield 3 C's to praise curiosity, courage and care
- Praise perseverance using the classroom traffic lights/smiley tokens**
- Regular circle time discussions acting out challenges or conflict and finding resolutions as a class
- Children will begin to resolve own minor conflicts through discussion and compromise in class (modelled by adults when necessary)
- Link events (in books, real life etc.) with feelings and discuss them: e.g. she's angry that he snatched the toy
- Opportunities during child initiated sessions to continue to share fairly and follow rules and routines to keep everyone safe
- Children will be encouraged to 'have a go' at fastening their own zips, putting on hats, gloves and scarves.
- Opportunities to explore the outdoor environment, whilst remembering the importance of staying safe in the cold/frost/ice.**
- Carpet sessions discussing the importance of regular physical activity, sensible amounts of screen time and being safe online

Key Vocabulary

winter, season, temperature, ice, season, freezing, scarves, gloves, hats, mittens, frost, cold colours, Northern lights, landscape, I can see, I can hear, I can feel
Globe, world, Arctic- north pole, Northern Lights, Antarctic-south pole, Emperor penguin, environment, habitat, migrate, survive, predator, insulate, lard, blubber, camouflage, counter -shading, adapt, hibernate

Communication & Language

- Children will demonstrate their ability to listen attentively by responding to what they hear
- Continue to learn new vocabulary linked to the topic of Winter and use this throughout the day
- Listen to and join in with class discussions relating to topic work and children's own interests asking own questions of others/stories using recently introduced vocabulary
- Continue to listen to and talk about stories building familiarity and understanding predicting endings/what happens next
- Continue to engage with non-fiction, using it to extract information needed for answering questions
- Links statements and sticks to a main theme or intention in conversations with others
- **Describes events in some detail such as using sequencing words to recall (Last night I had fish and chips and then I was so full up)**

Ideas for interactions, activities and continuous provision

- Children will demonstrate their growing listening ability through greater emphasis on talk partner discussion
- Children will be encouraged to follow instructions to carry out tasks, such as when making bird feed, taking part in experiments etc
- Children will be able to learn indoors and outdoors to enhance their speaking, listening, attention and social skills across the curriculum
- Develop understanding and use of key vocabulary around winter and animal adaption through fiction/non-fiction and discussion
- Vocabulary displayed throughout the classroom for staff and children to refer to
- Opportunities to reinforce vocabulary through play and adult directed learning and reflection (floorbooks)
- Role play of winter weather station with pictures of the different climates around the world to utilise learnt vocabulary
- Children will have daily class story times where they will engage with the story, think about the plot and predict what might happen next which they can share with the class
- Drawing club used to build familiarity and understanding of texts
- Opportunities to explore the reading nook in the classroom
- Children can engage in imaginative play which encourages use of and extends vocabulary relating to winter, birds and other current fascinations
- There will be many activities which will develop children's ability to clarify and explain their thinking**
- Daily built in sharing time for children to recall events in their life's**

Reception Medium Term Plan

Pear Class Spring 1 2023

Animal Adaption
Winter Wonderland
Outdoor learning opportunities
Sustained Shared Thinking
Key vocabulary
Cohort specific needs identified with ongoing assessment

Enrichment

Winter Walk
Internet Safety Day
Making bird cakes to feed wildlife around school garden
Ice melting experiment

Physical Development

Gross Motor

- Consolidate the fundamental movement skills they have already acquired eg. Lining up, mealtimes
- Demonstrate improved body strength, co-ordination, balance and agility
- Continue to develop and use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Fine Motor

- Develop and refine fine motor skills to use a range of tools competently, safely and confidently
- Have an established left or right hand dominance and to accurately use the tripod grip when mark making**
- Begin to show accuracy and care when drawing

Ideas for interactions, activities and continuous provision

Gross motor

- Children will have opportunities to practise kicking a ball and throwing a ball into a target
- Children will practise the ability to control and move a ball round their body as well as being able to pat a ball and make it bounce
- Children will have the opportunity to work independently and as part of a group in P.E sessions
- Children will move their body to the music on our 'Charanga' sessions

Fine motor

- Children will be able to practise their scissor skills whilst making snowflakes
- Continue to use fine motor skills to handle and manipulate various topic related objects such as ice, making bird feeders and clay hedgehogs
- **Continue to reinforce correct pencil grip and letter formation during daily RWI sessions and Drawing Club**

Key Questions

Why are Polar Bears White and Penguins black and white?
How do colours make us feel, which colours are cold and which are warm? why?

Class Theme Related Literature

Including but not limited to:

The Secrets of Winter
The Magic Snow Garden
Tree: Seasons Come, Seasons Go
Drawing club
Snow White and the Seven Dwarves
Snow Queen
The Magic Sky
The Snowflake Mistake
The Polar Bear and the Snow Cloud

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.

Understanding the World

- Comment on images of familiar situations in the past
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Ideas for interactions, activities and continuous provision

Explore, observe and record changes in the weather and season, looking for signs of change in the environment on winter hunts observing frost, ice and snow

Collect and sort materials during hunts and use these to explore and investigate. Compare pictures of the season in the past (Autumn), the present (winter) and sort appropriate clothing for the winter season

Investigate different winter memories from children's pasts and compare pictures of pictures of winters from a long time ago in Alnwick

Feed and water birds in Pear class garden understanding the importance of helping and caring for wild animals during the winter months

Explore and investigate changes in materials in response to changes that can be observed in this season – melting and freezing

Consider animals that live in habitats that are cold all year round- Antarctica and the Arctic. Use Google-Earth and non-fiction atlases to explore the environment and to find out how these animals from cold places insulate to stay warm

Experiment with materials to see what insulates effectively

Plan a hibernation station by selecting the materials a hedgehog would use for hibernation

Research Penguin facts using the internet in order to create a fact file

Children will take part in an experiment to test what melts ice the fastest

Children will explore and think about the question: 'Why is the word 'God' special to Christians?' and will take part in World Religion Day. They will think about things they find interesting, puzzling and wonderful in the world

Expressive Arts and Designs

Exploring and using media and materials being imaginative

- Continue to explore with lines of different thickness using a pencil and other tools
- Continue to explore, use and refine a variety of artistic effects
- Experiment with a variety of media to explore texture and form
- Create collaboratively, sharing resources and skills
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Choose and use colour for a purpose, explaining the reasons for the choice
- Develop storylines in their pretend play
- Continue to develop our listening skills, move to and talk about music, expressing their feelings and responses.
- Continue to sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups.

Mathematics

White rose maths

Alive in Five

- Understanding zero
- Comparing numbers to 5
- Representing numbers and quantities to 5
- Composition of 4 and 5
- Comparing Mass
- Comparing Capacity

Growing, 6, 7, 8

- Begin to explore representations of 6,7,8

Ideas for interactions, activities and continuous provision

-Whiterose maths sessions 4x weekly and mastering number input

-Representing, comparing and composition of numbers to 8

-Using 5 and 10 frames, numberblocks and other manipulatives

-Mastering number sessions working on automatic recall of number bonds to 5

-Continue to use daily counting during line up, morning check in etc

-Opportunities for children to explore capacity and mass through sand and water play

-Opportunities for children to practise and revisit work on making pairs

-Utilise resources (tape measures, multilink cubes, rulers) for measuring in free play

-Children to use sand timers to explore time

Mastering the Curriculum

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

Ideas for interactions, activities and Continuous provision

-Continue with weekly Drawing Club sessions. Children will build on their previous learning by adding greater detail to their drawings and have opportunity to explore different thickness of pencils

-Children will have an opportunity to revisit the skill of moulding and shaping by making their own clay hedgehogs (in Autumn 2 children made clay diva lamps).

-Create winter paintings/collage – using a range of Winter cold colours we will experiment with colour mixing in response to Kandinsky's Winter landscape.

-Sorting cold and warm colours - how do they make us feel, which colours are cold and which are warm? why?

-Produce snowflakes, transient art and other winter inspired creations

- Utilise the skill of weaving to explore the cold colours of the different regions we are exploring.

-Use ICT to create a Northern Lights inspired picture to consolidate all learning about the season winter

-Create role play around our own weather station -Children will use real pictures of various weather and climates around the world to inspire their play

- Engage with Charanga music curriculum – listening and appraising music from around the world. In Charanga sessions, children will continue to develop their confidence to listen and respond to different music styles, follow the pulse and rhythm of various songs and have more opportunity to make their own music and develop their confidence playing classroom instruments (shakers and glockenspiels)

-With links to our topic, children will have regular opportunities to learn and sing various winter songs and rhymes as a group and on their own

Literacy

Word reading

- Use set 1 sounds to read CVC words (extend to sentences for those able)

- Begin to learn letter names and match these with the corresponding sound

Comprehension

-Continue to retell stories related to events through acting/role play using their own words and recently introduced vocabulary.

-Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations

- Retrieve information from print for a purpose

-Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences

-Retelling stories using images

Writing

-Write simple cvc words, phrases and name that can be read by others.

Ideas for interactions, activities and continuous provision

Word reading

-Children will continue to review set 1 sounds and practice word reading daily during phonics lessons, in independent learning in continuous provision and whilst reading their home reading books weekly

-More independently, children will continue to segment and blend sounds in cvc words for writing and reading

- Continue to sight read a small bank of 'red words' (for those children in Ditty group)

-Continue perfecting letter formation using different materials during continuous provision and in focused tasks

-Become more confident, fluent and speedier whilst reading cvc words and short phrases (those able) by having daily opportunities to read in provision, during topic work and in phonics lessons.

Comprehension

-Children will find information from non-fiction, Winter topic books

- Children will continue to develop rhyming skills through games and play

-Children will enjoy retelling/acting out what they have found out in a story.

-Continue to encourage a passion for reading through weekly library visits, home reading and reading to an adult in school as well as daily story times.

Writing

-Hear, say and write initial, medial and end sounds in words

-Write own name independently and extend to surname for those able to

-Children will continue to have daily opportunities for writing for meaning and mark making during continuous provision. Children will be encouraged to use their phonic knowledge to write CVC words and short phrases (those able)