



Scan to go on a Winter Walk!



## Did you know?

### Key Books

## How is the weather different in Winter?

Ice! The ice in 'Jack Frost' begins to melt. Let's explore this!

Use a camera, phone or ipad to take photos of what you find.

Can you make ice at home? Put a cup of water in a cupboard and one in the freezer, which will turn into ice? why?



There are four seasons. They are spring, summer, autumn and winter.



Winter is one of the seasons. In winter, the days are short and the nights are long.

**The Tale of Jack Frost (Author David Melling)**

**Experiences:**  
We're going on a winter walk - let's look for signs of winter.  
Sorting clothes suitable for winter.

The warmer the ice gets, the quicker it melts and turns back into liquid water.

Liquid water can freeze when it is really cold, turning it into solid ice.



**Questions to ask at home:** How do you know it is winter? Can you point out the signs of winter?

melt melting

freeze ice

When the ice warms up it begins to melt.



The weather can be very cold in winter and water in puddles and ponds can freeze into ice.



Sometimes it snows in winter.



Lots of trees have no leaves in winter and not many plants can grow.



Some places are cold and snowy all year round like the Arctic and the Antarctic.

**Non Fiction: Go Facts: Seasons: Winter**

**Experiences:**  
Plants / garden in the winter.  
People in the winter - clothing and comparing the UK to the Arctic.  
Animals in the winter - bird watching and making bird feeders.  
Exploring polar animals and their habitat.

|      |  |
|------|--|
| Rain | Wet, damp, droplet, soggy, shower.                       |
| Wind | Rustle, flutter, flap, whistling, howling, gale, breeze/ |
| Snow | Cold, freeze, frozen, icy, snow flake, soft, hard.       |
| Fog  | Dark, dull, mist.  |

**Siren's Seasons (Author:Twinkl) / Weather**

**Experiences:**  
Exploring different types of weather.  
Keeping a weekly weather log.  
Cloud spotting and making clouds.  
Waterproof clothing  
Making rain shakers.  
Where in the world... Cloud Forests of Africa.

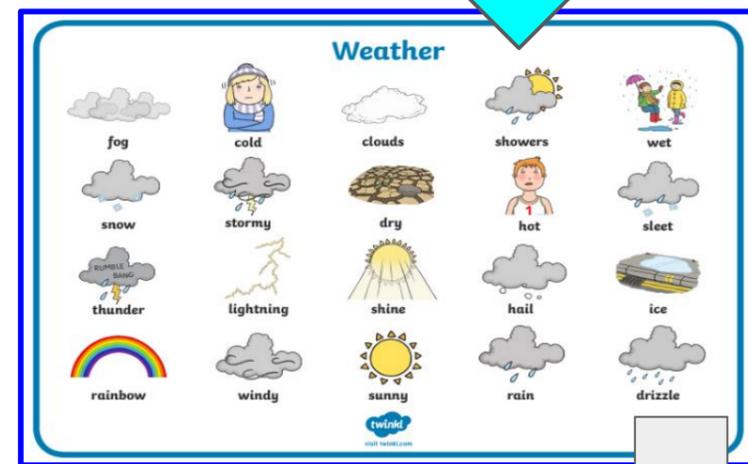
**Mrs Mopple's Washing Line (Authors: Anita Hewett / Robert Broomfield)**

**Experiences:**  
Exploring the wind (effects and uses)  
Story retelling / drawing a story map  
Investigating how people washed their clothes before wash machines / electricity.  
Exploring the sounds of the wind and making musical instruments to recreate wind sounds.

### Winter and Weather key vocabulary



The weather in England during the winter season can be described using the key vocabulary opposite.



### Rhythm

Explore rhythm, create rhythms and suggest symbols.  
Rhythm - a strong, regular repeated pattern of movement or sound.

Spring

Summer

Autumn

Winter

**Physical Development: Gross and Fine motor Skill**

Gross and fine motor movement: Scan to practise at home.



Square pattern.

Figure of 8.

**Physical Development - Gym** - rolls, jump, skip, hop, climb, crawl, balance, run.

**Understanding the World: People, Culture and communities**

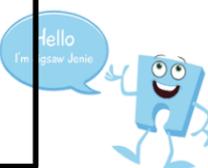


We will share our ideas about things we would like to achieve this year.

Scan this code to find out more information about Chinese New Year.

**Jigsaw (PSED): Puzzle 3- Dreams and Goals**

- Piece 1- I understand that if I persevere I can tackle challenges.
- Piece 2- I can tell you about a time I didn't give up until I achieved my goal.
- Piece 3- I can set a goal and work towards it.



Scan to listen to the music. How does it make you feel?



**Recapping and consolidate all Set 1 sounds.**

**My Sound Mat**

|   |   |  |   |  |   |  |   |   |
|---|---|--|---|--|---|--|---|---|
| <b>m</b><br>Maisey mountain mountain              | <b>a</b><br>Around the apple, down the leaf | <b>s</b><br>Slither down the snake                 | <b>d</b><br>Round his bottom, up his tall neck and down to his feet | <b>t</b><br>Down the tower, across the tower       | <b>i</b><br>Down the body, dot for the head   | <b>n</b><br>Down Nobby and over his net                            | <b>p</b><br>Down the plait and over the pirate's face   | <b>g</b><br>Round her face, down her hair and give her a curl |
| <b>o</b><br>All around the orange                 | <b>c</b><br>Curl around the caterpillar     | <b>k</b><br>Down the kangaroo's body, tail and leg | <b>u</b><br>Down and under, up to the top and draw a puddle         | <b>b</b><br>Down the faces, to heel, round the toe | <b>f</b><br>Down the stem and draw the leaves | <b>e</b><br>Lift off the top and scoop out the egg                 | <b>l</b><br>Down the long leg                           | <b>h</b><br>Down the head, to the hooves and over his back    |
| <b>r</b><br>Down his back, then curl over his arm | <b>j</b><br>Down the body, curl and dot     | <b>v</b><br>Down a wing, up a wing                 | <b>y</b><br>Down a horn, up a horn and under his head               | <b>w</b><br>Down up, down up                       | <b>z</b><br>Zig-zag-zig                       | <b>q</b><br>Round her head, up past her earrings and down her hair | <b>x</b><br>Down the arm and leg, repeat the other side |   |

**Digraph:** two letters that make one sound- qu, th, ch, sh, ng, nk

**Using our phonics to help us read:** Blend and segment known sounds for reading and spelling VC, CVC, CVCC.

- VC words:** at, it.
- CVC words:** mum, dog, pin, sat.
- CVCC words:** milk, hump, sand.

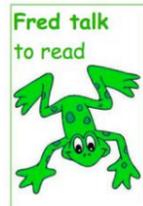
See the word, say the word! (red words).

on top of the rock

Where do you put your finger when you read?



**Literacy: Reading**



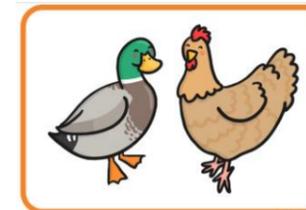
**Oral Segmenting** - this is when you split a word up into its individual sounds (c-a-t). We call this 'Fred talk'.

**Oral blending** - this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.



**Literacy: Writing**

Orally compose a caption and hold it in memory before attempting to write it with support.



A duck and a hen.

- 1) Orally compose (say) a caption.
- 2) Tap, clap, stomp the caption.
- 3) Count how many words.
- 4) Say first word / Fred talk the word / write the word.

Write from left to right and top to bottom. Begin to form recognisable letters.



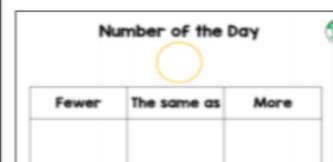
Can you draw a picture and write a simple caption?

**Useful websites**

- CBeebies – Winter
- RSPB – Make a speedy bird cake
- Woodland Trust – Top 15 garden birds to look out for this winter
- The Imagination Tree – Snow dough recipe
- BBC Bitesize – What is snow?

**Mathematics: Number:** Numbers 6, 7 and 8 (making pairs, combining different groups) / Numbers 9 and 10 (Building 9 and 10, Early doubling, Subitising)

**Number bond:** a number bond is a simple addition sum which has become so familiar that a child can recognise it and complete it almost instantly.



We will look at each number as a 'number of the day'. Then explore through part whole, 10 frames, subitising etc.

**Making Pairs:** Children build on their matching skills and begin to understand that a pair is two. We will explore arranging small numbers of items into pairs and also notice that some quantities will have and odd one left over with no partner.

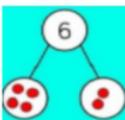
**Subising**

Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.

Our brains can only easily subitise numbers up to five – this is **perceptual subitising**. Anything above five is **conceptual subitising**.

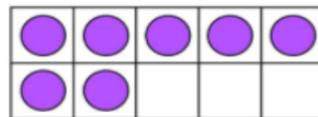


**Part whole model**



Questions to ask at home: what is the whole?  
Q: how many parts do you need to sort it into?  
Q: what could the parts be?  
Q: are there any other ways you could sort them?

**10 Frame**



Questions to ask at home: Can you see any number spot patterns? How can you use it to subitise and count the full amount?

Questions to ask at home: Can you subitise how many? How many more do you need to equal 10?