



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.

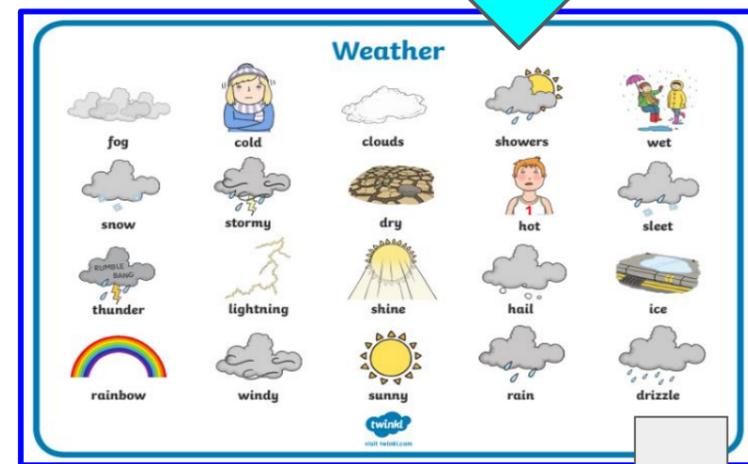
Siren's Seasons (Author:Twinkl) / Weather

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.

Winter and Weather key vocabulary



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



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.

Rhythm

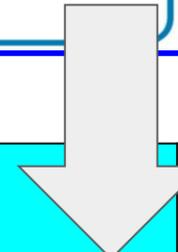
Explore rhythm, create rhythms and suggest symbols.
Rhythm - a strong, regular repeated pattern of movement or sound.

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

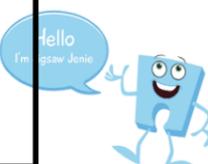


We will share our ideas about things we would like to achieve this year.

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?

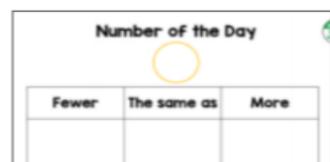


Useful websites

- 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)

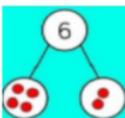
Number bond: a number bond is a simple addition sum which has become so familiar that a child can recognise it and complete it almost instantly.



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

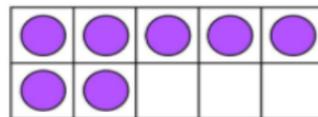
Making Pairs: Children build on their matching skills and begin to understand that a pair is two. We will explore arranging small numbers of items into pairs and also notice that some quantities will have and odd one left over with no partner.

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

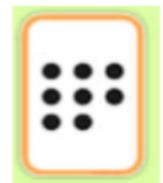


Questions to ask at home: Can you subitise how many? How many more do you need to equal 10?

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**.



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

Expressive Arts and Design:

Attaching /modelling- Glue stick, PVA glue, spreaders, sellotape, masking tape.

Joining different media & creating new effects.

Key words: cut, attach, spread.

Tools: scissors, glue spreaders.

Experiences may include:

- Creating clouds using self chosen materials (wet, dry, flaky, smooth, soft, fluffy, sticky).
- Creating using a range of 3D shape recycling materials and block play (flat)

Exploring ideas: creating cloud dough / playdough following instructions.



Scan to learn how to make cloud dough.

Drawing: Paying close attention to detail when drawing winter animals and weather symbols.

Tools: pencils, colouring pencils, crayons, felt pens.

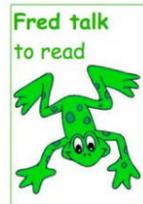
Experiences may include:

- using mirrors to catch our reflection, describe what we can see.
- Observational drawings of the weather.

Music: I can sing songs, which contain a small range of notes (2 or 3 notes for example).

I can name percussion instruments e.g. Glockenspiel, triangle, hand bells, maracas, rainmaker etc.

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.

Recapping and consolidate all Set 1 sounds.

My Sound Mat

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

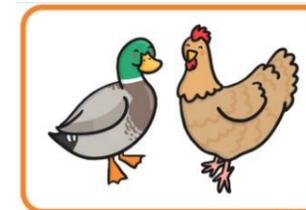
on top of the rock

Where do you put your finger when you read?



Literacy: 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?