

Prior learning—  
Pets, farm/autumn/  
Christmas animals



## Animals

### Arctic animals

Reindeer, polar bear, Arctic fox, walrus, seals, arctic hare, snowy owl, whales, Narwhal, puffin.

### Antarctic animals

Penguins, whales, seals

Winter wildlife (deer, foxes, birds, badgers)

What do the animals do during winter? What animals are hibernating? How can we help animals—bird feeders, bird houses, shelters

### Dinosaurs

Ice age

Dragons

CNY

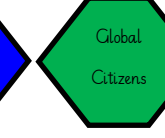
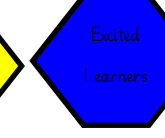
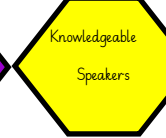
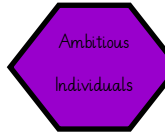
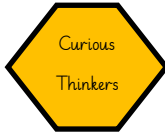
Future learning—, Spring/farm animals. Animals studied throughout KS1/KS2. Y1 naming, describing and comparing common animals.

Prior learning—  
Growing pumpkins

## Growing

What grows in winter?  
Evergreens/  
holly

Future learning—Growing and planting in summer term. Y1 garden plants, wild plants, trees, flowering plants. Humans and plants studied throughout KS1/KS2



# Spring 1

## All About Winter



Prior learning—changes in ourselves—growing from a baby to a child



## Changes

Winter (21st Dec)

What changes can you see? What similarities and differences are there?

Future learning—changes in spring/summer  
Y1—seasonal changes  
Evolution studied throughout KS1/KS2

Prior learning—people who help us in school/friends/family/builders, shop keepers, farmers, emergency services, postal workers.

## People who help us

Road workers (gritting the roads, shovelling snow)

Break down services

Future learning—Y1 The Great Fire of London. Y2 Florence Nightingale.

## Key books

The Stickman  
The Gruffalo's Child  
Frozen  
The Snowman  
The Snowman and the Snowdog  
Polar Bear, Polar Bear, What do you hear?  
Snow Bears  
Polar lands  
Goodbye Autumn, Hello Winter  
The Emperor's Egg  
Story of Chinese New Year

## Fairy tales/ traditional tales

Jack Frost

## General Vocabulary

Winter  
Seasonal changes—cold, frosty, snowy, bare trees  
Animals—hibernation, hibernating, hedgehogs, squirrels, foxes, badgers

Prior learning—Ladybirds, slugs, snails, earwigs, woodlice, spiders

### Mini-beasts

Many minibeasts hibernate or spend the winter as eggs or pupae. Talk to the children about whether we can find/observe any and why.

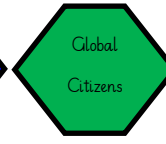
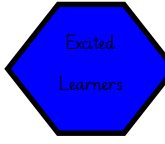
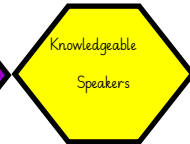
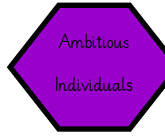
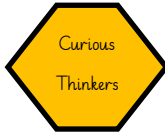
Future learning—caterpillars/butterflies, bees, wasps, ladybirds in spring/summer, Y2 living things, habitats (including micro-habitats) and food chains.

Prior learning—Birthdays, Diwali, Halloween, Bonfire Night, Remembrance Day, Children in need, Hannukah, Advent/Christmas, New

### Celebrations/ special days

Birthdays  
Chinese New Year (year of the dragon)  
Pancake Day  
Valentine's Day

Future learning—Birthdays celebrated throughout the year



# Spring 1

## All About Winter



Prior learning—Tractors (farming), coach, walking, cars, trains

### Transport and travel

How to travel in snow—cars, walking, snow ploughs, skiing, snowboarding, ice skating,

Future learning—EYFS—Summer trips. Y1 Local area and seashores  
Locational/place knowledge studied throughout KS1/KS2

### Visits/Events

Parent workshop – Winter/Valentine's

Monday 5<sup>th</sup> January—Winter season/weather/changes

(Winter begins 21<sup>st</sup> December)

Monday 12<sup>th</sup> January—

Author spotlight—Sue Hendra—Snowball

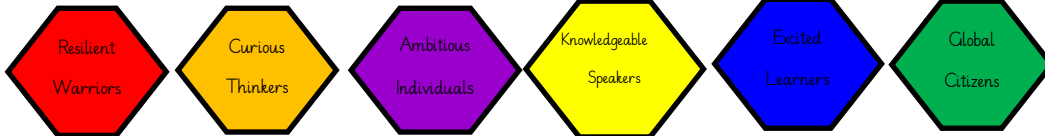
Winter activities—making snowmen/snowballs/sledging

Monday 19<sup>th</sup> January—Jack Frost/Frozen

Monday 26<sup>th</sup> January—Winter animals

Monday 2nd February—Chinese New Year/dragons  
(CNY 17th February)

Monday 9<sup>th</sup> February—Valentine's Day  
(Valentine's Day 14<sup>th</sup> February)



# Spring 1

## All About Winter



Prior learning—Autumn  
Matching, sorting, comparing size/amounts/  
height/length, patterns, representing numbers  
to 5, one more or less, shapes up to 4 sides,  
positional language

Prior learning—speed sounds  
lessons, single letter sounds,  
word time, Fred talk games, oral

### Nursery (master the curriculum)

Exploring number 3, 4, 5

### Reception (mastering number)

Subitise 5 of die patterns, match numerals within 5, the 'staircase' pattern, 1 more, focus on 5, 6, 7 as '5 and a bit', composition.

### Reception (WRM)

Mass and capacity, length, height and time.



Future learning—  
Spring 2 —The 'staircase'  
pattern and ordering num-  
bers, ordering numbers to 8,  
less than, focus on 7, doubles,  
sorting numbers

### Literacy/phonics RWI –Nursery

Children taught single letter sounds throughout the year in small phonics sessions. Fred talk games and oral blending

### Literacy/phonics RWI –Reception

Speed sound lessons

Teach letter formation

Word time reading

Fred talk games

Children assessed end of Autumn 2 and grouped by progress during Spring 1 (split into 4 groups throughout Reception)

Expectation for children to read all single letter sounds speedily and Fred talk CVC words by end of Spring 1.



Future learning—  
Blending/segmenting CCVC  
words, special friends, red books

## We are mathematicians through...

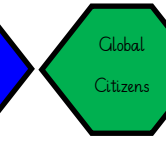
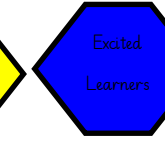
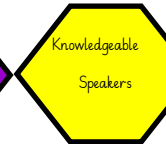
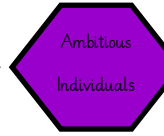
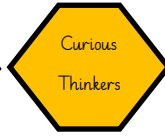
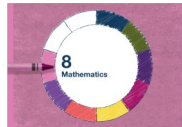
Daily counting the number of children in class after registration and daily going through our calendar—days of the week, week date, months)

Having a question of the day for children to discuss most popular choice—more than, less than, counting

Counting winter objects, snowflakes, snow balls, snowmen, polar bears, penguins, seals.

Using mathematical language (size, length, height) when describing Arctic/Antarctic animals, winter objects.

Writing numbers



# Spring I

## All About Winter



## We are readers through...

Retelling stories

Recognising print in the environment

Learning new vocabulary through the stories we read and listen to

Understanding print –meanings/purposes

Exploring text and books



## We are writers through...

Dough disco/squiggle while you wiggle

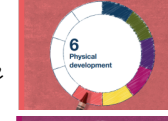
Describing winter and learning new vocabulary

Labelling winter objects/animals

Writing cards (Valentine's Day)

Writing our name

Sequencing stories



## We are scientists through...

Exploring seasonal changes and the natural environment.

Using and exploring collections of winter materials (snow, ice)

Exploring material changes—water freezing to ice/snow, and melting back to water.

Observing the changes to trees and learning about the lifecycles (leaves have fallen off most)

Learning about animals and how they survive through winter



## We are geographers through...

Talking about our local area, where we live.

Talking about places in the world—The North Pole, arctic.

Comparing where we live to the arctic/Antarctic.

Talking about similarities and differences between families and countries. Exploring and observing the natural world



## We are historians through...

Talking about photos and memories

Talking about experiences that are familiar and how these may have differed in the past

Talking about when we were young and things that happened before we were born.

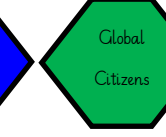
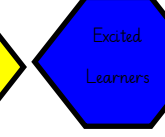
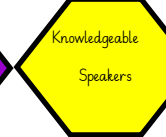
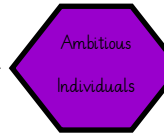
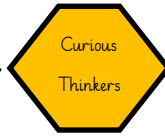
Comparing and contrasting characters from stories, including figures from the past (Chinese New Year, Valentine's Day)



## We are computer engineers through...

Using applications on the IWB to write/draw about winter, CNY, Valentine's Day. Using iPads and cameras to take photos of seasonal changes. eBooks and online stories. Role play toys—defunct mobile phones/keyboards

Programming bee bots



# Spring I

## All About Winter



## We are musicians through...

Singing nursery rhymes. Singing and listening to songs. Using different instruments. Listening to music from other cultures.

Listening to and singing songs linked to our topics—Happy Birthday, winter songs.



## We are athletes through...

Understanding our bodies and how our bodies move. Developing physical skills and movement vocabulary—gallop, slither, follow, lead, copy, crawling, climbing, jumping, running, walking) Using wheeled resources—2 wheeled bicycles, pedal bikes, prams, carts, wheelbarrows)



## R.E.

CNY/ Valentine's Day. Local environment and understanding that some places are special to members of their community—churches/mosques.

Recognise that different people have different beliefs and celebrate special times in different ways.



## Languages

Children will talk about the differences they have experienced or seen in photos. They will develop positive attitudes about the differences between people through class discussions. Children will explore different countries and cultures through role play/small world/construction. Reception children will respond to the register in different languages.



## We are artists through...

Creating art through using natural objects—ice painting

Exploring colours and materials to make snow scenes.

Making props to support role play



## We are designers through...

Designing small worlds with construction kits

Creating snow scenes and snowmen pictures using collage, paper, paint, chalk, pastels.

Joining materials—tape/glue/paperclips, split pin animals.

Making props to support role play

Building habitats for winter animals

Making bird houses/hedgehog houses

