



## Winter. Light and dark.

**Key Texts:** Can't you sleep little bear, The Mitten, Shark in the dark, Star in the jar, Non-fiction books on cold places

Foundation Stage Curriculum	Skills	Overview
<p><b>Autumn 2 –</b> This half term we will be looking at the changing seasons and the features of Winter. We will be linking this with what we wear to keep us warm. We will be experimenting with frozen water and how we can make it melt quicker. We will also be looking at light and dark, linking this to bedtime routines. There will be lots of opportunities for stories and rhyme alongside our phonics and many opportunities for counting rhymes and number work.</p>	<p><b>Key Vocabulary –</b> Interrupting, happy, sad, worried, anxious, excited, Winter, countries, safe, rules, words, letters, title, rhyme, syllable, long, longer, longest, short, shorter, shortest, melting, freezing, artist, light, dark.</p> <p><b>Hands on learning opportunities –</b> RSPB bird watch Winter walk Becoming a weather reporter. Exploring freezing and melting.</p>	<p>These are the opportunities that will be offered to the children. Alongside this we will consider the children's interests as they occur to make learning more meaningful to them.</p>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Waiting your turn to talk whilst listening to others.</li> <li>• Start a conversation and continue it for many turns.</li> <li>• Understand instructions that have 2 parts.</li> <li>• Listen to longer stories and recall what happens.</li> <li>• Use appropriate vocabulary.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand that they must wait for someone to finish talking before they have their turn to speak and that if they don't they are interrupting others.</li> <li>• To complete a task when given a 2 part instruction.</li> <li>• To talk about the key events and characters in a story.</li> <li>• Talk about their daily bedtime routine.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Daily opportunities for stories with time given for recall. Children to say what happens next during familiar stories.</li> <li>• News time where children can share their news in a small group.</li> <li>• Use language appropriately to talk about bedtime routines. Talk to parents about this and support where necessary.</li> </ul>



<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Begin to understand how others might be feeling.</li> <li>• Keep on trying when finding things difficult.</li> <li>• Remember the rules without needing an adult to remind them.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Understanding how their actions affect others both positively and negatively.</li> <li>• Being able to keep on trying and feeling good about themselves when they have achieved what they set out to do.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p>Use verbal praise, stickers and prizes to reward children who have persevered when finding a task difficult.</p> <p>Reinforce class rules and allocate specific tidy up jobs to give the children a sense of responsibility and achievement.</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan.</li> <li>• Collaborate with others to manage large items.</li> <li>• Understanding the safety rules in playing with large equipment</li> <li>• Developing fine motor skills.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Have a purpose in their physical play and choose resources appropriately.</li> <li>• Reinforce the 'Friend on the end' rule when carrying planks and crates.</li> <li>• Fine motor skills development activities to improve hand strength.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Large planks and crates.</li> <li>• Large wooden climbing equipment.</li> <li>• Daily fine motor activities on entry.</li> <li>• Dough disco at least twice a week.</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the 5 key features of reading.</li> <li>• Make the children aware of words, letters and spaces.</li> <li>• Copy patterns, lines and shapes.</li> <li>• Use letters and sounds program to support the children to develop their phonological awareness.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• To know that print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of different parts of a book and page sequencing.</li> <li>• Look carefully and copy the patterns, lines and shapes.</li> <li>• Spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Share stories daily and give opportunities to read story one to one when asked by the child.</li> <li>• Link copying patterns and shapes with our work on winter clothing.</li> <li>• Encourage the children to 'write' their name on their pictures by making marks or recognisable letters. Reinforce asking an adult to help them if needed.</li> <li>• Daily letters and sounds activities in small groups, differentiated according to individual needs.</li> </ul>



<p><b>Mathematics</b></p> <p><b>Weekly maths plan will show number related learning objectives linked to the needs of the individual children.</b></p> <p>Also the children will learn to:</p> <ul style="list-style-type: none"><li>• Make comparisons between objects relating to lengths and size.</li><li>• Experiment with their own symbols and mark making.</li><li>• Sequence events.</li></ul>	<p><b>Mathematics</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"><li>• Create their own symbols and mark making to represent number and objects.</li><li>• Comparing lengths</li><li>• Explore patterns linked to clothing.</li><li>• Sequencing events such as bedtime routines and tooth brushing.</li></ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Opportunities for representing number in different ways eg. Pairing gloves of different patterns and colours. Find a given number of gloves.</li><li>• Look at scarves of different lengths and compare using language of size.</li><li>• Link copying patterns and shapes with our work on winter clothing.</li><li>• Link to story telling ‘Can’t you sleep little bear’ and bedtime routines.</li></ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Notice how people are different.</li><li>• Explore and talk about natural things going on around them.</li><li>• Use all their senses to explore natural materials.</li><li>• What are our special stories?</li><li>• Why and how are they special?</li></ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Recognise some environments are different to the one in which they live – comparing cold places with our own country. Find out about Iceland and how they live.</li><li>• Looking at our country and Iceland on a world map.</li><li>• Look at and talk about the weather.</li><li>• Winter walk</li><li>• RSPB Bird Watch</li><li>• Melting / freezing and change of state.</li><li>• Make bird feeders for outside area.</li><li>• Exploring light and dark.</li><li>• Special books – What makes a book special to us?</li></ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Small world areas and books linked to Iceland.</li><li>• Talk about how the world has different countries and different climates depending on where we live. Compare our country with Iceland and look at volcanoes. Recreate a volcano.</li><li>• Watch some weather reports and role play being a weather reporter. Link this with clothes we wear in cold weather.</li><li>• Adults to share a story that is special to them and explain why. Ask the children to share their special stories on Seesaw and bring them in to school to be read to the rest of the class.</li></ul>



**Expressive Arts and Design**

Create pictures using paint and other media.  
Make simple models.  
Sing the melodic shape, moving the melody up and down, of familiar songs.  
Remember and sing entire songs

**Expressive Arts and Design**

**Children will:**  
Look at Van Gogh Starry night and recreate it using paint or collage materials.  
Use fabric to create a winter outfit.  
Follow an adult and repeat sounds heard.  
Make a noise maker and play along when singing familiar songs.

**Expressive Arts and Design**

- Artist Van Gogh- Starry night
- Small world- include hats and scarves.
- Design a winter outfit
- Make a noise maker.
- Listen and dance to children's favourite music.
- Sing the pitch of a tone.
- Remember and sing entire songs.

**Home – School Links**

Seesaw is used to inform parents of what their child has been learning throughout the week and links to learning that can be repeated and reinforced at home. Parents can use Seesaw to share successes and what the children have been learning at home.

Some examples:

- Nursery rhymes and rhyming activities.
- Counting songs and activities.
- I can put on my own coat and fasten it challenge.
- Sharing favourite stories.
- Bedtime routines.