

## WINTER AND TRADITIONAL TALES

First Hand Experiences  
 Making snowmen  
 Looking at frost and ice  
 Exploring freezing and thawing [with ice cubes in Nursery].  
 Tasting porridge

<p><b><u>Vocabulary</u></b>                  Ice/snow/frozen                   Middle sized/big/small/                   House/sticks/straw/bricks/wood</p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I know that ice is made from frozen water and that ice changes back to water again when it melts</li> <li>I know that winter comes after autumn</li> <li>I know that there are changes in weather/nature in winter and I know what clothes I wear in winter.</li> <li>I know that stories can be written down in books that have text and pictures</li> <li>I know the main characters in the story of Goldilocks and the three little pigs.</li> <li>I know the main features of both stories</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>I can talk about what I know about ice/winter</li> <li>I can ask/answer simple questions about what I see</li> <li>I can retell/role play events in the stories using puppets, masks and props</li> <li>I can join in with repetitive refrains that occur in the stories</li> <li>I can hold a book correctly and turn the pages one at a time</li> <li>I can listen attentively to a story/rhyme/song [for at least 10 minutes on the carpet].</li> </ul>
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<b>Objectives</b>	<b>Possible Learning Activities</b>
<p style="text-align: center;"><b>Writing</b></p> <p><b><u>[from 30-50 months]</u></b>                      • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.</p>	<ul style="list-style-type: none"> <li>Mark making/drawing/painting opportunities</li> <li>Continue with “Get Squiggling” drawing</li> <li>Opportunities to make marks in role play, in different areas of learning.</li> </ul>
<p style="text-align: center;"><b>Reading</b></p> <p><b><u>[from 30-50 months]</u></b>                      • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end.</p>	<ul style="list-style-type: none"> <li>story time books, poems and rhymes</li> <li>reading comprehension</li> <li>using the book area</li> <li>opportunity to take books home to share with parents [Nursery Library]</li> <li>“Goldilocks” and “Three Little Pigs” themes – listening to the story, using the language, using the role play/puppets and developing sequencing skills</li> </ul>
<p style="text-align: center;"><b>Number and Shape, Space and Measure</b></p> <p><b><u>[from 30-50 months]</u></b>                      • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions.                      • <i>Begins to use the language of size. • Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.</i> • <i>Anticipates specific time-based events such as mealtimes or home time.</i></p>	<ul style="list-style-type: none"> <li>Number sequence 0 to 10</li> <li>Rhymes, songs</li> <li>Recognising numerals</li> <li>Numicon 1 to 10 [matching numbers to Numicon tiles].</li> <li>Opportunities to count different materials/objects</li> </ul>

## Medium Term Plan – Nursery Spring 1

<p><b>RE</b></p> <p>Who was Noah?</p>	<ul style="list-style-type: none"> <li>• Story of Noah's Ark</li> <li>• Playing with the ark [small world]</li> <li>• Songs</li> <li>• Art work based on the story of Noah</li> <li>• Share different versions/story books about the story of Noah</li> </ul>
<p style="text-align: center;"><b>Communication and Language</b></p> <p><b>[from 30-50 months]</b></p> <p>• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall.</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>• Developing understanding of simple concepts (e.g. big/little).</p> <p>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p>	<ul style="list-style-type: none"> <li>• Continue with listening skills [moving into Phase 1 phonics].</li> <li>• Continue with "Talk Box" for children who need speech and language support.</li> <li>• Circle time/talking time sessions [encourage talking in sentences and using descriptive language].</li> </ul>
<p style="text-align: center;"><b>Physical Development</b></p> <p><b>[from 30-50 months]</b></p> <p>• Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand</p>	<ul style="list-style-type: none"> <li>• Using different construction kits [building houses]</li> <li>• Learning how to lace shapes, do up buttons, zips.</li> <li>• Opportunities to use bean bags, balls, bats in PE as well as in outdoor area [throwing, catching, striking, aiming].</li> <li>• Scissor skills [snipping paper/play dough, cutting out simple shapes].</li> </ul>
<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p><b>[from 30-50 months]</b></p> <p>• Responds to the feelings and wishes of others.</p> <p>• Aware that some actions can hurt or harm others.</p> <p>• Tries to help or give comfort when others are distressed.</p> <p>• Shows understanding and cooperates with some boundaries and routines.</p> <p>• Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. •</p>	<ul style="list-style-type: none"> <li>• Encouraging friendships and collaborative play</li> <li>• Encouraging children to express ideas, opinions and to see that everyone is different and special</li> <li>• Encouraging children to "use their words" to communicate needs and feelings</li> </ul>
<p style="text-align: center;"><b>Understanding the World</b></p> <p><b>[from 30-50 months]</b></p> <p>• Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>• Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment.</p>	<ul style="list-style-type: none"> <li>• Looking for "signs of winter" outside</li> <li>• How does winter affect humans and animals?</li> <li>• Weather and seasonal change</li> <li>• Winter clothing</li> </ul>
<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><b>[from 30-50 months]</b></p> <p>• Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed.</p> <p>• Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<ul style="list-style-type: none"> <li>• Shiny pictures [using white/black/silver/glitter]</li> <li>• Winter music [instruments and songs].</li> <li>• Goldilocks Rap</li> <li>• Three Little Pigs musical story</li> </ul>