

Week	Week 1 03.01.23	Week 2 09.01.23	Week 3 16.01.23	Week 4 23.01.23	Week 5 30.01.23	Week 6 06.02.23
Focus	Winter café / Inuit People and their environment	One Snowy Night / Stickman	Polar Animals / Chinese New Year	Melting	Penguins	Disney's Frozen and Freezing
Story of the week	<p>Introduce the story – Happy Harry's Café – Michael Rosen to model how to use the Winter café role play area</p> <p>Additional texts – The Snowman</p>	<p>Introduce the story – One Snowy Night (Percy the Park Keeper) – Introduce new resources into Sand Area.</p> <p>Stick Man – Julia Donaldson</p> <p>The Secret Path / The Cross Rabbit / One Warm Fox – Nick Butterworth</p>	<p>Snowy animals Little Polar Bear</p> <p>The Snow Bear – Miriam Moss</p> <p>Say Hello to snowy animals – Ian Whybrow</p> <p>The Polar Bear and the Snow cloud – Jane Cabrera</p> <p>Twinkl – Dragons in the City – Chinese New Year</p>	<p>Introduce the story – Snow Bears – Martin Waddell</p> <p>Harry and the Snow King – Ian Whybrow</p>	<p>Introduce the story – Henry's Holiday – Gillian Shields</p> <p>Additional texts – Worried Arthur</p> <p>Penguin – Polly Dunbar</p> <p>Penguins in the fridge- Nicola Moon</p> <p>Egg to Penguin – Non fiction</p>	<p>Additional texts – The Snow Queen</p> <p>Introduce the story – Frozen – analyse characters from the story and their personalities</p> <p>Introduce the story – Beti and the Yeti – Ella Burfoot</p> <p>Introduce the story – Jack Frost – Kazuno Kohara</p> <p>Additional texts – The Snow lambs</p>
UTW	<p>Introduce the builders tray – Inuit people (Power point on twinkl) Focus on cold climates and how animals and people are suited to it.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Hook Day –Winter Wonderland– Who did you come as today? What do we already know about the season of winter? Twinkl Power point - signs of winter</p> <p>Make winter soup</p>	<p>Introduce the story – The Snow Bear</p> <p>Introduce Artic Animals into water area.</p> <p>How do Chinese people celebrate Chinese New Year? Chinese New Year - The story of the 12 animals. Year of the rabbit. (Sun 22<sup>nd</sup> Jan) Continue developing positive attitudes about the differences between people.</p>	<p>How can we free the penguins from the ice? Investigation – melting</p>	<p>How do penguins stay warm? – Model how fat (lard) helps to keep the body warm</p> <p>What do we already know about penguins?</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Where's the best place to make ice pops? Investigation – freezing</p>

Creative	Igloos – polystyrene, marshmallows, foam, paper plates  Stick polystyrene onto boxes to create igloos	Percey the Park Keeper One Snowy Night Stick Puppets  Percey the Park Keeper One Snowy Night Masks	Chinese lanterns / dragons	Create a polar bear – paper plates, cotton wool	Black sugar paper tube penguins	Elsa Ice Palaces
Sensory Tray	Snowy scene – Winter scene	Different sized sticks to make their own stickman	Chinese New Year	Ice cake – how will the children free the trapped toys?	Polar environment - polar animals	Disney frozen magical environment - characters from the story
Literacy /Phonics	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Spotting rhyme in stories – Happy Harry’s Cafe	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Nursery Rhymes Rhyming Pegs / Rhyming hoops	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Clapping out syllables of words	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Nursery Rhymes Rhyming Bingo	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Nursery Rhymes Rhyming Dominos	<b>Phonics – Aspect 4 –Rhyme and Rhythm</b> Nursery Rhymes Rhyming strings
Maths	<b>Number of the week Number 1</b>  To recognise and name 2D shapes Create snowmen pictures out of 2D shapes  <b>Shape and Space</b> Combine shapes to make new ones – an arch, a bigger triangle etc (Snowflakes)	<b>Number of the week 1</b>  <b>Shape and Space</b> Make comparisons between objects relating to size, length, weight and capacity. Compare the length and size of stickman	<b>Number of the week Number 2</b>  Compare two groups of objects – stating when they are the same or who has less or more  <b>Number</b> • Compare quantities using language: ‘more than’, ‘fewer than’. (Groups of polar animals)	<b>Number of the week Number 2</b>  To use positional language to describe the position of a penguin in relation to other objects <b>Shape and Space</b> * Understand position through words alone – for example, “The bag is under the table,” – with no pointing (Penguin)	<b>Number of the week Number 3</b>  Match numeral and quantity together. Play feed the penguin – roll a dice, chn to count out that many fish to feed the penguin <b>Number</b> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	<b>Number of the week Number 3</b>  To represent numbers with marks on paper. Give children pictures of snowmen – can they draw a specific number of buttons? Can they check they’re correct? <b>Number</b> Experiment with their own symbols and marks as well as numerals.  <b>Pattern</b> * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. (Snowflakes/ /Winter clothes)

PE	<p>PD</p> <p>Expectations for new children</p> <p>PE in the Gym</p> <p>Ring games</p> <p>Half term's objectives</p> <p>The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>Pupils will explore different ways of pushing a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>Can pupils push a ball with increasing control?</p> <p>Can pupils push with their dominant hand?</p> <p>Can pupils focus on the ball?</p> <p>Can pupils play by the rules?</p>	<p>PD</p> <p>Expectations for new children</p> <p>Focus on balancing on 1 foot / different body parts</p> <p>Balancing a bean bag</p> <p>Can pupils roll a ball with increasing control?</p> <p>Can pupils roll with their dominant hand?</p> <p>Do pupils focus on the target?</p> <p>Do pupils encourage their partner?</p> <p>Can pupils keep the score?</p>	<p>PD</p> <p>PE in the Gym</p> <p>Focusing on catching a large ball.</p> <p>Can pupils dribble (pat or bounce) a ball with increasing control?</p> <p>Can pupils dribble (pat or bounce) with their dominant hand?</p> <p>Can pupils move into spaces avoiding other pupils?</p> <p>Can pupils adjust their speed and change direction to avoid other pupils?</p> <p>Do pupils focus on the ball?</p> <p>Can pupils congratulate others when they are successful?</p> <p>Can pupils challenge themselves to keep the ball as close?</p>	<p>PD</p> <p>PE in the Gym</p> <p>Run skilfully, adjusting speed, negotiating space and avoiding obstacles.</p> <p>Play traffic lights</p> <p>Can pupils dribble (pat or bounce) a ball with increasing control?</p> <p>Can pupils dribble (pat or bounce) with their dominant hand?</p> <p>Can pupils move into spaces avoiding other pupils?</p> <p>Can pupils adjust their speed and change direction to avoid other pupils?</p> <p>Do pupils focus on the ball?</p> <p>Can pupils play by the rules?</p> <p>Do pupils stop and pass if they touch a defender (cone)?</p>	<p>PD</p> <p>PE in the Gym</p> <p>Focus on moving around the space in different ways – imitating penguins (keeping warm, carrying their eggs, sliding on the ice, swimming in the sea)</p> <p>Can pupils push a ball with increasing control?</p> <p>Can pupils push with their dominant hand?</p> <p>Can pupils roll a ball with increasing control?</p> <p>Can pupils roll with their dominant hand?</p> <p>Do pupils focus on the ball?</p> <p>Can pupils play by the rules?</p> <p>Can pupils work well with their partner?</p> <p>Can pupils be brave and lead their partner?</p>	<p>PD</p> <p>PE in the Gym</p> <p>Introduce the benches – how can we travel over, under, through them?</p> <p>Can pupils push a ball with increasing control?</p> <p>Can pupils push with their dominant hand?</p> <p>Can pupils roll a ball with increasing control?</p> <p>Can pupils roll with their dominant hand?</p> <p>Can pupils dribble (pat or bounce) a ball with increasing control?</p> <p>Can pupils move into spaces avoiding the defenders?</p> <p>Can pupils adjust their speed and change direction to avoid the defenders?</p> <p>(C) Can pupils pretend to be space hero's and keep their ball under control?</p> <p>Can pupils play by the rules?</p> <p>Do pupils stop and pass if they enter a marked area?</p>
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Finger Gym	Sugar brick igloo	Wrap a stick – pipe cleaners, wool, string, rubber bands  Rescue a stick from the spiders web	Chop sticks and woolly noodles	Buttons on snowmen.	Playdough penguin	symmetrical matching gloves.
ICT	Computing – Sherston Games Tizzy's Busy Week for new starters, Jellybods for old children -Blue – exercise flump	Computing – Sherston Games  Jellybods Blue shed – Flumps drink	Computing – Mini Mash – 2 paint – simple – Designa Chinese Lion / Chinese fan	Computing – Sherston Games  Jellybods Blue shed – Flump dog food	Computing – Mni Mash – 2paint – simple- Design own penguin	Computing – Sherston Games Jellybods Blue shed Computing - Sherston Games – Winter clothes - Paddington -
PSHE	<b>Challenge</b> I understand what a challenge means  Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling	<b>Never Giving Up</b> I can keep trying until I can do something Youtube - <b>The Tortoise and the Hare Fairy Tale by Oxbridge Baby</b>  Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton	<b>Setting a Goal</b> I can set a goal and move toward it What do you want to be able to do before you leave Nursery? Write goals on balloons	<b>Obstacles and Support</b> I know some kind words to encourage people with What things can we say to help someone feel encouraged?	<b>Flight to the Future</b> I can start to think about the jobs I might like to do when I'm older	<b>Footprint Awards</b> I can feel proud when I achieve a goal
Additional information		Wed 11 <sup>th</sup> Winter Wonderland Day KS2 to visit EYFS M – Yr 2, Tu – Yr3 & 4, Fr – Yr 5&6 Thus 12 <sup>th</sup> Outdoor Learning - Stickman	Wed 18 <sup>th</sup> Outdoor Learning Chinese New Year – Year of the rabbit Wed am visits to Yr6	23.01.23 AW meeting with GM @ 10:00  Wed 25 <sup>th</sup> Road Safety workshops Yr 1- 6	Thurs 2 <sup>nd</sup> Feb Outdoor Learning – Exploring Ice outside – ice paintings  Shipleigh Leaders meeting 4 – 6pm Young Voice 03.02.23 No GMc	Wed 8 <sup>th</sup> Feb Outdoor Learning – Bird feeders  Thurs 9 <sup>th</sup> PPG Discos