

### PSED

Talk about staying safe in the dark -wearing reflective clothing.  
Talk about people who help us when we are sick or need help -  
What about animals - pets and wildlife ? Who helps them when they are ill or hurt (vets, RSPB, Animal Rescue Charities)  
*Whole school focus - celebrating similarities and differences (through stories, discussion, FS assembly and craft activities).*  
Enhance kindness tree display together...focus on help chn to develop awareness of own feelings / Accept the needs of others, take turns and share ; Be aware of / follow class rules and behavioural expectations to make our class/ school a safe and happy place to learn.

Enhance PSED display 'Our Friendship Tree.' link to Golden Rules and Kindness Tree - display children's 'Acts of Friendship' on tree

### Literacy

Listen and respond to a variety of winter themed & animal story books groups and at story time.

Enhance role-play area - PETS /VETS encourage chn to write pet name labels, telephone messages and notes, medical records, telephone numbers etc  
Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name on their pictures etc

W- Sharing/indep looking at books in book corner including special basket of animal and winter books - fiction and non-fiction including The Snow Queen, Are You Lost Little Snowbear? & Penguin Learns To Swim. Discuss structure of a story - beginning, middle and end.

Look at different logos of different 'animal rescue services'. Can the children guess which logo belongs to which service? Talk about the colours used and why.

Enhance outdoor area with bird feeders, binoculars, bird & animal pictures and recordable clipboards for chn to record observations.

*Tell and discuss the stories 'Commotion in the Ocean' and 'Rainbow Fish' - talk about similarities and differences.*

### Understanding the World

Talk about animals in winter - Children's pets and wild animals e.g. polar bears and penguins. Where do they live? How do they keep warm? What do they do? What food do they eat? Explore ice and snow.

Explore 'hibernation' - Can the chn see any animals hibernating in 'Pet Hotel'? Think about how we can help animals during the winter e.g. feed the birds. Find out about how other people / organisations help animals - vets, RSPB, WWF, animal n and rescue centres.

Make feeders for wild birds - encourage to watch the birds feeding and talk about their observations both in school grounds and their gardens.

Have class pet rabbit for a visit - first hand experience for chn to see thick winter fur coat rabbit has grown to keep warm during winter. Also when Lilly our Pet Therapy dog visits - find out how she keeps warm in winter e.g does her hair grow thicker /Does she need to wear a special coat?

ENHANCE water area - Ice in water to explore. Have some animals from polar region in water area.

*Explore and celebrate children's similarities and differences looks, likes, activities, families.*

### Communication & Language

Enhance outdoor area with 1. covers and sticks to create animal shelters for winter - model language, expressing ideas, negotiating roles and actions

Bird feeders - opportunity for chn to talk about helping birds and other animals during winter, explain what they have done and talk about their observations.

Enhance reading area 'Ice Palace' with props - material, silver crowns, bells, to provide opportunity for chn to re-enact stories they have heard.

W-Pass a 'magic snowman' around the circle. When child is holding snowman it is their turn to speak. Can chn say where they would like the snowman to take them?

*Discuss and CELEBRATE similarities and differences*

### Physical Development

Enhance outdoor construction area - encourage children to add a variety of natural materials to Bugs Hotel (follow RSPB guidelines) and build their own winter shelters /homes for the animals.

Make 'snow playdough' with the children - e.g. opportunity for chn to make and decorate snowmen.

Fine motor skills - using pencils, crayons and paints in mark making, role-play and art areas.

*Encourage children to use pincer grip to manipulate small pieces of material to create fish and sea creature collages and use for display in water area and whole school display.*

Talk about different clothes to wear when it is cold outside.

Encourage chn to practise putting on jumpers, boots, hats, scarfs and gloves and fasten coats - enhance display in cloakroom.

## Foundation 1 planning

### Special Theme : Winter

### Spontaneous activities

### Mathematics

Playing games using positional language -on top, next to underneath/below, behind, in front group activities and build a snowman games.

Counting - through songs and rhymes counting

W- Play Snowman Beetle Drive Game - number and shape recognition.

Use Build a Snowman sequence cards for chn to put in correct order.

Snowman buttons activity - matching numeral and quantity

Enhance number display - create 'A winter garden' number value /worth /represents focus

*Also see weekly maths focus planning N1 and N2 children for specific number and shape focuses led by children's interests and development needs*

### Expressive Arts

Sing winter songs and nursery rhymes e.g. 5 Little Snowman Rhyme. Provide opportunities for children to make snowmen collages using a variety of materials - explore and discuss different textures and effects.

Enhance reading area 'Snow Queen' - Ice Palace.

Make food to feed birds during winter - roll pine cones in peanut butter and bird seeds.

W- Tell story of The Snow Queen and encourage chn to make stick puppets they can use to retell the story.

Use The Snow Queen Sequence Cards to help chn sequence the story.

W- Include silvery items in craft area.

*Tell and discuss the stories 'Commotion in the Ocean' and 'Rainbow Fish' - talk about similarities and differences. Chn to create sea creatures for water display area and fish for whole school entrance display.*

**PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour**

- Shows affection and concern for others who are special to them (22-36)
- Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)
- Shows confidence in asking adults for help. (30-50 months)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings and begins to accept the needs of others taking turns and sharing resources sometimes with help from others (30-50)
- Aware of the boundaries set and behavioural expectations and with help, beginning to negotiate and solve problems without aggression (40-600)

**Literacy : Reading / Writing**

- Listens to stories with increasing attention and recall Beginning to be aware of the way stories are structured, suggests how a story might end, describes main story settings, events and characters. (30-50 months)
- Enjoys an increasing range of books (40-60 months)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Sometimes gives meaning to marks as they draw and paint & ascribes meanings to marks that they see in different places (30-50)
- Hears and say the initial sound in words, links sounds to letters, sounding the letters of the alphabet writes own name (40-60)

**Communication & Language : Listening and attention Understanding / Speaking**

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50months)
- Is able to follow directions (if not intently focused on own choice of activity). (30-50months)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50 months)
- Responds to instructions involving a two-part sequence (40-60months)
- Beginning to understand 'why' and 'how' questions.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what
- Builds up vocabulary that reflects the breadth of their experiences.

**Understanding the World: People and communities / The world / Technology**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work over time.
- Shows care and concern for living things and the environment (30-50)
- Uses ICT hardware to interact with age-appropriate computer software.(40-60 months)

**Characteristics of Effective Learning**

**Playing and exploring - engagement**

**Finding out and exploring**

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

**Playing with what they know**

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

**Being willing to 'have a go'**

**Initiating activities**

- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

**Active learning - motivation**

**Being involved and concentrating**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

**Keeping trying**

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

**Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

**Creating and thinking critically - thinking**

**Having their own ideas**

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

**Making links**

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

**Choosing ways to do things**

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going

**Physical Development: Moving and handling**

**/ Health and self-care**

- Moves freely and with pleasure and confidence in a range of ways (22-36 months)
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole hand grasp
- Can copy some letters e.g. from their name (30-50)
- Shows increasing control over an object in pushing, patting, throwing, catching and kicking
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Beings to form recognisable letters. (40-60)

**Mathematics : Numbers / Shape, space and measure**

- Shows an interest in shapes by playing with shapes or making arrangements with objects and shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction or talking about shapes and shows interest in shapes in the environment.
- Uses shapes appropriately for tasks and talks about the shapes of everyday objects e.g. round and tall (30-50)
- Beginning to use mathematical names for flat 2d shapes and selects a particular named shape.
- Can describe their relative position as behind or next to etc.
- Uses familiar objects and common shapes to build models (40-60)
- Know that numbers identify how many objects are in a set.
- Beginning to represent numbers, fingers, marks on paper or pictures
- Sometimes matches numeral and quantity correctly (30-50)
- Recognise numerals 1-5 and Counts up to 4 objects by saying one number name for each item, counts objects to 10 and beyond 10.
- Selects correct numeral to represent 1 to 5 then 1 to 10 (40-60)

**Expressive Arts : Exploring and using media and materials / Being imaginative**

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.(30-50months)
- Constructs with a purpose in mind, using a variety of Resources (40-60months)
- Builds stories around toys (30-50)
- Introduce a storyline into their play
- Plays co-operatively as part of a group to act out a narrative.(40-60)