

Personal, Social and Emotional development (PSED)

Effects of the cold on your body. Encourage the children to talk about what happens to their bodies when they are cold (i.e. goose bumps and misty breath). Give the children mirrors to observe what happens to their breath as they talk when they're outside. Who can catch the most snowflakes on their tongue? Come inside and experience bodies warming through, enjoy a drink of hot ribena or chocolate. Dry gloves etc on radiator.

Communication and Language (CL)

Sensory tub/small world add snowmen, trees, white pom poms/cotton wool, plastic gems to encourage talk and story telling.

(S 40-60 Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.)

(U 40-60 Listens and responds to ideas expressed by others in conversation or discussion.)

(PSED MR 40-60 Initiates conversations, attends to and takes account of what others say.)

Spring Term: Theme...

WINTER

Physical Development (PD)

Pencil control / fine motor Use large needle and white thread to thread white, blue, silver materials together to make icicle hangings. Tracing cards, cutting sheets, snowman template to draw round and cut out. Winter themed Christmas cards laminated and cut up to make jigsaws.

(PD MH 40-60 Handles tools, objects, construction and malleable materials safely and with increasing control.)

Use magic snow to write in, make patterns.

Literacy (L)

Write words to describe the ice and snow inside icicle and snowflake shapes. Writing :If I lived in a snowglobe..... (40-60 WUses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.)

Children sequence pictures of stages of building a snowman. On washing line, on IWB. Add verbal text to go with it.

http://www.kenttrustweb.org.uk/kentict/content/games/snowman_v4.html

Expressive Arts and Design (EAD)

Explore how colours change by mixing cold colours. Add white to blue and observe the different shades it makes. (EMM 40-60 Explores what happens when they mix colours.)

Make snowflakes using paper and scissors, wooden sticks wrapped with wool, add glitter, sequins etc.

Use coffee filters to make snowflakes. Use pipettes to drip paint and observe what happens.

Paint own snowmen for display.

Use cheerios to make snowflake patterns.

Design own matching hat and gloves.

Use fabrics, ribbons, and tissue paper in wintery colours and make a large hoop weaving.

Cold collages using bits of anything blue, silver and white.

Understanding the World (UW)

Freeze objects in different containers for children to reveal using hammers, salt, buckets, water etc. Add food colouring to see the cracks in the ice. (30-50 W 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.)

(PD 40-60 Uses simple tools to effect changes to materials.)

What clothes do we wear to keep warm? Dress teddy.

Make bird food balls with seeds and lard to feed the birds. Discuss how hard it is for birds in the snowy weather.

<http://www.rspb.org.uk/youth/makeanddo/activities/birdcake.aspx>

<http://www.rhs.org.uk/Children/For-families/Activities/Make-a-bird-cake>

Look closely at snowflakes, icicles and frost using magnifying glasses. Show the children photographs of real snowflakes close up and encourage them to talk about the shapes and patterns they can see?.

Leave variety of objects and water in tuff spot, sand tray etc to freeze overnight. Put ice cubes in water tray indoors. Maybe add food colouring and watch as they melt. Compare coloured ice cubes that are put in cold water to those put in hot/warm water. Does the ice disappear or something else?

Ice hangings- Fill a plastic cup with found materials (leaves, acorns, stones etc) or use glitter, sequins etc fill with water and attach a piece of string. Leave out overnight to freeze or put in the freezer. When frozen remove from the cup and hang outside, observe throughout the day.

Mathematics (M)

Matching pairs-gloves, hats and wellies. Peg the pairs on a washing line.

Put the right amount of snowflakes on the numbered felt mittens.

Order the numbered snowflakes.

Create a pictogram after tasting hot chocolate/hot ribena. Which has more/fewer?

(N 40-60 Uses the language of 'more' and 'fewer' to compare two sets of objects.)