

Which words and phrases do we want children to recall and define by the end of this block?

Communication, Language and Literacy	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Art & Design
Rhyme Recite short rhymes Words to familiar stories Because, when, but, and, so, but, then, last, until Topic vocab	Weave, thread, tie, heart rate, temperature, apparatus, thirsty, obstacle course, exercise, warm up, cool down, hammer, safety	Road Safety, routine, turn taking, sharing, problem solving, helping, healthy,	Fred fingers Fred in the head Fred Talk Special friends digraph Blend into, he, we, she, me, be rhyme I like because Non-fiction and fiction	2D shape vocabulary Number, some number names Subitise Today, tomorrow, yesterday Pattern – ABC Part, whole Altogether	Winter ice, melt, freeze, water map, street view route right, left Street furniture vocab – road, lamppost, sign, traffic lights, postbox etc. Library, shop, police station, fire station, church, post office	Layer, overlap, translucent, weave, thread, pitch, rhythm, instrument names, pressure, small world play, props

Which books will help children secure and think more deeply about the knowledge in this block?

Lost and Found
 Twinkl story The Runaway Iceberg
 How to ride a polar bear
 Where Snowflakes fall
 Snow Bears
 Little Penguin learns to swim
 Pass the Jam Jim
 You can Swim Jim
 What the Ladybird heard
 The Rhyming Rabbit
 Do not bring your Dragon to the library
 A range of non-fiction maps
 Pattern Bugs

We will also be looking at a variety of books based around
 children's interests and sharing stories for enjoyment.
 This will encourage good looking and listening as well as
 active participation in the stories we share.

How will we enhance our continuous provision to extend learning through independent enquiry?

Home corner related to school, add winter clothes
 Ice Science experiments – melt faster, melt slower.
 Art overlapping materials – create a winter scene
 Cutters/playdough mats in the playdough area related to
 theme of the week.
 Phonics sound blending games, maths games and floor
 and table top jigsaws
 Ice blocks with objects trapped inside – hammers to
 release.
 Exploring melting ice and freezing water in different
 temperatures.
 Variety of books related to weekly topic and interests.
 Writing frames linked to weekly topic in writing area e.g.
 labelling a map, school role play, write directions,
 labelling a penguin.
 Obstacle course, apparatus in PE
 Drawing of local landmarks.
 Collage/painting penguins and polar bears.
 P2P board for making patterns.
 Simple track games.
 Using google maps to locate school and the library.

Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?

Opportunities for supported play with peers.
 Staff to model, question and extend learning within play.
 Modelling vocabulary to communicate with staff and peers
 Making links with professional partners on behalf of
 families – Speech and Language referrals and TAF
 meetings as needed.
 Carrying out intervention programmes already in place
 e.g. SALT
 End of autumn 2 tracker to be used to identify gaps and
 plan interventions.

How can we involve our families in learning?

Share images of the range of experiences in the setting and ask parents to share their child's learning at home
 Home learning weekly challenge – Share on Tapestry
 Reading Folder to be sent between home and school every week.