





















| Whingate Primary School   |  | Whingate Primary School  |  |        |     |  |  |  |  |   |  |  |   |  |   |
|---|--|--|--|--------|-----|--|--|--|--|---|--|--|---|--|---|
| 'Sights and Sounds of Winter' – Autumn 2  |  | NURSERY  |  |        |     |  |  |  |  |   |  |  |   |  |   |
| Sticky Knowledge can be found in BLUE   |  |  |  |        |     |  |  |  |  |   |  |  |   |  |   |
| What will I know by the end of this unit?   | PSED   | Mathematics  | EAD  |        |     |  |  |  |  |   |  |  |   |  |   |
| <ul style="list-style-type: none"> <li>New vocabulary.</li> <li>What you see, hear, touch, taste, smell in Winter/ Bonfire Night/ Diwali</li> <li>Being purposeful in our play at Nursery</li> </ul>    | <p>Following the rules and routines at Nursery<br/>Turn taking and sharing games in Key Worker groups<br/>Talking about how we are feeling/ how our friends are feeling</p> <ul style="list-style-type: none"> <li>Sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? (0-3)</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. (0-3)</li> <li>Increasingly follow rules, understanding why they are important.(3-4)</li> </ul> <p><b>What ZONE Are You In?</b></p> <table border="1"> <tr> <th>Blue</th><th>Green</th><th>Yellow</th><th>Red</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Sick<br/>Tired<br/>Bored<br/>Moving slowly</td><td>Happy<br/>Calm<br/>Feeling Okay<br/>Focused<br/>Ready to Learn</td><td>Frustrated<br/>Worried<br/>Silly/Wiggly<br/>Excited<br/>Loss of some Control</td><td>Mad/Angry<br/>Mean<br/>Yelling/Crying<br/>Out of Control</td></tr> </table> | Blue   | Green  | Yellow | Red |  |  |  |  | Sick<br>Tired<br>Bored<br>Moving slowly | Happy<br>Calm<br>Feeling Okay<br>Focused<br>Ready to Learn | Frustrated<br>Worried<br>Silly/Wiggly<br>Excited<br>Loss of some Control | Mad/Angry<br>Mean<br>Yelling/Crying<br>Out of Control | <ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns (0-3)</li> <li>Compare amounts using language of ‘more than, lots, more, same’ (0-3)</li> <li>Take part in finger rhymes with numbers (0-3)</li> </ul>    <ul style="list-style-type: none"> <li>Subitise 1-3 (3-4)</li> <li>Say one number for each item in order: 1,2,3,4,5. (3-4)</li> <li>Cardinal principal- last number you touch is the total (3-4)</li> </ul>   | <p><u>Creative/Paint:</u> Christmas crafts/cards/calendars/ firework pictures/ Diva lamps materials (sticking/joining), model how to use scissors correctly<br/>Create pictures using paint and other media<br/>Make simple models</p>  <p><u>Music:</u> range of instruments in provision<br/>Remember and sing entire songs (3-4)<br/><u>Construction/Role Play:</u> A range of resources available such as: Lego/Duplo to encourage independent construction. (0-3)<br/>Enjoy taking part in pretend play</p> |
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|   |  |  |  |        |     |  |  |  |  |   |  |  |   |  |   |
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| Vocabulary and Questioning  | C&L  | Literacy/Phonics   | UTW<br>(significant places & celebrations)   |        |     |  |  |  |  |   |  |  |   |  |   |
| <p>-Show 5 (lips locked, eyes looking, tidy hands and feet, bottoms on floor, ears listening) – visual pictures of children demonstrating to refer to.</p> <p>- Discuss the Whingate Superheroes Ray, Rita, Reggie, Robyn, Claude</p>  <p>- Winter vocab (see below)</p> <p>Cold, freeze, freezing, season, Winter, ice, melt</p> <p>Diwali, Bonfire, Christmas</p> <p>Autumn. Winter, Spring. Summer, Season</p> | <p>Classroom rules, tidying up modelling in the AOP<br/>Children shift from once task to another if you get their attention (0-3)<br/>Introduce classroom rules<br/>Listen and respond to simple instructions (0-3)<br/>Instruments, nursery rhyme activities and songs in provision.<br/>Music sessions during phase 1 phonics and circle time<br/>Enjoy singing music and toys that make sounds (0-3)<br/>Introduce 2 wow words through the use of books- display these in reading area, discuss and use correctly when speaking on a weekly rotation.<br/>Use a wider range of vocabulary (3-4)</p>   | <p><b>Phase 1:</b><br/>Rotation of focus on: Environmental sounds, instrumental sounds, body percussion, voice sounds</p>  <p><b>Set 1 sounds:</b> Expose chn to RWI:</p>  <p><b>Emergent writing:</b></p> <ul style="list-style-type: none"> <li>Enjoy drawing freely.(0-3)</li> <li>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” (0-3)</li> <li>Make marks on their picture to stand for their name. (0-3)</li> </ul>  <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Repeat words and phrases from familiar stories. (0-3)</li> <li>Ask questions about the book. Makes comments and shares their own ideas. (0-3)</li> </ul>  | <p>Talk about their <b>families</b> and who lives in their house.<br/>Listen to others about who is in their family.</p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.(0-3)</li> <li>Notice differences between people. (0-3)</li> </ul> <p><b>Exploring Winter-</b><br/>books and nature outside,<br/>exploring ice melting/ artic animals/ winter weather</p> <ul style="list-style-type: none"> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside (0-3)</li> </ul>  <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials. (3-4)</li> <li>Talk about the differences between materials and changes they notice (3-4)</li> <li>Talk about what they see, using a wide vocabulary. (3-4)</li> </ul> <p>Bonfire night (5th), Diwali (1st), Christmas build up and celebrations</p>    |        |     |  |  |  |  |   |  |  |   |  |   |
|   | PRIME AREAS  | SPECIFIC AREAS   |  |        |     |  |  |  |  |   |  |  |   |  |   |
|   | Physical Development<br>PD   |  |  |        |     |  |  |  |  |   |  |  |   |  |   |
|   | <p>Children have trikes, balance bikes, climbing frame, bats and balls available outside.</p> <p>Playdoh and creative areas encourage the use of tools</p> <ul style="list-style-type: none"> <li>Climb, catch a large ball and pedal a tricycle.</li> <li>Explore different materials and tools</li> </ul>      |  |  |        |     |  |  |  |  |   |  |  |   |  |   |