

Winter

1	Winter	<p>Snow</p>	<p>seasons</p>	<p>Christmas</p>
2	Investigating water, ice and snow	<p>Freeze</p>	<p>melt</p>	<p>mould</p>
3	Inside	<p>lights</p>	<p>fireplace</p>	<p>blankets</p>
4	Outside	<p>Warm clothes</p>	<p>Snowman</p>	<p>sledging</p>

Vocabulary

1	Snow	Frozen water that falls as snow
2	Melt	When something frozen/solid turns to liquid.
3	ice	Frozen water
4	warm	In between hot and cold
5	freeze	When something soft or something that you can pour turns to ice or becomes hard.
6	mittens	Similar to gloves, but with no fingers
7	fireplace	Part of the house where you can make a fire safely to keep warm, the chimney takes the smoke away.
8	sledge	Something you sit on to slide down a hill covered in snow
9	igloo	A house made of snow
10	Polar regions	The north and south pole

How people and animals keep warm in the Polar Regions.



HISTORY
OF
LIGHT:



Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive	Physical Development	PSED
Talks about memories	Begins to make sense of their own life story and family's history. Begin to understand difference between people.	Uses all their senses in hands on exploration of natural materials. Explores materials, noticing similarities and differences. Begin to understand the concepts of growth, change and decay.	Explores colour mixing. Uses drawing materials to create pictures with a range of lines and shapes.	Remembers and sings entire songs. Takes part in pretend play.	Goes up and down stairs using alternate feet. Skips, hops and can stand on one leg. Use large muscles to wave flags and streamer etc. Able to fasten a zipped coat. Eats independently.	Talks about their feelings using words such as 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules and begin to understand why they are important. Be increasingly dependent in meeting their own care needs. Is reliably dry throughout the day. Can play with others and takes part in pretend play. Negotiates solutions during play.
Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	Talks about the world around and people and places that are familiar.	Explores the natural world and talks about the things that are noticed. Recognises change and can describe what is happening.	Uses a range of different techniques and variety of materials, e.g.: paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Draws with increasing complexity and detail such as drawing faces.	Experiments with a range of percussion instruments. Accesses role play and small world resources, sometimes playing with others to develop storylines. Joins in with singing in a familiar group. s	Has good co-ordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame e.g.: low climbing wall, steps or ladder. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil. Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be a simple circle with stick arms and legs).	Can focus their attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms and give reasons if upset. Confident to access the environment with minimal support and follows the rules as part of the routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Can play with other children as part of a game without adult support. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.