

Sing new songs to old familiar tunes.  
 'Penguin' song – You tube  
 'Body' song – 'Let's talk about .....



Use tambourine for pre-warnings – encourage all children to stop and look.  
 Penguin story – talk about feelings and emotions.  
 Play 'sharing and turn taking' games  
 Name place cards for lunchtime – independence with routine.

Vocabulary desired: "polar bear, Arctic fox, cold, ice, snow, Arctic hare, seal, big, soft, hard, sledge, frozen, water, hat, scarf, coat, boots" etc.  
 Syllable clapping newly introduced vocabulary  
 Modelling of short phrases / sentences and connective sentences which include 'and' / ..



### Expressive Arts and Design

16-26 Begins to move to music, listen to or join in rhymes or songs.  
 22-36 • Joins in singing favourite songs.  
 30-50 Enjoys joining in with dancing and ring games.  
 •Sings a few familiar songs, and learns new songs.  
 30-50 Imitates movement in response to music.

Adults Role – Encourage children when singing to join in with actions and vocabulary.

### Personal, Social and Emotional Development

Focus on boundaries and daily routines with the children, calming strategies to support over excitement.  
 16-26 Begins to learn that some things are theirs, some things are shared, and some things belong to other people.  
 22-36 Can express their own feelings such as sad, happy, cross, scared, worried.

Adults Role – To recap and persist with following the Nursery routines and boundaries.

To label the children's emotions – '.....is feeling cross'.

### Communication and Language

Focus upon children listening to and following instructions within daily routines and developing vocabulary.  
 16-26 • Uses different types of everyday words (nouns, verbs, adjectives)  
 22-36 Uses simple sentences  
 30-50 • Beginning to use more complex sentences to link thoughts – using and, because.

Adults Role – model and label nouns and adjectives within phrases i.e. 'A big / furry polar bear'. Reinforce the new vocabulary desired. Model connecting two phrases.

Pencils, pens, chinks to write own names.  
 Jugs, containers, buckets, pots - for pouring and tipping (outdoor provision)  
 Bats and balls – throwing, catching, hitting  
 Obstacle course – developing balance / coordination / control

### Understanding the World

16-26 • Explores objects by linking together different approaches – hitting, turning, poking, looking, feeling.  
 22-36 Notices detailed features of objects in their environment.  
 30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Adults Role – use pictures to stimulate conversations, ask questions e.g. how does it feel? What do you think they eat? Where do they live?



## 'The Cold'



### Childs Voice – Returning from Christmas Holidays

- Enjoying Forest school and outdoors exploration.
- Loving dancing.
- Friendships and shared play developing

### Moving the learning forward

Encourage the children to join in with singing familiar and new songs.

Explore 'cold' climates, what/who lives there? Compare the similarities and differences between different natural environments i.e. the jungle / desert etc.

### Physical Development

To develop independence with putting on own coats / shoes.  
 22-36M -Beginning to use three fingers (tripod grip) to hold writing tools.  
 30-50M- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Adults Role – model and support pencil grip, support grip. Provide children with opportunities to run safely and to develop balancing / control / coordination. Create routines / power points / visuals to support putting on coats and shoes.



Ice, sticks, logs, stones, bark - to build habitats.  
 Power point – Explore facts about where/who/what animals eat, sleep, live in the cold.  
 Tools to explore ice



### Mathematics

16-26 Says some counting words randomly.  
 22-36 Begins to make comparisons between quantities  
 30-50 Sometimes matches numeral and quantity correctly.  
 40-60 Recognises numerals 1-5, 5-10, 10-20

Adults Role Support children in using the language of 'more and lots'.  
 Play numeral recognition games.



Quantities of objects to count and compare – stones, jewels, Arctic animals, snowballs,  
 Sets of numbers 1-20  
 Support children to match quantities to numerals

### Literacy

22-36M Distinguishes between the different marks they make.  
 30-50 Sometimes gives meaning to marks as they draw and paint.  
 30-50 Recognises their own name.

Adults Role – model writing and help children to find and recognise their own name at the lunch table – draw attention to the different letters and letter shapes. Model the letter sounds and names.

Drawing paper  
 Name cards  
 Writing tools – pencils, pens, felt tips, crayons, chalks