

WINTER WONDERLAND

This project taught children about the changes that happen during winter, including the types of weather associated with winter. It also explored places that have snow all year round and the types of animals that live there.

LAUNCH

To launch our topic the children watched the Winter wonderland video and discussed together the things that are associated with winter, including weather, animals, clothing and food.

Looking at the Winter picture cards, we invited the children to discuss what they could see in the images. Talking to the children about the changes that have happened since the start of the school year, we reminded them of the weather and clothes they had worn in September. Explaining to the children that there are different seasons, we discussed the weather and day length changes during the year. On a cold and frosty day, we all went for a walk around the school grounds, looking for signs of winter. We also enjoyed a lovely drink of hot chocolate to warm us up!



PIC • COLLAGE



PICCOLAGE





Understanding the world /The natural world

- Know in the winter, the evening gets darker earlier. In the summer, the evening stay lighter for longer.
- Specific knowledge There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.
- Skill Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length

E. L. Goal The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Know ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.
- Specific knowledge
There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.

Skill Describe simply how weather changes as the seasons change.

ENGAGE

Painting Snowmen

The children used white paint to create a snowman on black paper. They followed instructions to paint circle shapes, creating the body and the head. Once the paint had dried each child added features such as eyes, nose, a rectangular scarf, hat and buttons to design their own snowman. As they chose the resources themselves, we discussed the shapes they were making.



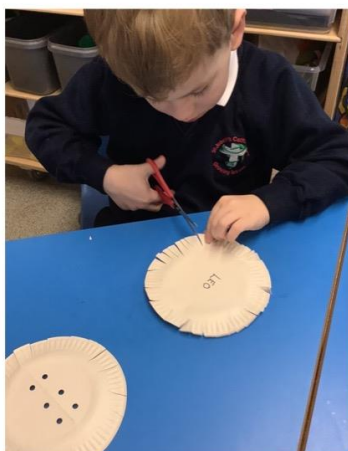
Foundation 1 3-4 years

E. L. Goal Mathematics

- Know Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment.
- Skill Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.

Lollipop Snowflakes

Using lollipop sticks, the children made glittery snowflakes. They started by snipping the edge of a paper plate then added 6 lollipop sticks, gluing them from the centre of the plate outwards. To decorate the snowflake the children used white paint and glitter to make them sparkle!



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

ELG Breadth Physical development Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.

Foundation 1 3-4 years

- Knows tools have different purposes. For example, scissors are used for cutting and glue is used for sticking.
- Skill Explore simple tools within practical tasks and experiment with joining materials

Let it Snow!

The children were shown instructions to make artificial snow. They worked together to make their snow, discussing the texture of the ingredients and how they felt.



- E. L. Goal Mathematics (breadth) 12 Use everyday language to talk about length and height, weight and capacity.

Foundation 1 3-4 years

- Knows cups and spoons can be used to measure some ingredients.
- Skill Explore measuring ingredients using cups and spoons.

DEVELOP

The Gruffalo's Child

When reading the story The Gruffalo's Child by Julia Donaldson, we encouraged the children to join in with repeated refrains. Then we talked about the characters in the story and how they behave at each point. The meaning of the word 'brave' was highlighted and discussed as we thought about which characters are brave in the story. To further familiarise the children with the story we also watched the film.





Foundation 1 3-4 years

Communication and language

- Knows and begins to remember and repeat key phrases and refrains from well-known stories and narratives

Play dough Gruffalos

Using play dough, the children created a character from the story 'The Gruffalo's Child'. Each one selected a different character; the Gruffalo, the fox, the snake, the owl or the mouse, and then rolled the dough to create that character.



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E. L. Goal Fine motor skills

Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Breadth Expressive arts and design (Breadth) 1 Take part in imaginative, creative and sensory play activities.

Foundation 1 3-4 years

- Skill Nursery Explore ways of changing the shape or texture of malleable materials.

The Gruffalo's child writing

Following on from reading the story The Gruffalo's Child by Julia Donaldson and discussing the story, the children were familiar with it. We provided a large piece of paper and supported the children to draw a map of the journey that the Gruffalo's Child took through the wood. Using sound mats and word banks as support, the children labelled the different places that the Gruffalo's Child visited, including the Gruffalo's cave, the deep dark wood and the log pile house. The children added different characters from the story.



Foundation 1 3-4 years

- Know how to draw with increasing complexity and detail.

Gruffalo's child's home

Using a tuff spot tray, we created a small world The Gruffalo's Child setting complete with fake snow, log slices, twigs and balls of snow. A copy of The Gruffalo's Child was left on the tray with toy characters for the children to use as they retold the story.





Breadth Expressive arts and design

E. L. Goal Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

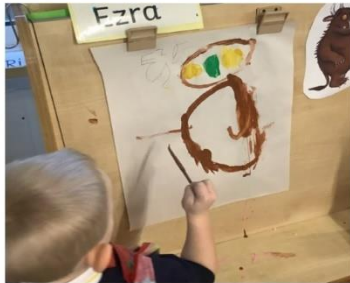
E. L. Goal Creating with materials Make use of props and materials when role playing characters in narratives and stories.

Foundation 1 3-4 years

Knows how to join in with repeated refrains and phrases when being read to.

Painting The Gruffalo

We arranged ready mix paint on the easel and displayed a picture of The Gruffalo. The children were asked to paint their own Gruffalo and talk about the features they had painted.



ELG: Fine Motor Skill

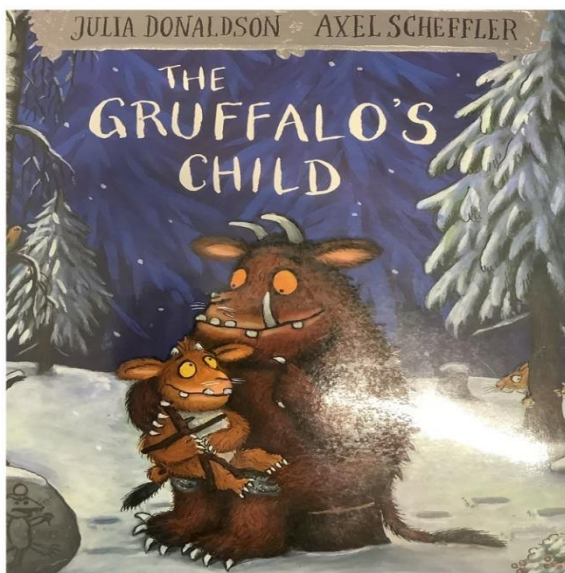
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Foundation 1 3-4 years

- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details

Moving like The Gruffalo's Child

The children were reminded of the characters in the story of The Gruffalo's Child. We then asked them to move around the school hall in the different ways that these characters would move. For example, they slithered like the snake, flew like the owl, crept along like the fox and scurried like the mouse.



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Foundation 1 3-4 years

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in team

The Gruffalo's Child Jigsaw

On a floor in a quiet area of the nursery we placed a 'The Gruffalo's Child' jigsaw and asked the children to work together to complete it.



Foundation 1 3-4 years

Understanding the World;

- Explore how things work

The Gruffalo's Child Puppets

From a Gruffalo's Child template, the children created their own puppet. They were given coloured wax crayons and pencils as they selected the correct colours to make their puppet.



ELG: Fine Motor Skill

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

E. L. Goal Creating with materials - Make use of props and materials when role playing characters in narratives and stories.

Foundation 1 3-4 years

- Knows how to give meaning to the marks they are making as they are drawing, writing or painting.

Winter celebrations

Following the winter celebration of Christmas, the children watched the 'Celebrations' video and saw many different festivals from different countries and cultures. We asked the children to bring photographs of their own celebrations into Nursery. They brought in pictures of christenings, Christmas and birthdays, and then each child told the class about their celebration.





Understanding the World Past and Present ELG

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Foundation 1 3-4 years

- Begin to make sense of their own life-story and family's history
- Continue developing positive attitudes about the differences between people.

Clay Snowflakes

The children were each given a piece of clay and asked to roll it into a ball shape using their hands. They then used textured rollers to flatten the clay before pressing a snowflake cutter into it. Once the clay had hardened, the children decorated their snowflake with white paint and glitter. The finished snowflakes were then displayed in the setting for everyone to admire.



PIC•COLLAGE



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

ELG Breadth Physical development Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.

Foundation 1 3-4 years

- Knows tools have different purposes. For example, scissors are used for cutting and glue is used for sticking.
- Skill Explore simple tools within practical tasks and experiment with joining materials

Winter Reading Den

For our topic we created a Winter Wonderland reading den using white, blue and silver fabric. We added snowballs and snow decorations as well as cuddly polar bears and penguins for the children to read to.

In the den we placed a basket of storybooks and fact books linked to winter and snow for the children to read and share. A selection of non-fiction books on the theme of winter, ice and snow was set out for the children to look at. We discussed with the children the differences between non-fiction and fiction. Looking at the contents page, index and glossary with the children, we explained what they are used for. Inviting them to look at the books and find pictures or facts that interest them, we read the sections of the book that the children had found and encouraged them to ask questions to learn more.





E. L. Goal Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Foundation 1 3-4 years

Knows how to use a wider range of vocabulary (linked to non-fiction books.)

Knows how to listen to longer stories and demonstrate that they can remember much of what happens.

Winter Story Time

In addition to our Winter Wonderland reading den, the whole class shared topical fiction and fact books at story time.



E. L. Goal Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Foundation 1 3-4 years

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at once, which can be difficult

Knows how to use a wider range of vocabulary (linked to non-fiction books.)

Frosty Writing

On a frosty day the children wrapped up in warm winter coats and we took them outside. They were each given a wooden stick to write their name in the frost.



E. L. Goal Fine motor skills 9 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

E. L. Goal Writing Write recognisable letters, most of which are correctly formed.

Foundation 1 3-4 years

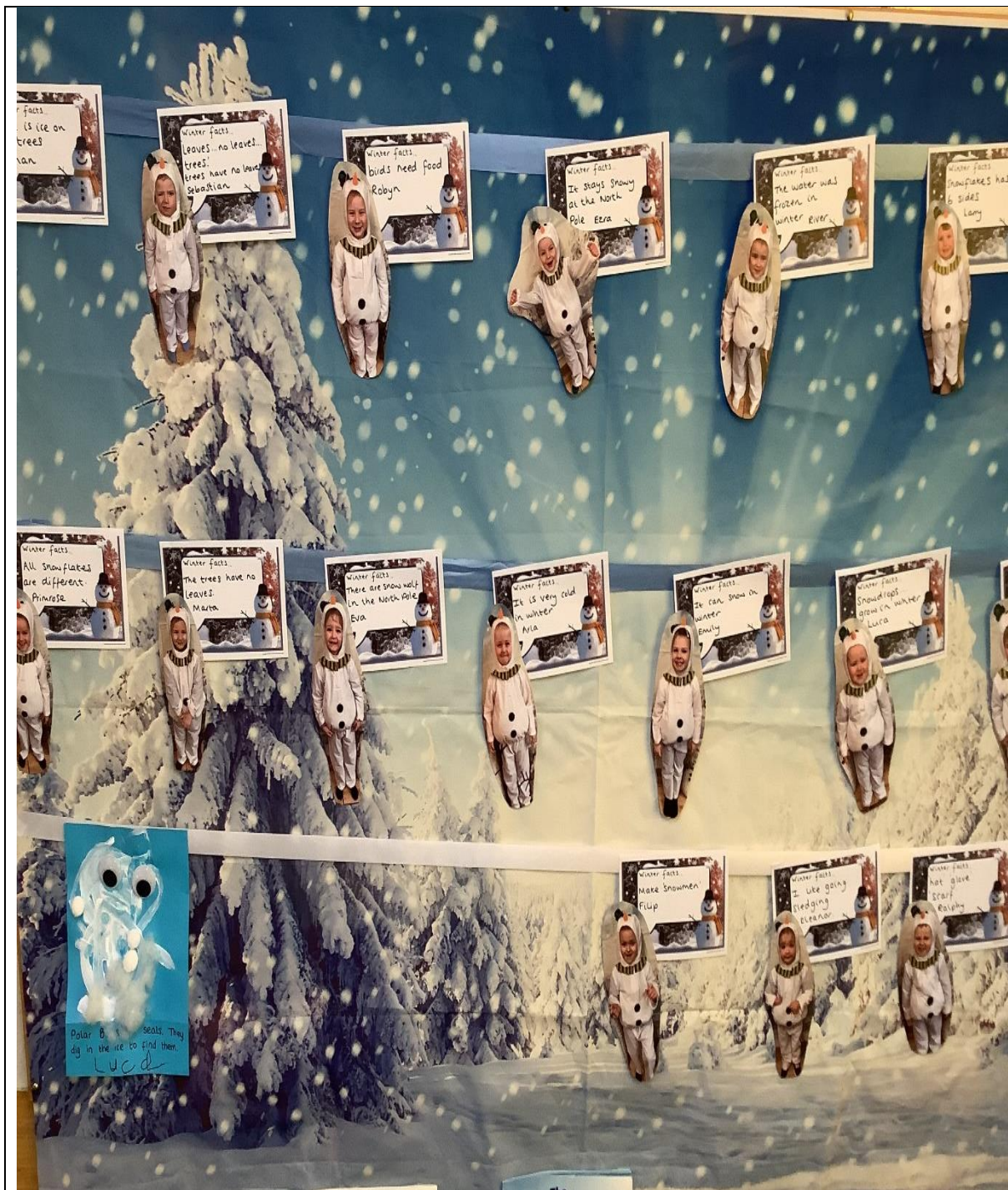
Skill Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately

Winter facts

We asked the children to find out and investigate a winter fact at home and bring that fact into nursery to share with their friends. Luca made a beautiful collage to support his fact about polar bears.



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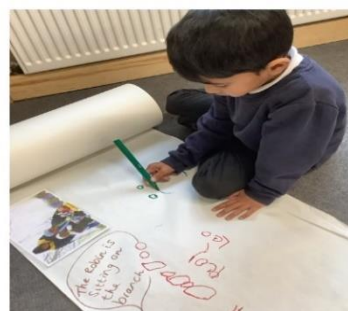
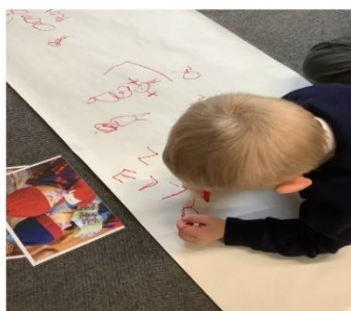
E. L. Goal Listening, attention and understanding 15 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Foundation 1 3-4 years

Knows how to listen to longer stories and demonstrate that they can remember much of what happens.

Winter Pictures

Displaying Winter is... picture cards, we discussed the things that the children could see. Encouraging the children to use descriptive language and new vocabulary, they talked about the pictures. We provide strips of paper and glittery gel pens for them to write words, captions and simple sentences as they described the pictures. The children were encouraged to say out loud what they wanted to write first and use their phonic skills to segment words.



E. L. Goal Writing Write simple phrases and sentences that can be read by others.

Foundation 1 3-4 years

- Knows how to give meaning to the marks they are making as they are drawing, writing or painting.
- Know how to draw with increasing complexity and detail.

Play dough Snowflakes and Snowballs

Using their hands, the children were challenged to roll as many small dough balls as they could in 10 minutes. They then put each one onto a snowflake or a snowball on a winter picture mat.



E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Foundation 1 3-4 years

- Skill Nursery Explore ways of changing the shape or texture of malleable materials.

Wind-up snowmen

We left some wind-up snowmen on a table top for the children to enjoy and explore together. They took turns to play with the toys and raced them across the table.



Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Foundation 1 3-4 years

- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflict and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Tuff spot winter scenes

Setting up a winter wonderland Tuff Tub using fake snow, cotton wool balls, white fabric and silver foil, we added wooden block houses and small world people for the children to create winter scenes.



Foundation 1 3-4 years

Communication and language

- Know how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment
- Knows how to develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests



E. L. Goal Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

E. L. Goal Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

E. L. Goal Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Know how to develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.

E. L. Goal Creating with materials Share their creations, explaining the process they have used.

Winter counting

A winter-themed counting collection was set out for the children to explore. It included glass beads, snowflake sequins and silver, white and blue craft pom poms. We added mathematical resources and numerals to support counting and sorting.



Foundation 1 3-4 years

- Knows the last number reached when counting tells you how many there are in total.
- Skill Nursery Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.

Counting Penguins

Using our penguins, we encouraged the children to count them by touching each one as they recited numbers and say how many there were.



PIC•COLLAGE

Foundation 1 3-4 years

E. L. Goal Number Have a deep understanding of number to 10, including the composition of each number.

- Know the last number reached when counting tells you how many there are in total.

Penguins' fingers!

Displaying pictures of hands, we asked the children to match the number of penguins to the fingers on each hand.



Foundation 1 3-4 years

E. L. Goal Number Have a deep understanding of number to 10, including the composition of each number.

- Skill Nursery Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.

More or fewer?

Using our pet penguins Fred and Frank, we asked the children to compare quantities of ice gems. They were encouraged to use the language of 'more', and 'fewer' as they identified which penguin had which.



Foundation 1 3-4 years

- Compare quantities using language: 'more than', 'fewer than'.

Penguin numbers

Displaying number cards, we asked the children to match the quantity of penguins to the numbers on each card.



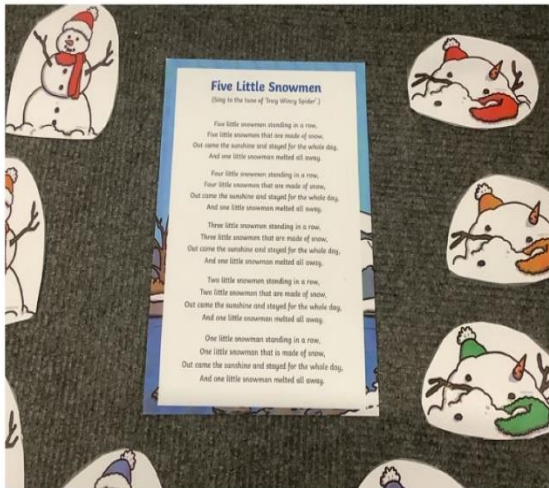
Foundation 1 3-4 years

E. L. Goal Number Have a deep understanding of number to 10, including the composition of each number.

- Know the last number reached when counting tells you how many there are in total.
- Skill Nursery Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.

Winter Number songs

As a group we sang winter wonderland themed number songs every day during our topic. The children used their fingers to represent numbers as they sang.





Foundation 1 3-4 years

- Remember and sing entire songs
- Show 'finger numbers' up to 5.

Buttons for the snowman

Using play dough, the children were challenged to roll the correct number of buttons for their snowman.



E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Breadth Expressive arts and design (Breadth) 1 Take part in imaginative, creative and sensory play activities.

Foundation 1 3-4 years

- Skill Nursery Explore ways of changing the shape or texture of malleable materials.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Counting Icicles

We discussed with the children comparing quantities of icicles, then challenged them to identify and use 'more' and 'fewer'.



PIC•COLLAGE



Foundation 1 3-4 years

- Compare quantities using language: 'more than', 'fewer than'.

Counting Polar bears

We used 5 polar bears for the children to count in sequence and also challenged them to subitize.



Foundation 1 3-4 years

- Skill Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')

Numbered snowflakes

The children were challenged to match numbered snowflakes to spotted snowflakes on a wintery tree scene.



Foundation 1 3-4 years

Number

- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

How many buttons on the snowman?

The children were given pictures of numbered snowmen and asked to identify the numbers. They were then challenged to select the same number of buttons to match their snowman.



E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Breadth Expressive arts and design (Breadth) 1 Take part in imaginative, creative and sensory play activities.

Foundation 1 3-4 years

- Skill Nursery Explore ways of changing the shape or texture of malleable materials.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Step into the picture

The children were shown the In the snow video. Stopping at each picture, we asked the children to act out what is happening. For example, on the snowman picture, they acted out rolling snow into a ball, patting it and adding twigs for arms. When we reached the last picture of a winter scene, we explained to the children that they were going to 'step into the picture' and explore the snow. They were invited to think about what they would need to put on to play in the snow and what activities they would do in the snow. After explaining that they needed to act out these activities without talking, we played some winter-themed music to create atmosphere while the children had 'fun in the snow'. To challenge each child, they showed their actions to others to see if they could guess what was happening.





Foundation 1 3-4 years

- Knows how to experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.

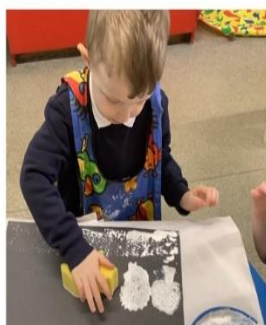
E. L. Goal Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Foundation 1 3-4 years

Knows how to express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.

Winter Scenes

Using ready-mixed paint and shaped sponges, the children created winter scenes. To inspire them, we played winter-themed music as the children painted.



PIC•COLLAGE



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials 61 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Foundation 1 3-4 Years

E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Knows how to make simple prints using fingers, hands, feet and found objects.

E. L. Goal Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Foundation 1 3-4 years

Knows how to express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.

Winter patterns

For the children to and create patterns, we a variety of blue, white and silver beads, 'icicles', 'snowflakes' and 'ice' gems. The children were asked to copy a pattern, and extend a pattern. We then challenged them to create their own ABAB pattern.



E. L. Goal Mathematics (breadth) Understand and use positional language in relation to place, direction and objects.

Foundation 1 3-4 years

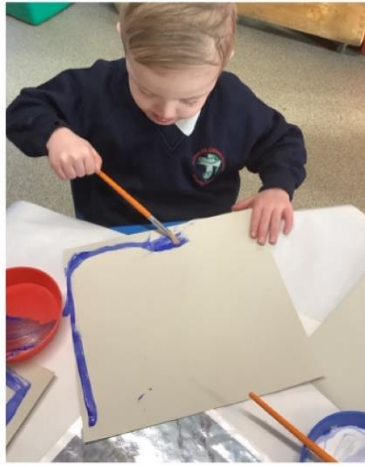
- Knows how to extend and create ABAB patterns using a variety of objects, and notice and correct an error in a repeating pattern. Identify patterns in the environment.

Cold Colours

The children looked at Monets' painting of a snowy scene and discussed the colours used, if they liked it and how those colours made them feel. We then provided ready-mixed paint in white, blue and silver for the children to explore and make cold-coloured paintings.



PIC•COLLAGE



Foundation 1 3-4 years

- Create close shapes with continuous lines, and begin to use these shapes to represent objects.
- Explore colour and colour mixing

Frozen Ice Moulds

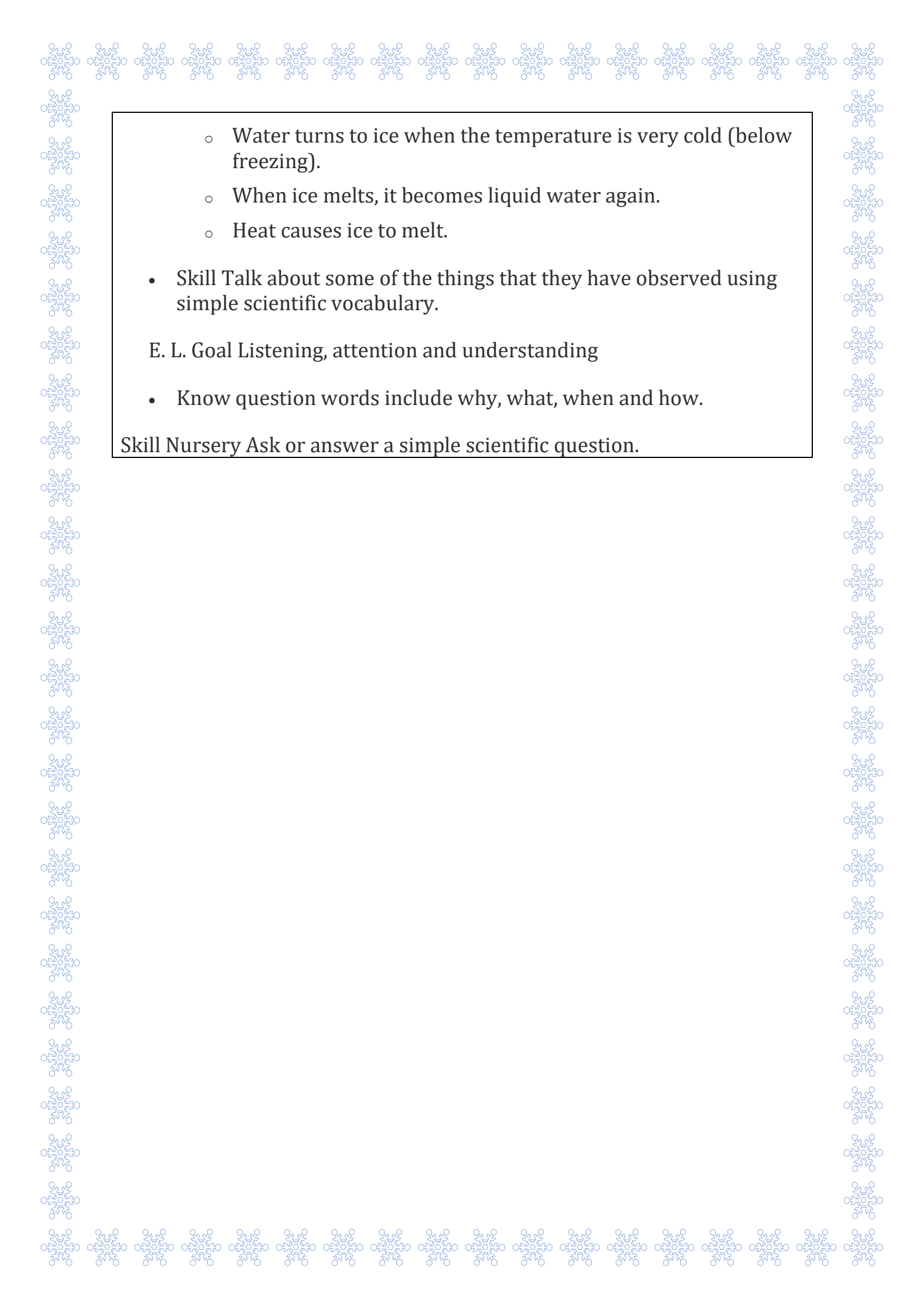
Making ice in a variety of moulds, we invited the children to explore the ice and describe how it felt. Asking them to hold an ice cube in their hands for a short time, we talked about what happens to the ice and why. We introduced vocabulary such as; slippery, wet, cold, melting and freezing.



Foundation 1 3-4 years

E. L. Goal The natural world

- Specific knowledge Nursery
 - Ice is the solid form of water.

- 
- Water turns to ice when the temperature is very cold (below freezing).
 - When ice melts, it becomes liquid water again.
 - Heat causes ice to melt.

- Skill Talk about some of the things that they have observed using simple scientific vocabulary.

E. L. Goal Listening, attention and understanding

- Know question words include why, what, when and how.

Skill Nursery Ask or answer a simple scientific question.

Ice Balloons

We asked the children to make an ice balloon at home with items frozen inside, we invited them to explore the ice and discuss what it looks like and how it feels. Offering hand lenses, the children explored the ice more closely. We provided more ice balloons and set the children a challenge – to keep some frozen and melt others. Encouraging them to think of places to put the ice to complete the challenge, we supported them to share ideas, ask questions and build on each other's suggestions.



PIC•COLLAGE



Foundation 1 3-4 years

- Use all their senses in hands on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Talk about the differences between materials and changes they notice

Melting Ice

The children were supported to freeze items, including plastic bricks, craft pom poms and small world figures, in water within silicone moulds and large plastic container. We allowed the children explore them in a Tuff Tray. Adding squeeze bottles filled with warm water, the children enjoyed trying to 'rescue' the objects as they discussed what was happening to the ice.



PIC•COLLAGE



Foundation 1 3-4 years

ELG Breadth Expressive arts and design (Breadth) Test their ideas. Knows how to find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.

E. L. Goal The natural world

- Specific knowledge Nursery
 - Ice is the solid form of water.
 - Water turns to ice when the temperature is very cold (below freezing).
 - When ice melts, it becomes liquid water again.
 - Heat causes ice to melt.
- Skill Talk about some of the things that they have observed using simple scientific vocabulary.

E. L. Goal Listening, attention and understanding

- Know question words include why, what, when and how.
- Skill Nursery Ask or answer a simple scientific question.

Ice Icy Art

Freezing red, yellow, blue and white ready-mixed paint in ice lolly containers, we made ice paint! The children had paper in a Tuff Tray and were invited to hold the lollipop sticks and paint. As they painted, we talked about what happened as the paint melted and the colours mixed.



Foundation 1 3-4 years

E. L. Goal Creating with materials 7 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Knowledge the primary colours are red, yellow and blue.
- Skill Nursery Explore colour and application of paint using a range of different tools.

Printing

Offering a variety of printing tools and rollers, we put silver, blue and white ready-mixed paint in trays for the children to create large icy paintings together.



Foundation 1 3-4 years

E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Knows how to make simple prints using fingers, hands, feet and found objects.

Icy Colour Mixing

Using powder paint in red, yellow, blue and green, we gave the children the opportunity to mix the colours with ice cubes. During the activity we talked about the ice turning to water and the effect it had as it melted in to the dry powder. The children then experimented with the colours as they created new ones and saw the changes they had made.



Foundation 1 3-4 years

E. L. Goal Creating with materials 7 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Knowledge the primary colours are red, yellow and blue.

Skill Nursery Explore colour and application of paint using a range of different tools.

Icicle Art

The children were given a collection of winter objects such as icicles, snowflakes and ice gems to create their own transient art work.



Foundation 1 3-4 years

E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Knowledge Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures.

Skill Explore natural materials and loose parts to make patterns and images.

Ice Counting

Using our 'ice crystals', the children were given numicon grids and number lines to support them as they selected quantities of ice to match a given number. They were challenged to also select the correct numeral.



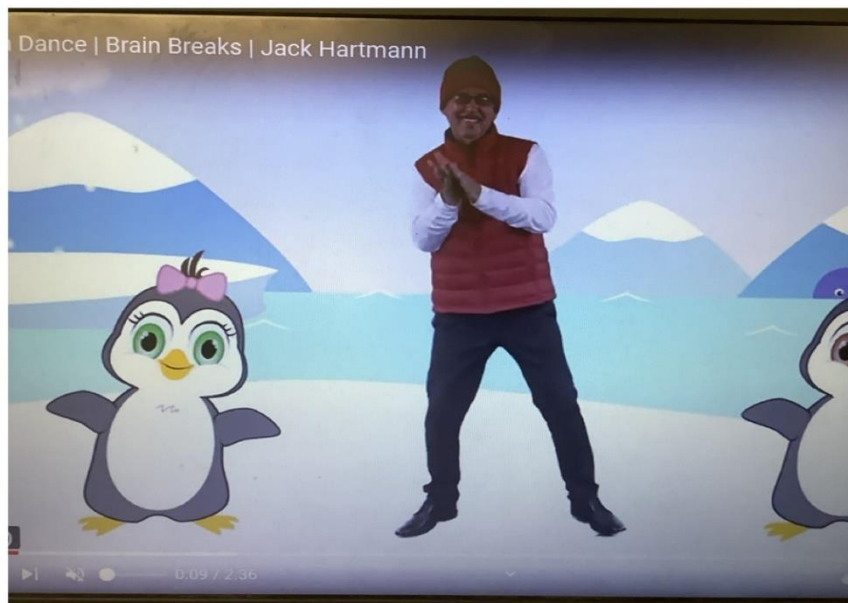
Foundation 1 3-4 years

- Knows the last number reached when counting tells you how many there are in total.

Skill Nursery Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.

Icy music F1

We taught the children the words and actions to The Penguin Song and also the Snowman Okey Pokey. They were encouraged to join in and have fun as they sang and danced.



Foundation 1 3-4 years

E. L. Goal Being imaginative and expressive 6 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

- Knows and sing well known rhymes and songs in a small group.

Icy Dens

With white, blue and silver fabrics, easy-grip pegs, crates and building blocks, the children were encouraged to work together to create ice caves and dens.



E. L. Goal Creating with materials Share their creations, explaining the process they have used.

Foundation 1 3-4 years

- Knows how to develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.
- Play with one or more children, extending and elaborating play ideas.

Winter Music

We gave the children floaty materials and fabric streamers and played winter-themed music and music from Disney's Frozen films. The children twirled and waved as they moved to the music.



PIC•COLLAGE

E. L. Goal Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Foundation 1 3-4 years

- Knows how to experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm.
- Uses large muscle movements to wave flags and streamers.

Icy music

Vivaldi's 'Winter' from The Four Seasons was played for the children to listen to. We talked about the sounds and instruments we could hear and looked at the Ice picture cards and a selection of instruments. The children were asked the question 'Can you make an icy sound?' They experimented with the instruments and discussed which sounds they thought were the iciest and why. The children then chose different sounds and instruments for the different pictures, such as smooth, soft sounds for shiny ice, twinkly sounds for glittery ice and dripping sounds for the icicles.



ELG Breadth Expressive arts and design (Breadth) Listen to a variety of music and sounds.

- Knows how to listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.

ELG Breadth Expressive arts and design (Breadth) Explore playing a variety of percussion instruments.

- Knows the different sounds that instruments make can be used to represent feelings, images or stories.
- Skill Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.

Foundation 1 3-4 years

- Listen with uncreased attention to sounds
- Respond to what they have heard, expressing their thoughts and emotions

Gem Snowflakes

Following a snowflake template, the children were asked to use their forefinger and thumb to pick up 'icy' gems and create a snowflake.



Foundation 1 3-4 years

Physical Development

- Show a preference for a dominant hand
- Explore different materials freely, to develop their ideas about how to use them and what to make

Understanding the world

- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary.

Tracing Snowflakes

Each child was given a snowflake template and some sparkly gel pens to independently follow the lines and draw the snowflake.



Foundation 1 3-4 years

Physical Development

- Use a comfortable grip with good control when holding pens and pencils
- Show preference for a dominant hand

Full of Snow

We put tubs, scoops and measuring jugs of differing sizes into the deep Tuff tray. We also added fake snowflakes, cotton wool balls, pop poms and glitter for the children to explore. They were encouraged to compare full, half full and empty jugs and use the appropriate language.



PIC•COLLAGE



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

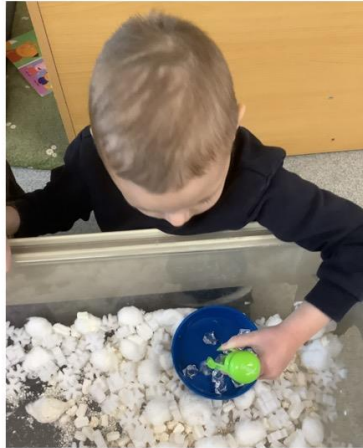
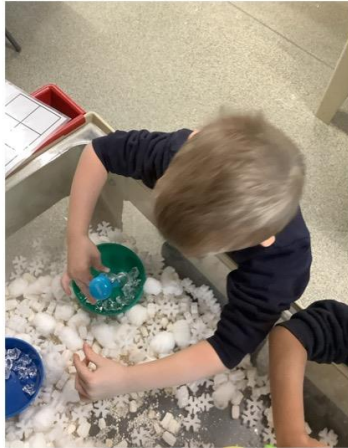
ELG Breadth Physical development Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.

Foundation 1 3-4 years

- Knows tools have different purposes. For example, scissors are used for cutting and glue is used for sticking.
- Skill Explore simple tools within practical tasks and experiment with joining materials
- Make comparisons between objects relating to size, length, weight and capacity

Tweezers

Providing a variety of white, blue and silver sequins and 'snowflakes', easy-grip tweezers and pots for collecting and sorting, we challenged the children to pick up as many sequins as they could in one minute. We also encouraged the children to sort the sequins.



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

ELG Breadth Physical development Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.

Foundation 1 3-4 years

- Knows tools have different purposes. For example, scissors are used for cutting and glue is used for sticking.
- Skill Explore simple tools within practical tasks and experiment with joining materials

Icy Writing Den

We created an icy writing den using white and silver fabric and icicle and snowflake decorations. Resourcing the area with writing mats, glittery pens and different shaped blue, silver and white paper for writing on, the children enjoyed free writing as they put meaning to their mark making.

To challenge the children, we added a selection of wintery words and supported them with the writing process: encouraging them to say captions and sentences aloud, sound out words and read back their writing.



E. L. Goal Writing Write simple phrases and sentences that can be read by others.

E. L. Goal Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher.

Foundation 1 3-4 years

Knows how to make marks and begins to use mark making to communicate thoughts

Ice Building

We asked the children to count out 10 “ice” sugar cubes using tweezers and place them onto a ten frame. Once they had done that, we asked them to carefully stack the cubes to make an “ice” tower.



ELG Breadth Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.

Foundation 1 3-4 years

- Knows different materials can be used for construction. They have different properties.

Skill Make simple structures using a range of materials.

Frozen sand

The children put sand into different shaped moulds before adding water and then placing the moulds in the freezer. The frozen moulds were then added to the sand tray with a variety of tools for the children to explore. We invited the children to talk about how the sand felt and how it changed, encouraging them to use their hands and the tools to explore the frozen sand.

During the activity we asked open questions such as; What can you do with frozen sand that you can't do with unfrozen sand? I wonder why the frozen sand is so hard.





Foundation 1 3-4 years

- Knows question words include who, why, what...
- Skill Ask a relevant scientific question to find out more, explain how things work and why they might happen.

Icy water

Adding ice to the water tray with cold climate animals, we created an icy small world for the children to explore.



E. L. Goal Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

E. L. Goal Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

E. L. Goal Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Foundation 1 3-4 years

- Knows how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment

'Frozen'

To enhance our topic of Winter Wonderland, we played the Disney film 'Frozen' for the children. The children were asked open questions relating to the film as we discussed it in detail.

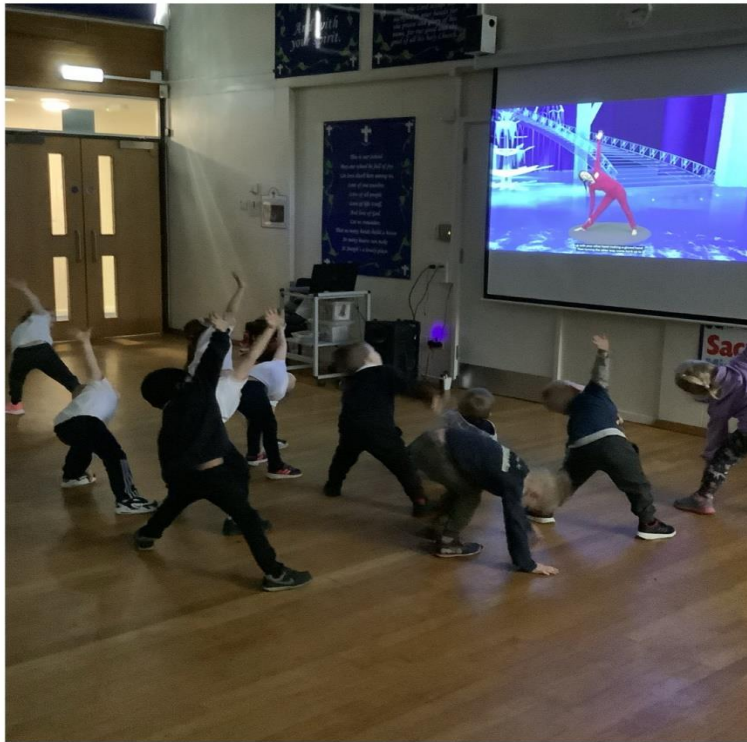


Foundation 1 3-4 years

- Use a wider range of vocabulary
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.

'Frozen' Yoga

Adding to the enjoyment of the Disney film 'Frozen', we followed the 'Cosmic Yoga, Frozen' routine in the large school hall. The children followed the actions very well.



Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Foundation 1 3-4 years

- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks

'Frozen' writing

The children were asked to recall the Disney film 'Frozen' and write/mark make their favourite bit. To support them they were supported to use writing mats.

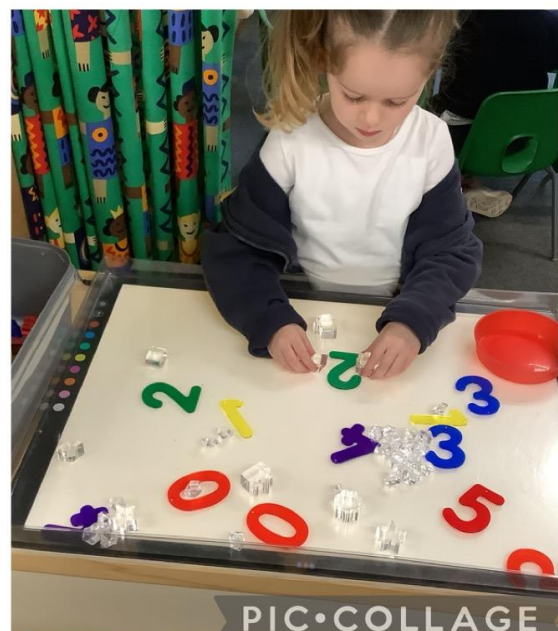
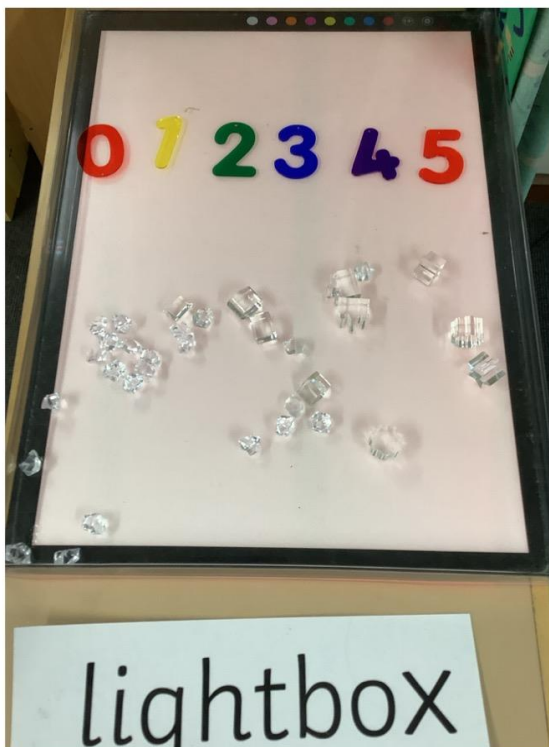
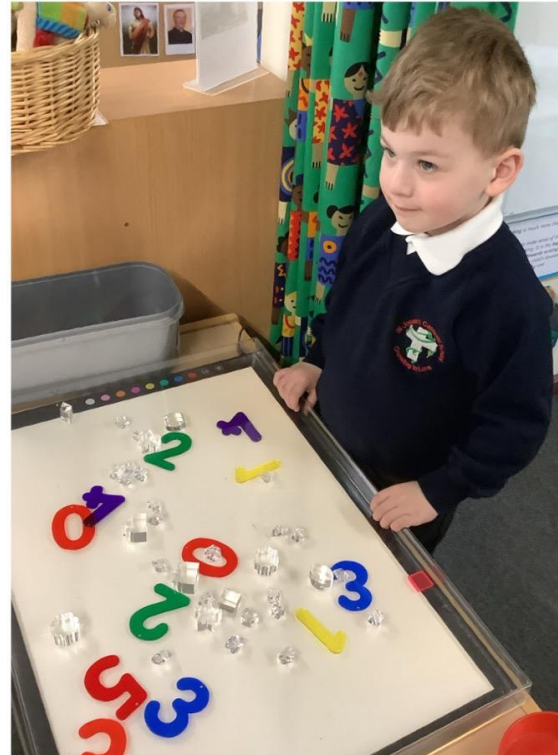
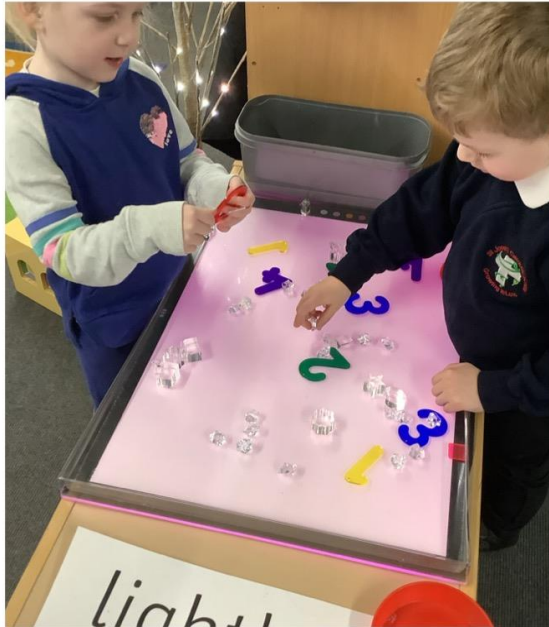


Foundation 1 3-4 years

- Knows how to give meaning to the marks they are making as they are drawing, writing or painting.
- Write some letters accurately
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Lightbox Numbers

Putting 'ice' pieces on to the light box, we added translucent numbers and challenged the children to match them with the same quantities of 'ice'.



Foundation 1 3-4 years

- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

Snow

Snowball Numbers

We encouraged the children to throw a snowball into numbered hoops. They were challenged to throw the correct number of snowballs into each ring.



Foundation 1 3-4 years

Gross Motor: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Number;

- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Knows a number of objects can be separated in different ways but the total is still the same.
- Skill Explore the different ways that groups of three and four objects can be separated.

Create a snowman

We created a sensory Tuff Tub for the children to explore the snow dough they had made. Adding buttons, googly eyes, and a selection of pipe cleaners, the children were encouraged to design and make their own snowman.





E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

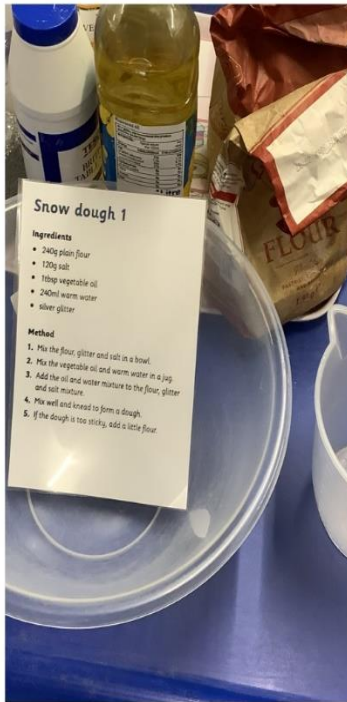
Breadth Expressive arts and design (Breadth) 1 Take part in imaginative, creative and sensory play activities

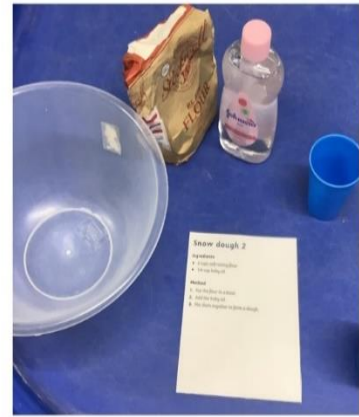
Foundation 1 3-4 years

- Skill Nursery Explore ways of changing the shape or texture of malleable materials.

Snow Dough

Using Snow dough recipes, the children were supported to follow the instructions and make two different types of snow dough. They worked together to make the dough and described the texture, the way it changed and how it felt when it was made.





- E. L. Goal Mathematics (breadth) 12 Use everyday language to talk about length and height, weight and capacity.

Foundation 1 3-4 years

- Knows cups and spoons can be used to measure some ingredients.
- Skill Explore measuring ingredients using cups and spoons.

Animal footprints

Using the snow dough made from the [Snow dough recipes](#), we added animal foot print cutters and tools for the children to explore.



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Breadth Expressive arts and design Take part in imaginative, creative and sensory play activities.

Foundation 1 3-4 years

- Use one handed tools and equipment

Fun in the snow

On a wintery day we all went on a snowy walk. We tried to catch the snow in our hands and also on our tongue! We encouraged the children to explore the snow and talk about how it feels and took photographs of the children enjoying themselves. They also mark made in the snow.

To enhance the experience, we all enjoyed another hot chocolate drink and a biscuit in the winter sunshine!



PIC•COLLAGE



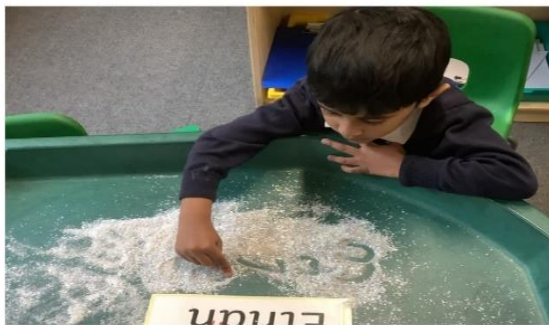
E. L. Goal The natural world 13 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Foundation 1 3-4 years

- Knows ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter.
- Skill Say what the daily weather is like

Name writing

Covering a Tuff tray with fake snow, white sand and white glitter, we gave the children mark making tools, name cards and letter shapes for them to copy in the snow. The children were challenged to write their own name independently.



E. L. Goal Fine motor skills 9 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

E. L. Goal Writing Write recognisable letters, most of which are correctly formed.

Foundation 1 3-4 years

Skill Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils.

Writes some letters accurately

Snow ball fun!

We collected woollen 'snowballs' and let the children play snowball fights in the large school hall. They were encouraged to run around carefully and not bump into each other. To get their friends out they needed to throw a snowball at them and hit them.



ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Foundation 1 3-4 years

- Start taking part in some group activities which they make up for themselves, or in teams

SWP Snowy play

For the children to make snowy 'small worlds', we added cotton wool, white foam shapes, glass beads, foil covered wooden 'ice' blocks and small world figures to a tuff tray. The children were left to create their own scenarios and stories



E. L. Goal Creating with materials Share their creations, explaining the process they have used.

Foundation 1 3-4 years

- Knows how to develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests

Snowmen Biscuits

The children had a digestive biscuit, marsh mallows, chocolate buttons and icing to create their own snowman biscuit to take home. They added features to their snowman, such as; buttons, eyes, nose and hat. Before they decorated their biscuit, the children were asked to wash and dry their hands independently.



Foundation 1 3-4 years

- Be increasingly independent in meeting own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly
- Select and use activities and resources, with help when needed, to achieve a goal.

Snow Mobiles Construction SWP

Displaying the sign 'Can you make a vehicle to travel across the ice and snow?' we put out a variety of construction kits in our construction area. The children explored the resources and designed and built their own vehicles.





PIC•COLLAGE

- Breadth Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.

Foundation 1 3-4 years

- Knows how to explore and choose freely from a variety of materials when making

Where is it always cold?

Animals

We all looked at Animals from cold climates picture cards and invited the children to talk about the animals that they were familiar with. They were asked where the animals might live and if the animals live in the United Kingdom. The children were encouraged to describe the animals and ask questions to find out more.



Foundation 1 3-4 years

E. L. Goal The natural world

Knows animals are living things. There are lots of different types of animals. Pets are animals.

- Specific knowledge Nursery
 - Different places have different climates and weather.
 - Some animals live in very cold places.
- Skill Nursery Name a variety of domestic and wild animals

Icy animal worlds

We set up several tuff spots and troughs with white fabric, cotton wool balls, silver foil, polystyrene, glass crystals and white craft pom poms. Adding animals from cold climates, the children were encouraged to make icy small worlds and create stories as they played.



PIC•COLLAGE



E. L. Goal Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

E. L. Goal Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

E. L. Goal Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Foundation 1 3-4 years

- Knows how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.

Investigation Station

We created an 'investigation station' for the children to explore the theme of cold climates. It included a range of animals that live in cold climates, atlases, maps and globes. The station was introduced to the children as we discussed the areas of the world that were cold all year and the different animals that lived in them.



PIC•COLLAGE



PIC•COLLAGE

Foundation 1 3-4 years

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Begin to understand the need to respect and care for the natural environment and all living things
- Know plants and animals are living things. They need food and water to survive.

Collage Polar bear

Using a wide range of white materials including tissue paper, fake snow, felt and shredded paper, the children enjoyed creating their own polar bear. During the activity we discussed the features of the bear, the colour, the fur, the feet and the habitat it lives in.



E. L. Goal Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.

E. L. Goal Creating with materials 61 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Foundation 1 3-4 years

- Explore different materials freely, to develop their ideas about how to use them and what to make.

Animal Habitat

The children played the animal habitat memory lotto game in small groups. They were encouraged to take turns and play until everyone had completed their picture board.



Foundation 1 3-4 years

E. L. Goal The natural world Knows animals are living things.

- There are lots of different types of animals. Pets are animals. Specific knowledge Nursery
- Different places have different climates and weather.
- Some animals live in very cold places.

Skill Nursery Name a variety of domestic and wild animals.

Birds

Feed the birds

In small groups, the children made their own bird feeders by threading cheerios on to string. We all visited our nature area and hung the feeders on the tree branches for the birds, and viewed them from a distance. We explained that they would have to be very quiet when observing the birds. Back in the classroom, we all looked at bird photographs to see if we could identify any of the birds using the Garden birds spotting sheet. The children also talked about the types of food that the different birds ate.

To develop caring for the birds, we all went out with bird boxes and decided where to place them. Mr Botham helped to fix them into position, high off the ground to keep the nests safe.





PIC•COLLAGE



Breadth Understanding the world Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.

Foundation 1 3-4 years

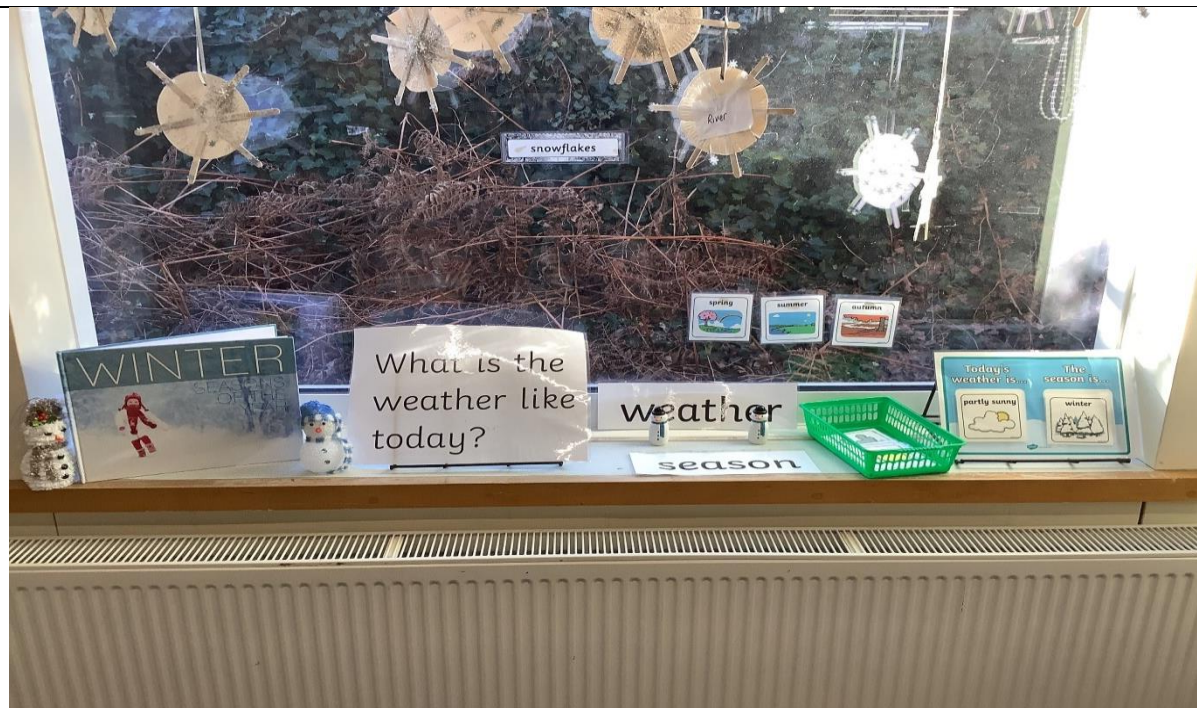
- Know plants and animals are living things. They need food and water to survive.
- Skill Begin to talk about ways to care for a plant or animal.

Our Nursery Environment



PIC•COLLAGE





INNOVATE

Bird watching

We reminded the children about how they fed the birds using bird feeders and asked them why the birds need us to feed them during winter. In small groups we sat in our bird hide and quietly listened, waiting for the birds to feed from our feeders.





Foundation 1 3-4 years

- Know plants and animals are living things. They need food and water to survive.
- Skill Begin to talk about ways to care for a plant or animal.

Making Birds

Following our discussion about birds, the children looked at pictures of different wild birds and then created one of their own. They designed patterns on their bird and added feather wings, beaks and pipe cleaner feet. They all looked very colourful.



PIC•COLLAGE



PIC•COLLAGE



PIC•COLLAGE

Foundation 1 3-4 years

Expressive Arts and Design

- Join different materials and explore different textures.

EXPRESS

To celebrate the end of our Winter Wonderland topic, we invited the parents and carers of our children to come and look at their wonderful work. The children welcomed their parents into our setting, sharing with them all the things they had learnt and made during our topic.



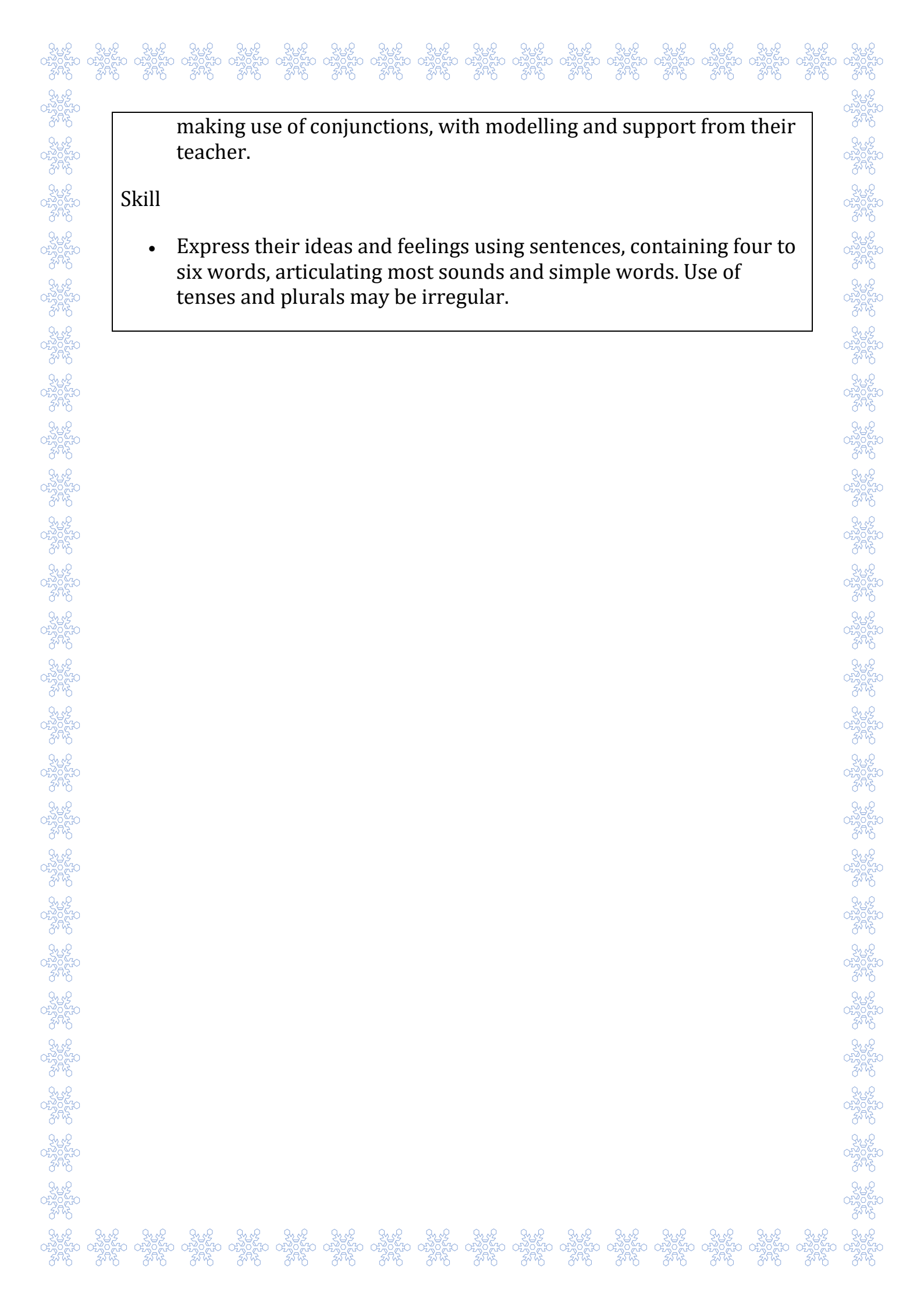
PIC•COLLAGE



Foundation 1 3-4 years

E. L. Goal Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and

A decorative border of blue snowflakes surrounds the central text box. The snowflakes are arranged in a grid-like pattern along the top, bottom, left, and right edges of the page.

making use of conjunctions, with modelling and support from their teacher.

Skill

- Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.