

Medium Term Planning

Winter Birth to Three & 3-4 years

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Develop friendships with other children.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Activities</p> <p>Join in with tidy up time & circle time.</p> <p>Explore environment & Winter artefacts</p>	<p>Understand simple instructions like "give to nanny" or "stop".</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Activities</p> <p>Follow directions</p> <p>Answer simple questions</p> <p>Talk about how things change in Winter</p> <p>Describe Winter objects</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Activities</p> <p>Use Scissor to cut and make a snowman</p> <p>Explore ice and snow using tools</p> <p>Draw a snowman</p> <p>Fiddly Fingers</p> <p>Move snowballs into tub using tweezers</p>

Topic Links

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Enjoy sharing books with an adult.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Activities:</p> <p>Look for familiar print in the environment</p> <p>Draw/paint Winter pictures</p> <p>Join in with songs</p> <p>Sing Familiar Nursery Rhymes</p> <p>Draw a snowman</p>	<p>Take part in finger rhymes with numbers.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Activities:</p> <p>Number rhymes</p> <p>Add the correct amount of buttons to the snowman</p> <p>Sort shapes into groups of the same</p> <p>Look at shapes in the environment</p> <p>Play physical activity counting flashcards</p>	<p>Explore natural materials, indoors and outside.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Activities:</p> <p>Nature detectives</p> <p>Explore Winter objects through magnifying glass</p> <p>Go on a winter hunt looking for signs of winter</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing.</p> <p>Activities:</p> <p>Mix paint colours to use to print/paint snowflakes and Winter branches</p> <p>Paint using fingers, hands.</p> <p>Explore and play musical instruments (loud and quiet)</p> <p>Sing and join in with action songs</p> <p>Draw and cut snowmen</p>