



Theme / Topic: Winter and Our Senses

Big Question: What are our 5 senses? What changes in winter?

Year Group:	Nursery	
<p>Focus of Learning / linked to topics:</p> <p>Within the topic 'What changes in Winter?' children will again look at seasonal changes. We will talk about what we need to wear when we are going outside in the winter months.</p> <p>Within the topic 'Our 5 senses' children will learn about sight, hearing, taste, smell and touch. We will explore our senses with a range of activities and develop our communication and language skills by talking about similarities and differences and likes and dislikes. The children will know which body parts are used for each of their senses.</p>	<p>Prior Learning / linked to topics:</p> <p>Children have observed the seasonal changes in Autumn and have begun to notice a change in the weather requiring us to wrap up warm to go outside. Children are beginning to be aware of their senses, making comments on likes and dislikes in terms of taste and smell at snack times. We will use this to extend communication and language skills by exploring and talking about the 5 senses.</p>	
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>		
<p>Prime Areas:</p>		
<p>Personal, Social and Emotional Development</p> <p>Making Relationships</p> <ul style="list-style-type: none"> • May form a special friendship with another child. (22-36) • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) • Initiates conversations, attends to and takes account of what others say. (40-60) <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. (22-36) • Welcomes and values praise for what they have done. (30-50) • Confident to speak to others about own needs, wants, interests and opinions. (40-60) 	<p>Key vocab / key questions:</p> <p>Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you?</p> <p>How are you today? What would you like to play with? Who are you playing with today? What is your name? What are your friends' names? Can you take turns? Whose turn is it next? How can we be kind to our friends?</p>	

<p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Shows understanding and cooperates with some boundaries and routines. (22-36) • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50) • Aware of the boundaries set, and of behavioural expectations in the setting. (40-60) 	
<p>Communication and Language</p> <p>Listening and Attention</p> <ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). (30-50) • Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) • Listens to others one to one or in small groups, when conversation interests them. (30-50) <p>Understanding</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (30-50) • Beginning to understand ‘why’ and ‘how’ questions. (30-50) • Understands humour, e.g. nonsense rhymes, jokes. (40-60) <p>Speaking</p> <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. (22-36) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50) • Builds up vocabulary that reflects the breadth of their experiences. (30-50) 	<p>Key vocab / key questions:</p> <p>Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, joke, dinosaur, tall, small, roar, stomp, rhyme, sounds the same, next, then.</p> <p>Can you listen to your friends? Whose turn is it to talk? Can you put the dinosaur under the table/on the table/behind the box/inside the box? Why do you think that? How did that happen? Why did that happen? How do you? Can you tell me what you think will happen next?</p>
<p>Physical</p> <p>Moving and Handling</p> <ul style="list-style-type: none"> • Can copy some letters, e.g. letters from their name. (30-50) • Can stand momentarily on one foot when shown. (30-50) • Can catch a large ball. (30-50) <p>Health and Self-Care</p> <ul style="list-style-type: none"> • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50) • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is 	<p>Key vocab / key questions:</p> <p>Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this.</p> <p>Do you need to go to the toilet? Have a try. Can you pinch the pencil like this? Can you copy this letter? Can you catch? Can you put your coat on?</p>

<p>fastened at the bottom. (30-50)</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60) 	<p>Can you hold scissors carefully? What could we do now? How can we sort this out?</p>
<p>Specific</p>	
<p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> Repeats words or phrases from familiar stories. (22-36) Beginning to be aware of the way stories are structured. (30-50) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60) <p>Writing</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. (22-36) Sometimes gives meaning to marks as they draw and paint. (30-50) Hears and says the initial sound in words. (40-60) 	<p>Key vocab / key questions:</p> <p>Good sitting, good looking, good listening, beginning, middle, end, draw, picture, hear, say, sound, begins with.</p> <p>Can you help me read this story? What do you think will happen next? Can you remember what happened at the beginning? Can you tell me about your picture? What does it say? What does it begin with?</p>
<p>Mathematics</p> <p>Numbers</p> <ul style="list-style-type: none"> Shows an interest in representing numbers. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Recognises numerals 1 to 5. (40-60) Finds one more or one less from a group of up to five objects, then ten objects. (40-60) Finds the total number of items in two groups by counting all of them. (40-60) <p>Shape, space and measure</p> <ul style="list-style-type: none"> Beginning to categorise objects according to properties such as shape or size. (22-36) Uses positional language. (30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50) Can describe their relative position such as 'behind' or 'next to'. (40-60) Orders two or three items by length or height. (40-60) 	<p>Key vocab / key questions:</p> <p>Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, size, shape, same, position, under, on top, behind, inside, next to, round, tall, long, small, short, length, height.</p> <p>Can you count the...? What number comes next? What number is one less? How many are there altogether? Can you sort them so all the same ones are together? Where is the dinosaur? Can you describe this dinosaur? Tell me about this, what shape is it? What does it look like? Where are you in the line? Where are you sitting? Which is the smallest/shortest? Which is the biggest/tallest? Can you put them in size order?</p>

Understanding the World

People and communities

- Beginning to have their own friends. (22-36)
- Recognises and describes special times or events for family or friends. (30-50)
- Enjoys joining in with family customs and routines. (40-60)

The world

- Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36)
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)
- Developing an understanding of growth, decay and changes over time. (30-50)
- Looks closely at similarities, differences, patterns and change. (40-60)

Technology

- Knows how to operate simple equipment. (30-50)
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50)

Interacts with age-appropriate computer software. (40-60)

Key vocab / key questions:

Friends, special, celebrate, family, happy, dinosaur, change, time, long ago, pattern, change, different, switch, press, search, on, off.

Can you tell us about your Christmas celebrations?

What did you do?

Who came?

Where did you go?

What can you tell me about...?

Can you press play/start?

Expressive Arts and Design

Exploring and using media and materials

- Uses various construction materials. (30-50)
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50)
- Constructs with a purpose in mind, using a variety of resources. (40-60)

Being imaginative

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. (22-36)
- Engages in imaginative role-play based on own first-hand experiences. (30-50)
- Plays cooperatively as part of a group to develop and act out a narrative. (40-60)

Key vocab / key questions:

Build, space, fence, gate, pen, draw, paint, make, play, pretend.

What are you going to build?

Tell me about your building?

How could you fit more in?

How can you make sure they don't get out?

What are you drawing?

Tell me about...

Who are you pretending to be?

Can I play?

Safe Messages

A2, A3, A8, B2, B6, C5, D1, D2, H2, H4, I1, I2, I4.

Topic Resources:

Senses books, blocks, twinkl resources, range of things to smell, taste, see, hear and touch.