

Curriculum- Nursery	Characteristics of Effective Learning	West Meadows primary School Nursery- Winter
<ul style="list-style-type: none"> • 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. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> - Showing curiosity about objects, events and people - Using senses to explore the world around them <p>Active Learning</p> <ul style="list-style-type: none"> - Showing satisfaction in meeting their own goals - Being proud of how they accomplished something - not just the end result <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Finding ways to solve problems 	<p>Know the key features of Winter – the weather is colder and it is dark early. Know that in winter there is ice and snow, morning frost around the playground and explore these as they occur. Explore spider webs and winter frost. Know that ice occurs when water freezes and ice melts as it get warmer. Ice experiments</p> <p>4 seasons in the year and how the weather and trees are different. Explore Winter in their own environment.</p> <p>Learn about animals and birds and how they survive in winter and how we can look after them.</p> <p>Key Questions</p> <ul style="list-style-type: none"> - What is the weather like in Winter? - What clothes do you need to keep you warm? - How does snow feel, why does it melt? - How is ice formed and why does it melt again? - How do we protect animals in the winter? Bird feeders - Where else is it cold. What animals live in cold environments? Polar bears and penguins <p>Know that there are four seasons – autumn, winter, spring, summer Know that winter includes the months of – December, January and February Know that in Winter, the weather is usually cold and wet Know what ice feels like and observe it melting. Find out why it melts. Ice is slippy/ smooth?</p> <p>Know that there may be frost on your windows (e.g. in the car) in the mornings and at night</p>

and the pavement or road may be slippery
Know that snow sometimes falls in winter.




Know there are some regions (polar) in the world where it is cold all year long. Know which animals live in the North and South pole (Penguins in the **south pole** / polar bears in the **north pole**).

Igloos- type of houses designed for snow/winter weather. Who lives in them?

Continuous Provision Opportunities

- Investigation tray– ice investigations- Objects trapped in ice to explore. Coloured ice. Snow (if available) to explore.
- Small world – cold climate animals – polar bears, penguins, white foxes. Blocks for igloos.
- Literacy – Winter stories - Lost and Found, Penguins, polar bear, polar bear.
- Creative – Winter scenes. Snow paintings, winter animals
- Paint – Winter snow trees / Polar bears
- Home corner – range of dressing up for cold weather and warm weather to sort. Warm fire place. Winter / snow on the window.
- Music – Vivaldi winter and frozen.
- Outdoors – Ice sculptures / Ice experiments
- Outdoors – Painting with ice

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Rain	Cloud, snow, ice	Frost, Winter, icicles
verbs		Throw touch	Sledge, ski, skate, melt
adjectives	Night, day	Cold, dark	Chilly, crunchy smooth

<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy and fascinations • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of new ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experiences • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solving a problem and reaching a goal • Monitoring how effectively their activities are going • Changing strategy as needed • Reviewing how well the approach worked
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experiences, and learning from failures		
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