

EYFS Autumn 2 Medium Term Planning: Winter wonderland



What happens in Winter?

FS1 - Nursery	03.11.2025	10.11.2025	17.11.2025	24.11.2025	01.12.2025	08.12.2025	15.12.2025
Class Teacher: Miss Taylor							
Significant Events	Winter walk Remembrance Day	Anti-Bullying Week	Enterprise Week	Advent wreath making workshop St Marys Winter market			Nativity Whole school Christmas Mass Carols around the crib
Key Literacy Focus (Visit, book, curriculum area etc)							
Characteristics of Effective Learning	<p>Playing and exploring: Finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning: Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically: Having their own ideas, making links, choosing ways to do things</p>						

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Key Vocab	<p>Winter, Autumn, Season, Changes, Animals, Hibernate, Cold, Ice, Temperature, Chilly, Melt, Freeze, Dark</p>
Literacy Word Reading	<p>Phase 1 Phonological Awareness Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion</p>
Literacy comprehension	<p>Understand the key concepts about print</p> <ol style="list-style-type: none"> 1. Print has meaning 2. The names of the different parts of a book 3. We read English text from left to right and from top to bottom. 4. Name the characters from a familiar story.
Literacy Writing	<p>To hold pencil in pincer grip To form enclosed shapes To form lines that cross and zig zags</p>
Mathematics	<p>Zero, Number 1, Number 2, Subitising, Pattern, Consolidation winter activities</p>
People, Culture and Communities (Building strong foundations for geography and RE)	<p>To recognise special times and events of family. All about family customs and routines Traditions around the world</p>

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<p>Past and Present (Building strong foundations for history)</p>	<p>To know fictional and non-fictional characters from a range of cultures and times in storytelling. TO have deepened understanding of immediate family by remembering and talking about special times in our lives and others.</p>
<p>The natural World (Building strong foundations for science and geography)</p>	<p>To know about changes in the seasons through taking part in winter walks -make comparisons from an autumnal walk To explore familiar materials and their properties To be able to distinguish between nocturnal and diurnal animals To know facts about some nocturnal animals To explore the changing of materials (melting and freezing)</p>
<p>Expressive Arts and Design</p>	<p>To exploring colour mixing secondary colours using ready mix paint/ block paint. To draw lines and circles (fine motor) To develop scissor skills – holding scissors in one hand and making snips Name instruments and learn how to play instruments correctly. To learn new songs and rhymes To act our familiar experiences</p>
<p>KAPOW</p>	<p>Kapow Sculpture and Design: Let's Get Crafty Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>
<p>RE</p>	<p>Prophecy and promise - They will learn about a range of feelings and that actions have consequences. They will learn about why we say sorry and about asking for forgiveness</p> <p>Other Faiths: Through dress and traditional stories children will learn about Sikhism.</p> <p><u>Prophecy and Promise</u></p> <p>1: Mary is chosen – Mary was chosen by God to have a baby. His name will be Jesus Lesson 2: Gathering ready for Christmas – Celebrate Advent, it is a time to get ready for Christmas. Lesson 3: Travelling to Bethlehem – Jesus was born in Bethlehem Lesson 4: Born in a stable – Jesus was born in a stable and laid in a manger.</p>

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	<p>Lesson 5: The shepherds visit Jesus – Shepherds were told by angels to visit Jesus Lesson 6: Jesus came for the whole world – God sent Jesus to us all Lesson 7: How do different cultures celebrate Jesus’ birthday in different ways?</p>
<p>Personal, Social and Emotional Development RSE (Ten Ten)</p>	<p>Self-Regulation All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities • Demonstrate praise and encouragement and allow children the freedom to make mistakes • Have high expectations for children following instructions, with high levels of support when necessary. • Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Help children to set own goals and to achieve them. • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. <p>Managing self All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Forming friendships and positive relationships • Provide opportunities for children to tell each other about their work and play - helping them reflect and self-evaluate their own work. • Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Model practices that support good hygiene, such as insisting on washing hands before eating. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. • Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene.

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	<p>Building Relationships All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. • Take opportunities in class to highlight a child’s interests, showing you know them and about them. • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children’s play regularly involves sharing and cooperating with friends and other peers. <p>Congratulate children for their kindness to others and express your approval when they help, listen and</p>
<p>Music</p>	<p style="text-align: center;">Exploring sound</p>
<p>Spanish</p>	<p style="text-align: center;">Greetings</p>
<p>Physical Development</p>	<p style="text-align: center;"><u>Gross Motor</u> To put on and take off own coat To mark make straight lines (horizontal and vertical) and big circles using gross motor movements (shoulder and elbow movements) To pedal on a trike and ride a scooter To begin to show awareness of moving equipment safely with peers</p> <p style="text-align: center;"><u>Fine Motor</u> Begin to show a preference for a dominant hand. Put on coats with some support with zip and buttons To mark make big and little circles To develop scissor skills – holding scissors in one hand and making snips</p>