




<p><b>Big Question</b> I wonder what life is like when it is cold?</p>	
<p><b>Key Texts</b> Gruffalos child Nursery Rhyme Week Jack Frost Penguin Stickman  Sparks in the sky (Guy Fawkes themed book)</p>	<p><b>Festivals and Celebrations</b> <b>November</b> 5<sup>th</sup> Bonfire night 7<sup>th</sup> Outdoor classroom day 11<sup>th</sup> Remembrance day 11<sup>th</sup> – 15<sup>th</sup> World nursery rhyme week 11<sup>th</sup> -15<sup>th</sup> Anti bullying week 17<sup>th</sup> -23<sup>rd</sup> Road safety week <b>December</b> 12<sup>th</sup> Christmas jumper day Christmas Nativity</p> 
<p><b>Trips and Visitors</b> Father Christmas visit Christmas Fayre</p>	<p><b>Parental Engagement Opportunities</b> Send in photos of Christmas trees at home to go in the home corner Nursery Rhyme craft activity workshop Maths workshop</p>
<p><b>Imaginative Role Play</b> Antarctica</p>	<p><b>Menu of Enhanced Provision Opportunities</b></p>

## Ongoing Project Foci – EAD/ PD/ UTW/ PSED

### Key Knowledge - Changes in State - Children should:

1. **Observe** that some materials change when they are heated or cooled.
  - o e.g., ice → water, chocolate → melted chocolate.
2. **Use their senses** to explore these changes — seeing, touching, smelling.
3. **Talk about what they notice**, using everyday language like:
  - o “It’s melting,” “It’s getting softer,” “It’s hard again,” “It’s runny now.”
4. **Understand that changes can sometimes be reversed**, e.g.:
  - o Water can freeze and become ice again.
5. **Make simple predictions** — “What do you think will happen if we put this in the sun?”

When teaching **contrasting cold localities**, the goal is to help them **notice differences between where they live and a much colder place**, such as the **Arctic** or **Antarctica**. Begin to **observe, compare, and talk about** the world around them and beyond

### Key Knowledge – contrasting Cold Localities Children should:

1. **Know that some places in the world are very cold** — often covered in ice and snow.
  - o e.g., the **Arctic, Antarctica, or the North and South Poles**.
2. **Recognise that people and animals live differently** in those places because of the weather.
  - o Warm clothes, special homes, and different types of food.
3. **Compare** the cold place with where they live.
  - o Talk about **weather, clothing, homes, and animals**.
4. **Understand simple geographical ideas** like:
  - o Cold places are near the **top or bottom of the world** (poles).
  - o Some places have **snow and ice most of the time**, while their own area may not.
5. **Recognise features of cold landscapes** — icebergs, snow, mountains, frozen seas.

**notice where different animals and plants live**, and begin to understand that **living things have homes that suit them**. **Exploration, observation, and language development**, not scientific classification.

### Key knowledge - Habitats. Children should know

1. **A habitat is a place where living things live.**
  - It provides what they need: **food, water, shelter, and space.**
2. **Different animals and plants live in different habitats** because they need different things to survive.
  - e.g. fish live in water, birds live in trees, moles live underground.
3. **Habitats can look very different** — some are hot, cold, wet, dry, dark, or bright.
4. **All living things depend on their habitat** for survival.

**Project time – to include adult lead activities and enhanced activity ideas linked to key texts, LTP and skills progression documents. Please refer to the Pinterest link above – menu of opportunities**

**Additional enhanced activity ideas to dress tuff trays, linked with the overarching theme and prime areas of learning are also included in the menu of opportunities. Please select ideas linked to the children's interests and age and stage in development and need of prime areas eg fine motor skill enhancements**

Start the unit by collecting ideas from the children about what they already know/ key words related to the overarching them. What do the children want to find out more about? What questions do they have?

#### **Learning Landscape (continuous provision)**

Learning Landscape time to focus on high quality adult interactions within provision to support oracy, language and vocab development. Modelling and scaffolding extending language and levels of child engagement. Adults to model how to use enhanced provision activities linked to theme/ key text. High quality interactions in areas to support groups/ individuals as highlighted in prime areas following baseline assessments.

#### **Jack Frost – Project time x1 week**

**Literacy** – 1 week drawing club.

#### **UTW**

- Science investigation – what makes ice melt faster? Ice by itself/ ice in water/ with slat/ with sugar/

**EAD**

- Ice cube sticks - painting to explore colour mixing

**Outdoor learning**

- Ice blocks filled with natural materials – melting exploration

**Themed day 5<sup>th</sup> Guy Fawkes (significant person study)**

Retell the story highlighting key facts. Children should begin to understand that:

- A long time ago, a man called Guy Fawkes was part of a group who tried to blow up the Houses of Parliament in London.
- They wanted to change the king and the government, but they were caught before it happened.
- People were happy that the king was safe, and they celebrated with bonfires and fireworks.
- Every year on 5th November, people remember this event — it's called Bonfire Night or Fireworks Night.

**Nursery rhyme week x 1 week**

Choose own activities linked to the Nursery Rhymes that you wish to share with your children

**Gruffalos child x 2 weeks**

**Literacy** – Drawing club and hot seating key characters. Asking key questions focusing on habitats. Role play. Tuff tray activities

**UTW**

- Explore and name habitats of woodland animals from the story
- Shadow Gruffalo child puppet investigations. Notice and describe when and where shadows appear. Talk about what makes a shadow (object + light). Explore and experiment with making and changing shadows

**EAD**

- Playdough and loose parts Gruffalo creations
- Paint or draw around Gruffalo silhouettes
- Gruffalo paper bag collage

### Outdoor learning

- Woodland animal/ habitat hunt in the forest area/ create woodland animal habitats
- **Andy Goldsworthy** famous artist study explore natural sculptures made from leaves, stones, sticks, flowers, and ice inspire creativity, exploration, and a deep connection with nature. Focus on **exploring natural materials, observing colours and shapes, and creating with what they find outdoors**

### Penguin x 2 weeks

**Literacy** – 1 week drawing club and hot seating key characters. Asking key questions to find out about habitats/ weather/ houses etc. Role play. Tuff tray activities

### UTW

- Investigate changes in state - Melting and freezing chocolate – chocolate banana penguins
- Compare where we live with penguin habitats. explore contrasting environments, animals, and weather. Show a globe or world map. Talk about how far away it is, how cold it is, and what it looks like. Use pictures or small toys of animals (penguin, polar bear, cow, fox, dog, seagull, etc.). Have two trays/scenes: *Penguin habitat. Our home area – make links with woodland animals and their habitats as previously discussed in the Gruffalo's child.* Children sort animals into where they live. Look at pictures of houses, flats, igloos, and icy landscapes. Talk about how people need shelter and warmth, while penguins have feathers and huddle together.

### EAD

- Detailed drawing of a penguin (follow step by step online tool)
- Create penguin family tubes/ egg cartons and habitat plates

### Outdoor learning

- Build igloos with large scale loose parts

### **Stick man x 1 week (Christmas Nativity)**

Literacy – drawing club

#### **UTW**

- Retelling of the Christmas story
- Take part in the Christmas Nativity

#### **EAD**

- Make stickmen using the sticks collected in the outdoor learning session
- Christmas craft activities using sticks

#### **Outdoor Learning**

- Go on a **nature walk** to collect sticks. Sort them by **size, shape, colour, or texture**. Use them for measuring (“Which stick is longest?”) or for counting.