



Manor Primary School – Nursery Medium Term Planning Autumn & Winter

Overview of the Learning:

In this unit children will explore a range of fiction and non-fiction texts to develop an understanding of the four seasons. They will gain an awareness of the changes across the seasons. They will identify and describe different weather types associated with the seasons. They will consider clothing appropriate to the weather/seasons and reflective materials to ensure they are seen during the dark mornings and evenings. They will be introduced to the concept of day and night and how the length of day and night changes throughout the year. They will develop an understanding that light is needed to see things and be aware of safety in the dark. The children will talk about what might happen when they are asleep and will be introduced to nocturnal animals. They will use their own experiences to talk about what they do in the daytime and the night-time. The children will explore the features of the night sky. They will explore light and dark colours will use available resources to make night and day pictures. The children will explore shadows and will develop an understanding that a shadow is a dark shape that is formed when an object blocks a source of light.

Core Aims

- ✚ To identify the key features of fiction and non-fiction texts.
- ✚ To understand the year consists of four seasons.
- ✚ To identify the changes across the four seasons.
- ✚ To talk about different weather types, identifying the type of weather that is experienced during autumn and wintertime.
- ✚ To sort clothing appropriate to autumn and winter.
- ✚ To explore the changes to water during wintertime.
- ✚ To investigate freezing and melting
- ✚ To describe the features of day and night, relating it to their own experiences.
- ✚ To understand that daytime is when you can see the sun from where you are, and its light and heat can reach you and night-time is when the sun is on the other side of the Earth from you, and its light and heat don't get to you.
- ✚ To develop an understanding of how day and night changes in length throughout the year.
- ✚ To understand that light is needed to be able to see things.
- ✚ To explore how shadows are created.
- ✚ To develop an understanding that shadows are formed when an object blocks a source of light.
- ✚ To sequence time based on their day and night routines.
- ✚ To explore the features of a day and night sky.

Substantive Knowledge:

- ✚ What are seasons?
- ✚ Why do plants change across the seasons?
- ✚ What is Autumn?
- ✚ What is Winter?
- ✚ What happens to the weather change across the seasons?
- ✚ Why does the length of the day and night change across the year?
- ✚ What is day and night?
- ✚ What is nocturnal?
- ✚ What is hibernation?
- ✚ What is freezing?
- ✚ What is melting?

Procedural Knowledge:

- ✚ How to identify the four seasons.
- ✚ How to identify the changes that occur across the seasons.
- ✚ How to sort clothing appropriate for the weather.
- ✚ How do the changes in our routines represent the changes of length of light and dark across the year.
- ✚ How to identify animals that come out at night and sleep in the day
- ✚ How to identify animals that hibernate.
- ✚ How to investigate the changes that occur when freezing water



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End Point:

Children can:

- ✚ Use language related to time.
- ✚ Sequence their daily routine.
- ✚ Identify some features of autumn and winter.
- ✚ Identify clothing appropriate for different weather types.
- ✚ Explain that the sun gives light and heat during the day and it is dark at night because there is no sunlight.
- ✚ Identify the features of a daytime and night-time sky.
- ✚ Listen to music and respond to artwork related to day and night.
- ✚ Create simple shadows.

Future Learning:

- ✚ Year 1 – Science – Investigating the Seasons, Investigating Plants – Garden Gang,
- ✚ Year 2 – Science – Investigating Plants, Living Things and their Habitats
- ✚ Year 3 – Science – What helps plants grow
- ✚ Year 4 – Science – Living Things and their Habitats
- ✚ Year 5 – Science – Investigating the Circle of Life
- ✚ Year 6 – Science – Living Things and their Habitats.

- ✚ How to investigate the changes that occur when ice is heated.

Characteristics of Learning.

- ✚ ask simple questions.
- ✚ observe closely, using simple equipment
- ✚ identify and classify
- ✚ use their observations and ideas to suggest answers to questions.
- ✚ represent their experiences in play.
- ✚ initiate activities.
- ✚ make links and notice patterns in their experiences.

Educational Programmes:

Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their



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understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

Outcomes:

Children can:

- ✚ Identify the features of day and night.
- ✚ Recognise the pattern of the day and night cycle
- ✚ Talk about what they do in the daytime and the night-time.
- ✚ Sequence time (daily routines).
- ✚ Talk about the different seasons.
- ✚ Identify weathers for different seasons
- ✚ Identify clothing appropriate for the different seasons.

Cross Curricular links:

- ✚ **Science:** Investigate whole day lasts 24 hours and consists of both day (light) and night (dark). Introduce the sun as a big star that gives off light and heat all the time. Explain that the moon is an object (satellite) that orbits our earth. Investigate how clouds may hide the sun and stars from our view. Introduce sun safety and how the sun may cause our skin to tan or to burn. Investigate how people wear different clothes for the many things they do during the day and night such as work clothes, play clothes, party clothes, night clothes (pyjamas).
- ✚ **Science** – Reversible changes - Observing the effects of melting and freezing. Comparing weathers across the seasons.
- ✚ **Art:** Explore the artwork of Vincent Van Gogh – Starry Night. Explore light and dark colours (colours that represent day/night). Investigating shades and tones. Music: Listen to and respond to the music of Brahms “Lullaby”, Chopin “Nocturne” and Vivaldi “Four Seasons – Autumn”
- ✚ **Mathematics:** Exploring 2D shapes, Sorting 2D shapes. Creating pictures and patterns using shapes. Sorting objects by size

Building Cultural Capital:

- ✚ Investigating the seasons using their senses within the environment and the community – jumping in puddles, crunching leaves, playing in the snow
- ✚ Investigating the weather using their senses
- ✚ Exploring plants, fruits and vegetables that are affected by the four seasons.
- ✚ Exposure to classical music and artwork.



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Subject Knowledge & Skills	Learning Objectives	Suggested Learning Opportunities	Vocabulary	Resources and hooks for learning.
<p>The Natural World: Notice detailed features of objects in my environment. Explore natural materials, indoors and outdoors. Comment and ask questions, using wide vocabulary, about aspects of my familiar world such as the place where I live or the natural world.</p>	<p>What are seasons? What are the names of the 4 seasons?</p>	<p>Non-fiction and fiction books about the seasons Sorting for the seasons Nature walk Exploring using senses.</p>	<p>Seasons, spring, summer, autumn, winter</p>	<p>A Stroll Through the Seasons by Kay Barnham Goodbye Summer, Hello Autumn Book by Kenard Pak A Tree for All Seasons Book by Robin Bernard</p>
<p>The Natural World: Notice detailed features of objects in my environment. Explore natural materials, indoors and outdoors. Comment and ask questions, using wide vocabulary, about aspects of my familiar world such as the place where I live or the natural world. Use senses in hands-on exploration of natural materials Talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>What is autumn? What can I see/hear/feel in autumn? What is the weather like in autumn? What clothes should I wear in autumn?</p>	<p>Exploring using senses – cones, leaves, cinnamon, twigs, pumpkin, acorns Nature walk Clothes sorting Weather spotting Weather forecast Leaf hunt Leaf rubbing</p>	<p>night, dark, day light, sun, winter, spring, autumn, summer, seasons, weather, hot, cold, icy, snow, windy, rainy, sunny</p>	<p>We're going on a Leaf Hunt by Steve Metzger Weather symbols A range of clothing</p>
<p>The Natural World: Notice detailed features of objects in my environment. Explore natural materials, indoors and outdoors. Comment and ask questions, using wide vocabulary, about aspects of my familiar world such as the place where I live or the natural world. Use senses in hands-on exploration of natural materials</p>	<p>What is winter? What can I see/hear/feel in winter? What is the weather like in winter? What clothes should I wear in winter?</p>	<p>Exploring using senses – ice, snow, frost, pinecones. Nature walk Clothes sorting Weather spotting Weather forecast Exploring ice Melting</p>	<p>night, dark, day light, sun, winter, spring, autumn, summer, seasons, weather, hot, cold, icy, snow, windy, rainy, sunny, frosty.</p>	<p>On Snowy Night by Nick Butterworth Weather symbols A range of clothing</p>



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<p>Talk about some of the things I have observed such as plants, animals, natural and found objects.</p>				
<p>The Natural World: Notice detailed features of objects in my environment. Explore natural materials, indoors and outdoors. Comment and ask questions, using wide vocabulary, about aspects of my familiar world such as the place where I live or the natural world. Use senses in hands-on exploration of natural materials</p>	<p>What is ice? What is freezing? What is melting? What is snow?</p>	<p>Melting and Freezing – make some ice cubes and salt half of them. Which melt first? If it snows, bring some indoors and guess what will happen to it? Freeze water in balloons or rubber gloves Freeze small objects in a bowl of water – lego/small world animal etc Do an experiment to see whether everything freezes – try plasticine, ketchup, jam Use ice and small world arctic animals to make an arctic scene in the water tray Make ice lollies Use a globe to talk about the North and South Poles</p>	<p>Cold, freeze, freezing, ice, icy, melt, snow, snowflake, icicle, wet, water, change</p>	<p>The Runaway Iceberg Ice cubes Instant snow Frozen balloons</p>
<p>The Natural World: Notice detailed features of objects in my environment. Explore natural materials, indoors and outdoors. Comment and ask questions, using wide vocabulary, about aspects of my familiar world such as the place where I live or the natural world.</p>	<p>What is day and night? What do I do during the day? What do I do during the night?</p>	<p>Explore a range of fiction and non-fiction books. Collect night-time words and daytime words Collect star words and sun words. Day and night sounds – listening games. Night-time stories.</p>	<p>night, dark, day light, sun, winter, spring, autumn, summer, seasons, longer, shorter, sunrise, sunset.</p>	<p>Night Monkey, Day Monkey by Julia Donaldson Daily routine images. Dark Tent</p>



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<p>Use senses in hands-on exploration of natural materials Talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>Why is the day longer in the summer but shorter in the winter?</p>	<p>Role Play – bedtime routines. Sequencing daily routines. Day and night sorting</p>		<p>Torches</p>
<p>Being Imaginative and Expressive Move and dance to music. Create movement in response to music. Respond emotionally and physically to music when it changes. Respond to what I have heard, expressing my thoughts and feelings.</p>	<p>What is a composer? What is an artist? What movements represent the falling of autumn leaves? What movements represent winter? What colours represent autumn and winter?</p>	<p>Explore the music “Nocturne” by Chopin and “Lullaby” by Brahms. Explore the artwork “Starry Night” by Vincent Van Gogh. Explore the artwork by Leonid Afremov Listen to “Nocturne” lullaby music by Frédéric Chopin. Listen to Lullaby (Cradle Song) by Johannes Brahms. Develop understanding that Frédéric Chopin, Antonio Vivaldi and Johannes Brahms are composers. Explore and identify instruments for a lullaby. Select colours to create a day and night piece of artwork</p>	<p>Composer, music, Antonio Vivaldi, listen, hear, sound, feel, move, movement, dance, listen, beat, colours, red, yellow, brown, blue, white, autumn, winter, spring, summer, art, artwork, artist, pointillism, blend, mix, collage, create, crunch, twist, arrange</p>	