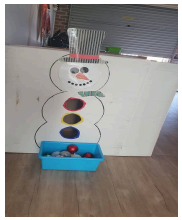
Topic Title- No business like snow business

Curriculum Driver: KUW
Text: Little Snowflake
PFL: Christmas experience in school
Enterprise School Fair

CLL - PW1 - like PW2 - What PW3- Under, on top, behind	**Pathway 1** **Language and Communication:** Pupils will develop consistent responses to convey likes and dislikes. **Attention and Understanding:** Develops object permanence and simple cause and effect to increase independence. **Reading:**Pupils will start to engage with simple stories and the sounds that adults make to promote active learning. **Writing:** Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.
	Pathway 2 **Language and Communication**: Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. **Attention and Understanding**: Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation. **Reading**: Pupils can anticipate key events and are able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems. **Writing**: Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing.
	Pathway 3 **Language and Communication**: Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. **Attention and Understanding**: Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. **Reading**: Pupils can answer questions about the information they have read. **Writing:** Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.
	Communication is taught all day through the SCERTS framework. Children have discrete communication sessions which focus on different areas of communication.

	 Scoops, cloud dough, bun tray,	 Poppy templates, rice	 Ice, paintbrushes, snow flakes	 cotton wool balls, scoops, containers, tweezers, flour	 Flour, mark making tools,	 scoops, rice, bowls, pasta	 tree, tinsel, bubbles
Maths - Pathway 1 - play, fill, full Pathway 2 - big, small Pathway 3 - position	**Pathway 1** **SSM:** Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of sensory play. Fill different containers with water, explore full, half /empty. - *Stage 1 Unit 15 Measuring and Estimating.docx - Google Docs* **Pathway 2** **SSM:** Pupils will be able to identify big/small in play Pupils will be able to identify the big or small object from a selection of Two. *Stage 2 Unit 15 Measuring and Estimating.docx - Google Docs* **Pathway 3** **SSM:** Pupils can describe their relative position (on top, under, next to, below, above) *Stage 3 Unit 14 Describing Position.docx - Google Docs*						
	Black rice, yellow stars of varying sizes, fireworks. 	foam/fake snow bowls,coops/Children in need 	snowflake soup, snowflakes varying sizes, scoops, bowls	Metal bowls, scoops, ice cubes	baubles, snowman cut out, posting activity, big, medium, small.	varying sized boxes, wrapping paper, 	big letters, small letters, fill up post box 

	Pathway 1 - Children to manipulate sensory stimuli and hold different objects in the tray Pathway 2 - Children to explore/compare big and small fireworks. Pathway 3 - Children to describe position of fireworks on a picture. **(above & on top)**	 Pathway 1 - Children engage in filling and emptying with different sensory play. texture. Pathway 2 - Children create big clouds and little clouds using foam. Pathway 3 - Children to describe position of objects in relation to clouds **(under & below)**	 Pathway 1 - Children to explore capacity with different sized containers. Pathway 2 - sorting big and small snowflakes Pathway 3 - placing snowflakes on pictures and match correct position symbol **(above, on top, under, below)**	 Pathway 1 - Children to manipulate a range of objects, in order to actively engage in a range of sensory play. Pathway 2 - free the animals from the big and small icebergs! Pathway 3 - Ice cube lego therapy - blue ice cube on top, next to.....red ice cube.	 Pathway 1 - Children explore filling up the box of baubles by posting through the snowman. Pathway 2- Children to sort big and small baubles into the big and small snowmen. Pathway 3 - Decorate the snowman following positional instructions i.e hat on top of head etc.	Pathway 1 - Children to explore filling and emptying of boxes using shredded paper Pathway 2- Children to play, identify and sort presents biggest to smallest. Pathway 3 - Make a gift box wrapping station using prepositional language.	Pathway 1 - Children manipulate objects and engage in play. Pathway 2- Children to post big and small letters to santa Pathway 3 - Describe a Christmas scene using prepositional language i.e. Santa **down** the chimney, Presents **under** the tree.
KUW -	**Pathway 1:** Pupils within pathway one access our KUW curriculum through planned provision						
	Pathway 2 **Scientific Enquiry**- Pupils will experience their actions on objects and materials. **ICT**: Pupils will be able to use an iPad with control to navigate a range of functions.						
	Pathway 3 **Scientific Enquiry:** Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. **ICT;** Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.						
PSED -	**Pathway 1** **Relationships & Others**: Pupils will show responses to familiar adults in shared games such as parachute, Bucket Time and drama games.						
	Pathway 2 **Being me in my world, Relationships & Others**: Pupils engage in role play, alongside adults.						
	Pathway 3						

	Being me in my world, Relationships & Others: Pupils extend their play successfully to include other people and larger groups, and compromise in their play.						
	Accept that everyone is different  **Pathway 1** To take turns within shared games **Pathway 2** I know how it feels to be proud of something I am good at **Pathway 3** I can tell you some ways in which I am the same as my friends	Include others when working and playing  **Pathway 1** To take turns within parachute games **Pathway 2** I can tell you one way I am special and unique **Pathway 3** I can tell you some ways I am different from my friends	Know how to help if someone is being bullied  **Pathway 1** To respond appropriately to others during shared activities. **Pathway 2** I know that all families are different **Pathway 3** I understand how being bullied might feel	Try to solve problems  **Pathway 1** To solve problems as part of a group during shared activities. **Pathway 2** I know there are lots of different homes **Pathway 3** I can be kind to children who are bullied	Use kind words  **Pathway 1** To congratulate others during shared games. **Pathway 2** I can tell you how I could make new friends **Pathway 3** I know how it feels to make a new friend	Know how to give and receive compliments  **Pathway 1** To congratulate others during shared games. **Pathway 2** I can use my words to stand up for myself **Pathway 3** I understand these differences make us all special and unique	
EAD -	**Pathway 1** See MD and CLL schemes of work and routes for learning guidance, other Schemes of Work for reference can include PSED and PD						
	Pathway 2 **Creative Performance:** Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.						
	Pathway 3 **Creative Performance**: Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.						

	 **Firework Orchestra**: Give children simple percussion instruments (shakers, drums, triangles) or body percussion. use instruments to create the sounds heard during bonfire night	 The Poppies' Journey: Have children start curled up tight on the floor like tiny poppy seeds. Play a gentle piece of orchestral music and guide them to slowly grow into tall, bright red poppies blowing gently in the wind. They can use red silk scarves or ribbons to wave as they move, ending the piece by settling softly into a still, quiet freeze. The Ribbon Dance of Peace: Give each child a pastel or white ribbon. Teach a simple, repetitive group movement dance where they circle around a central "peace tree" or a collective artwork.	❄️ "There's a Snowflake on My Nose!" (Interactive Song & Prop Performance) This is an excellent circle-time performance that relies on a simple, repetitive song structure to boost body awareness and language skills. The Prop: Children hold a paper snowflake they cut out themselves, or simply use their index finger to pretend. The Routine: Sing a simple melody (to the tune of *If You're Happy and You Know It* or a simple chant): *"There's a snowflake on my nose, on my nose! Oh, I caught this little flake, now I give a little shake!"* Rotate to different body parts—chin, shoulder, elbow, wrist, knee, and toes. Invite individual children to call out the next body part, giving them agency over the performance.	❄️The "Shh... It's Snowing" Soundscape (Music & Rhythm) Not all performances require big movements; this idea focuses on making a gentle winter soundscape using simple percussion instruments or body percussion. Rainsticks & Shakers: Give children shakers or rainsticks to simulate the gentle, rhythmic sound of falling sleet and snow. Triangle: Assign one or two children to strike a musical triangle to represent the "glistening" or "twinkling" of ice. Body Percussion: Children rub their hands together softly to create the sound of a rustling winter wind, followed by gentle finger-tapping on the floor to sound like soft snow landing. The Visual: Pair this soundscape with a back-projected video of falling snow or a dimly lit room to create an incredibly immersive, calming performance.	Christmas dance party. Use lights, music, decorations and props to create a fun Christmas party session.

		Focus on slow, deliberate, and calm movements to physically embody what a quiet "peaceful" space feels like					
Additional art ideas	 Cardboard tube firework painting	 Poppy printing using apples.	 Pipe cleaners shaped like snowflakes, printing.	 Snowflake template, blue paint wash and glitter.	 salt shapes, watercolours dripped to add colour.	 tube printing.	 cotton wool pad snowmen.
PE	Following Get Set PE planning led by James HLTA MATP also planned by James						
	Gross Motor: Pupils will be aware of their bodies and some of the different movements they can make. **Fine Motor:** Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon. **Swimming:** Pupils will be aware of the different body movements they can make in the water.						
	Gross Motor: Pupils will be able to throw and catch a range of different sized balls or objects. **Fine Motor:** Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. **Swimming:** Pupils understand how to stay afloat in the water and use their body movements to help them stay safe in the water.						
	Gross Motor: Pupils will understand the rules of and take part in simple team games. **Fine Motor:** Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)						

	Swimming: Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.
RE	Taught throughout the KUW curriculum