

# Wildground Federation Theme Learning Plan

Context for Learning:  
**Wondrous Winter**

Term:  
**Spring 1**

Year group:  
**Nursery**

## Hook:

Jack Frost will be making a visit to Nursery to make our environment cold, snowy and icy.

## Outcome

Children will be taking an adventure to around the school grounds to observe what we see in winter. We will be able to walk through the different areas of the school grounds, experiment with line drawing using colours and we will find a nice comfortable spot for our story.

## Key Events:

### Winter Walks

Week of the 19<sup>th</sup> January 2026

The Nursery children will be walking around the school grounds within the school day, looking for the signs of winter and searching for our own bears. This will link with our core story 'We're Going on a Bear Hunt'.

**The children will need layers, warm clothes, and sensible shoes with them during this week.**



### Cooking and Food tasting.

During the week of the 9<sup>th</sup> February 2026, children will be invited during snack time to taste test porridge. This is to encourage the learning of the core story 'Goldilocks and the Three Bears.' A letter of consent will come home soon.



## Language:

### **To develop our communication skills we will be:**

- learning to tell the story of 'Goldilocks' and 'We're Going on a Bear Hunt'.
- taking part in small group activities to help us use different descriptive words to explain what the different features of winter look like
- retelling oral stories that we share at the end of the day learning key words using Makaton from each story.
- speaking about the features of winter
- learning and singing new nursery rhymes including 'Snowflake Snowflake', '5 Little Snowmen and 'I'm a Little Snowman'.

## The arts:

### **In developing the arts we will be:**

- learning new rhymes and songs such as 'Hey Diddle Diddle', 'I had a Tiny Turtle', 'Row Row Row your Boat', 'Jack and Jill', 'Round and Round the Garden' and 'This Little Piggy'
- learning how to use our bodies to create movements like falling snow and ice whilst listening to the music of Vivaldi 'Four Seasons'
- learning how to role play in the winter café
- creating snowy day pictures using paint and line drawing, taking inspiration from local artist Pete Gilbert

## Inclusion:

### **To be as inclusive as possible we will:**

- all have opportunities to explore the outdoor environment in the local community
- think carefully about our Golden Rule of 'Be Safe' in school and in the school grounds

## Possibilities:

### **In order to widen our knowledge and understanding of the future we will:**

- be thinking about how we can have different jobs that allow us to explore the Arctic world
- become scientists investigating ice
- become artists making ice sculptures looking at inspiration from the ice hotel and artists that have taken part in the world ice sculpture championship.
- be learning to be a 'chef' by doing some winter cold cooking in our family groups, learning about healthy food groups and how to keep our bodies healthy.

## Environment:

### **As people concerned with our environment we will:**

- think about how we can take care of the world so we can still experience winter
- think about what we can do in the local environment to keep us safe
- be taking 'Wellie Walks' around the school environment to observe any changes.

## Wildground Federation Theme Learning Plan

### Main Areas of Learning

<b>Personal Social and Emotional Development</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• continuing to learn about our daily routine and how we can follow this.</li> <li>• thinking about how we can express our own idea in planning time using our spoken language or representing this through mark making, choosing where we would like to play. The challenge might be to say why we would like to play there.</li> <li>• thinking about how we can keep warm in winter and experimenting with warm clothes.</li> <li>• talking about how we can stay safe in the snow and ice.</li> <li>• thinking about how snowflakes are all different just like us.</li> </ul>
<b>Communication and Language</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• learning 10 new key words linked with our key story 'We're Going on a Bear Hunt' and 'Goldilocks and the Three Bears'.</li> <li>• continuing to ask and answer What, When and Who questions.</li> <li>• learning to use some descriptive language when taste testing our porridge such as hot, cold, smooth or lumpy.</li> <li>• exploring Arctic worlds and learning new words about this world.</li> <li>• learning key words using Makaton about snow and ice.</li> <li>• exploring and describing ice and snow.</li> <li>• thinking about the words cold, colder and coldest.</li> </ul>
<b>Physical Development</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• continuing to develop our gross motor skills to develop continuous lines when mark making.</li> <li>• continue to use different tools in all areas of the classroom to develop our control. This could be pouring a jug with ease in the water area or snipping paper with a pair of scissors.</li> <li>• creating movement to match alongside our story 'We're Going on a Bear Hunt'</li> <li>• moving like penguins, seals and polar bears.</li> <li>• playing games where we need to freeze; this will help us to practise balancing and using our core strength to stay still.</li> </ul>
<b>Literacy</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• learning the story of 'We're Going on a Bear Hunt' and 'Goldilocks and the Three Bears' and using the story within our play.</li> <li>• encouraging mark making in a variety of sensory ways alongside using different tools to create marks.</li> <li>• taking part in daily sessions of 'Write Dance' or 'Dough Gym'.</li> <li>• learning about 'Rhythm and Rhyme' and 'Alliteration' during our daily phonic sessions.</li> <li>• continuing to develop our listening and attention skills.</li> </ul>
<b>Mathematics</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• developing out counting behaviours such as making sounds, pointing to the objects we are counting saying some number in sequence.</li> <li>• learning to notice pattern in everyday context e.g. the fruit at snack time and creating some of our own patterns.</li> <li>• using the key vocabulary of 'first', 'next' and 'last'.</li> <li>• thinking about prepositional language 'over' and 'under'</li> <li>• exploring the concept of size and measure and language using the language big, little, heavy and light.</li> </ul>
<b>Understanding the world</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• learning about the seasonal changes, such as longer days, getting colder and seeing frost on the ground.</li> <li>• learning about the woodland animals and what happens to them during winter time.</li> <li>• exploring ice and what is happening to the ice at different stages.</li> </ul>
<b>Expressive Arts and Design</b>  <b>We will be...</b>	<ul style="list-style-type: none"> <li>• creating pictures with the snow effect.</li> <li>• creating loud and quiet sounds to represent different parts of the season using a variety of instruments.</li> <li>• dancing like snowflakes using slow and light movement.</li> <li>• creating snowflakes to practise our scissor skills and fine motor skills.</li> <li>• role playing the story of 'We're Going on a Bear Hunt' and 'Goldilocks'</li> <li>• using our 'ice and winter café' to practise our role-play skills. learning to create simple story lines through our role play in the forest.</li> </ul>