



## Reception - Spring 1- Winter Wonderland

### Literacy

We will be listening to a range of traditional stories and making comparisons between them. We will be looking at how to identify fiction and non-fiction books and learning the features of different texts,

### Mathematics

We are going to be learning about numbers to 8, learning how to count the number of objects correctly, looking at the smaller numbers that make up the bigger numbers, and using a wide variety of equipment and representations. We will move onto lots of practical work comparing mass and capacity. We will then combine two groups of objects to find how many there are altogether. Finally, we will focus on length and height comparing objects that are taller, shorter, longer, wider, thinner or further.

### Physical Development

In P.E. the children will be doing gymnastics, creating sequences and learning to jump safely. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. The children will have access to large equipment outside.

### Communication and Language

By reading non-fiction books we will be finding facts about winter. We will be asking and answering questions about winter and making observations of snowflakes.



### Personal, Social and Emotional Development "Dreams and Goals"

We will be learning how to persevere when faced with new challenges and thinking about what we have already learnt at school and what we could like to get better at.

### Expressive Arts and Design

We will be listening to winter themed music and describing how it makes us feel. By creating wintery dens and snowy small worlds we will be imagining what it would be like to live in a winter wonderland. We will be designing a vehicle that could travel across the snow and ice. We will be using ice cubes to find out who can make the tallest ice tower. Learning about the primary colours will support us in creating beautiful artwork.

### Understanding the World

We will be learning about seasonal changes and finding out why these happen. Each day we will describe the weather and identify the different types of weather that are linked to each season. We will be finding out about similarities and differences between the weather in this and other countries. By making a bird feeder we will be learning about birds on our local area and why some animals need help finding food in the winter. We will carry out an ice experiment.

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Contexts	Antarctica Non fiction	Penguins Non Fiction 	The Elves and the Shoemaker 	Hansel and Gretel 	Teeth 	Lost and Found 

Phonics:

Set 1




m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r  
- j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2





ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire -  
ear - ure - tious - tion







	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<b>Alive in 5</b> Introducing zero Comparison to 5	I can: Recognise zero I can: Read the numeral 0 I can: Compare numbers to 5 I can: Read the numerals to 5	Zero, nothing, all gone, More, same as, fewer	Say that there are 0 objects in a group. Read numeral 0 Use different equipment to show the numbers to 5. Say which number is more, the same or fewer. Read numerals to 5.	Know that the number name zero and the numeral can be used to represent that there is nothing there or all gone. Continue understanding that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity.
2	<b>Alive in 5</b> Comparison to 5 Composition to 5	I can: Compare numbers to 5 I can: Partition numbers to 5	Whole, part, partition, subitise	Explore different ways to make 4 and 5 Subitise to say how many there are in a group without counting.	Continue with knowledge that all numbers are made up of smaller numbers. Notice that numbers can be composed of 2 parts or more than 2 parts.
3	<b>Alive in 5</b> Compare mass Compare capacity	I can: Compare mass saying which is heavier and lighter I can: Compare capacity	Heavy, heavier than, heaviest, light, lighter than, lightest Full, empty, tall, thin, narrow, wide, shallow	Compare objects- say which is heaviest, lightest. Compare liquid in containers- can you show a full container, empty, nearly empty, nearly full. Compare containers- see how many pots it takes to fill each container.	Compare items to estimate which feels the heaviest then use balance scales to check. Know that the size is not important in mass and small things can be heavy and big things can be light sometimes. Build on understanding of full and empty to show half full, nearly full and nearly empty.
4	<b>Growing 6, 7, 8</b> Composition to 8	I can: Count to 8 and back again I can: Represent numbers to 8 I can: Read the numerals to 8	Whole, part, partition, subitise,	Count up to 8 objects from a larger group. Show numbers up to 8 using different equipment. Make a collection of 6, 7 and 8 objects Read numerals to 8	Count forwards and backwards to 8. Notice the one more/less pattern as they count on or back to 8. Arrange up to 8 objects in small groups so the children can use subitising and see how the


					numbers are made up of smaller numbers.
5	<b>Growing 6, 7, 8</b> Comparison to 8	I can: Compare numbers to 8 I can: Say 1 more or 1 less than a number to 8	Whole, part, partition, subitise, more, same as, fewer	Show two groups of objects up to 8, say which has more, fewer Order representations to 8	Order and compare representations to 8. Use a tens frame to represent numbers
6	<b>Growing 6, 7, 8</b> Making pairs Combining two groups	I can: Combine 2 groups to find how many altogether	Altogether, subitise,	Add 2 groups of objects together by counting. Add 2 groups of objects by subitising one group if possible.	Know we can find how many there are in 2 groups of objects by counting them all. Encourage them to count on from one group.
7	<b>Growing 6, 7, 8</b> Length Height Time	I can: Compare length I can: Compare height I can: Order important times in my day	Length, height, longer, shorter, taller, shorter, wider, narrower Now, before, later, soon, after, then, next	Compare 2 towers- say which is taller, which is shorter Use different objects to measure how long an item is- for example how many blocks, feet. Use different measuring items to measure. Sing Days of the week song- order days of the week	Encourage use of mathematical vocabulary instead of bigger. Continue to order and sequence important times in their day using mathematical vocabulary. Describe significant events in their lives and talk about events they are looking forward to. Recognise some processes take a longer time (waiting for baby brother or sister)

Week	<b>Expressive Art &amp; Design (Art)</b> 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p><b>Expressive arts and design.</b> Test their ideas.</p> <p>Show the children an ice balloon with items frozen inside. Invite the children to explore the ice and discuss what it looks like and how it feels. Offer hand lenses for the children to explore the ice more closely. Provide more ice balloons and set the children a challenge – to keep some frozen and melt others. Encourage them to think of places to put the ice to complete the challenge and support them to share ideas, ask questions and build on each other's suggestions. Offer a range of materials, including bubble wrap and silver foil, in which the ice can be wrapped. You could even provide salt for the children to see the effect it has on the ice. Return to the ice balloons at regular intervals to check whether their ideas for heating and cooling are working and to discuss why. Provide digital recording equipment or tablets for the children to track the progress of their investigation.</p>	I can make predictions.	prediction melt solid liquid warm cold	Observe how activities are going and adapt their ideas if necessary.	<p>Ice is the solid form of water.</p> <p>Water turns to ice when the temperature is very cold (below freezing).</p> <p>When ice melts, it becomes liquid water again.</p> <p>Heat causes ice to melt.</p>
2	<p><b>Expressive arts and design</b> Listen to a variety of music and sounds.</p> <p>Play a variety of winter-themed music for the children and talk about the sounds they can hear as the music is playing. Display the <a href="#">Ice picture cards</a> and a selection of instruments and ask the question 'Can you make an icy sound?' Allow the children to experiment with the instruments and discuss which sounds they think are the iciest and why. They might choose different sounds and instruments for the different pictures, such as smooth soft sounds for shiny ice, twinkly sounds for glittery ice and dripping sounds for the icicles. Record the children playing the different sounds to create a piece of 'icy' music to share with the rest of the class. Provide paper and pens for the children to draw symbols for the sounds they are making if they choose.</p>	I can listen and respond.	listen features percussion	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Musical instruments can create different sounds.
3	<p><b>Being imaginative and expressive-Icy music</b> Creating with materials Share their creations, explaining the process they have used.</p>	I can explain my choices.	build strong hold	Create collaboratively, share ideas and use a variety of resources to	Using different materials, we can create dens to play in.

	<p>Provide white, blue and silver fabrics, easy-grip pegs, crates and building blocks for the children to create ice caves and dens outside.</p> <p><b>Practical resources:</b> White, silver and blue fabric, Plastic crates, Large plastic or wooden blocks, Easy-grip pegs, Paper, Writing and drawing materials</p>		<p>flexible soft hard transparent</p>	<p>make products inspired by existing products, stories or their own ideas, interests or experiences.</p>	
4	<p>Share their creations, explaining the process they have used. Using the sensory four add cotton wool, white foam shapes, glass beads and small world figures to the construction area for the children to make snowy 'small worlds' to explore.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• White foam shapes</li> <li>• Cotton wool</li> <li>• Glass beads or pebbles</li> <li>• Small world animals and people</li> <li>• Cameras or tablets</li> </ul>	<p>I can explain my choices.</p>	<p>build strong hold flexible soft hard transparent</p>	<p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p>	<p>Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p>
5	<p><b>Expressive arts and design</b> Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Provide a variety of construction kits and display the sign 'Can you make a vehicle to travel across the ice and snow?'</p> <p><b>Practical resources:</b> Construction kits, Paper, Writing materials, cameras or tablets</p>	<p>I can make choices</p>	<p>build strong hold flexible soft hard transparent</p>	<p>Select appropriate materials when constructing and making.</p>	<p>Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p>





Music planning – see Charanga scheme of work.

Week	<b>Understanding the world:</b> 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<b>The natural world</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Discuss together the things that are associated with winter, including weather, animals, clothing and food. After watching the video, display a browsing box with a bird feeder, hat, gloves and scarf. Invite the children to discuss the pictures and use the new vocabulary introduced in the video. Encourage them to reflect on the changes that have happened in the weather and day length since they started school in September.  <b>Note:</b> If it is icy or frosty, go on a winter walk and take pictures of the things you see that show it is winter. If it is snowy, have fun with the children making snowmen, snow angels and snowballs.	I can identify changes	rainy windy cold hot temperature season changes	Describe simply how weather changes as the seasons change	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.  There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.
2	<b>People, culture and community</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  Show the Antarctica video. Talk about the animals that live there and what it is like. Recap some of the vocabulary used in the video, including Arctic, Antarctic, mountain and camouflage. Show the children where the Arctic and Antarctic are on a world map or globe.	I can identify similarities and differences	similar different	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Different places have different climates and weather.  Some animals live in very cold places and have special features that help them to live in the cold.

<p>3</p>	<p><b>Understanding the world</b> Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p>  <p>Link to Forest School- watch the clip above to discuss what birds are.</p> <p>Set up a range of bird feeders in trees or use window box feeders with different types of bird food. These could include seeds, peanuts, fat balls and dried mealworms. Take small groups to visit the bird feeders and view them from a distance. Explain that they will have to be very quiet when observing the birds. If possible, take photographs of birds on and around the feeders using tablets. Back in the classroom, look at the photographs and see if they can identify any using a garden birds identification sheet. Talk about the types of food that the different birds are eating.</p>	<p>I can identify birds</p>	<p>migrate native binoculars observation identify</p>	<p>Describe some ways that plants or animals should be cared for in order for them to survive.</p>	<p>Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive.</p> <p>There are lots of different types of bird.</p> <p>Some animals need us to feed them during winter.</p>
<p>4</p>	<p><b>The natural world</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>If it snows, go on a snowy walk, build snowmen, make snowballs and have fun in the snow!</p>	<p>I can use descriptive language.</p>	<p>cold warm cosy melt snowflake</p>	<p>Describe simply how weather changes as the seasons change.</p>	<p>Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.</p>
<p>5</p>	<p><b>Chinese New Year</b> Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>I can identify celebrations.</p>	<p>lunar China New Year</p>	<p>Make comparisons with celebrations that the children have experienced.</p>	<p>New Year is celebrated in different ways in different countries.</p>



	<p>Show the children where China is on a globe. Ask them if they celebrated New Year's Eve. Explain that in China the New Year starts at this time of year. Listen to the story of why each New Year has a different animal associated and explain that gifts are given in red envelopes as a sign of good luck.</p>				
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Week	<b>Physical Development</b> 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Introduce the children to the vocabulary of passing. Demonstrate passing the football using the side of the foot for control.	To know how pass the ball accurately.	passing stopping control	Control of large and small movements	To pass the ball accurately we need to use control.
2	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Introduce the children to the concept of dribbling the ball. Explain that dribbling means keep the ball close to your foot and moving it with control. Set up the posts for the children to move in and out of.	To know how to dribble.	dribble control carefully aim	Control of large and small movements	To dribble the ball it needs to stay close to your feet.
3	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Revisit the concept of dribbling from the previous week. Explain to the children that this time we are going to dribble the ball and then aim for the goal.	To know how to dribble and aim	dribble control carefully aim accuracy	Control of large and small movements	To dribble the ball it needs to stay close to your feet.
4	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Revisit the skill of passing the ball with accuracy. Using the side of the foot. Instead of posts this week the children will stand in different positions and the ball gets passed between them. Ball to travel up and down the line of children.	To know how pass the ball accurately.	passing stopping control	Control of large and small movements	To pass the ball accurately we need to use control.
5/6	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Revisit dribbling and aiming. In teams pupils will dribble the ball to the first post and then aim at the goal.	To know how to dribble and aim	dribble control carefully aim	Control of large and small movements	To dribble the ball accurately we need to use control.  To aim for a target we need to be accurate.

NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.

Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	<b>PSED</b> 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p><b>Children can explain a challenge they have faced and discuss how they overcame it.</b></p> <p>Dreams and goals – piece 1 – Challenge</p> <p>Discuss what a challenge is and how we may overcome it. Children to consider the challenges they face every day and how beat them.</p> <p><a href="#">Piece 1 - Challenge - Link to website</a></p>	<p><b>I understand that if I persevere I can tackle challenges.</b></p> <p>Think about what the word ‘challenge’ means. Think of time you were challenged. Explain how you overcame the challenge.</p>	<p>Challenge Overcome Perseverance</p>	<p>Listening Reflecting Sharing ideas</p>	<p>Why is perseverance important? What can we do if we find something challenging?</p>
2	<p><b>Children can explain a time they found something tricky but didn’t give up. Did they achieve their goal?</b></p> <p>Dreams and goals – piece 2 – never giving up</p> <p>Children to share an experience they’ve had of not giving up. What happened? How did you feel? Discuss why trying is so important, and why we shouldn’t give up.</p> <p><a href="#">Piece 2 - Never giving up - Link to website</a></p>	<p><b>I can tell you about a time I didn’t give up until I achieved my goal.</b></p> <p>Share my experiences. Explain what you did. Explain why you did it this way.</p>	<p>Challenge Overcome Perserverance</p>	<p>Listening Reflecting Sharing ideas</p>	<p>Why is perseverance important? What can we do if we find something challenging? Why shouldn’t you give up?</p>
3	<p><b>Children can identify a goal they have, and recognise the steps needed to achieve this goal.</b></p> <p>Dreams and goals – piece 3 – setting goals</p> <p>Children to explain to their peers what their current goal is. Teacher model first by sharing something they want to get better at. Children to write their goal down.</p> <p><a href="#">Piece 3 - Setting goals - Link to website</a></p>	<p><b>I can set a goal and work towards it.</b></p> <p>Share something I want to get better at. Explain my reasons. Write my goal down.</p>	<p>Challenge Overcome Perserverance Goals Team work</p>	<p>Listening Reflecting Sharing ideas</p>	<p>What are goals? Why should we set goals? How can our friends help us achieve our goals.</p>

4	<p><b>Children to consider how they can support their peers in achieving their goals.</b></p> <p>Dreams and goals – piece 4 – obstacles and support</p> <p>Children to share something kind about their peers during circle time. Consider how hearing kind things makes them feel, and how it makes them feel supported.</p> <p><a href="#">Piece 4 - Obstacles and support - Link to website</a></p>	<p><b>I can use kind words to encourage people.</b></p> <p>Share something kind. Explain how it makes you feel. Discuss with your peers.</p>	<p>Challenge Overcome Perseverance Goals Team work</p>	<p>Listening Reflecting Sharing ideas</p>	<p>Why is being kind so important? What happens when we are unkind? How does it make you feel?</p>
5	<p><b>Children to recognise how achieving goals now will help them to be successful in the future.</b></p> <p>Dreams and goals – piece 5 – flight to the future</p> <p>Children to make links between their future goals and their current goals. Consider how learning to read now will help them get the job they want in the future.</p> <p><a href="#">Piece 5 - flight to the future - Link to website</a></p>	<p><b>I understand the link between what I learn now and the jobs I might like to do when I am older.</b></p> <p>Explain your goals. Link them to your future goals. Discuss</p>	<p>Impact Planning Achieving Future</p>	<p>Listening Speaking clearly Discussing</p>	<p>Why it is important to do well in school and that it impacts your future choices.</p>
6	<p><b>Children are able to recognise when they have achieved a goal and what this feels like. They are able to explain how they have done this, and set a new goal that's more challenging.</b></p> <p>Dreams and goals – piece 6 – footprint awards</p> <p>Have you achieved your goal this half term? How did you achieve it? Children to discuss their goals with each other and set new ones.</p> <p><a href="#">Piece 6 - footprint awards - link to website</a></p>	<p><b>I can say how I feel when I achieve a goal and know what it means to feel proud.</b></p> <p>Explain your goal. Discuss how you achieved it. Set your next goal.</p>	<p>Challenge Achieving Motivation Accomplishment</p>	<p>Listen Speak clearly Discuss</p>	<p>Reflecting on how we have improved and the goals we have achieved.</p>

Week	<b>Communication and Language</b> 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p><b>Listening, attention and understanding- Winter Facts</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>  <p>Display a selection of non-fiction books on the theme of winter, ice and snow and watch the video. Talk to the children about the differences between non-fiction and fiction. Look at the contents page, index and glossary with the children and explain what they are used for. Invite them to look at the books and find pictures or facts that interest them. Read the sections of the book that the children show an interest in and encourage them to ask questions to find out more. Talk about their experiences of snow and ice.</p>	I can ask and answer questions.	non-fiction information heading questions answers	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	A non-fiction book is one that tells you facts and information about the world around you.  Non-fiction books do not have to be read in chronological order.
2.	<p><b>Listening, attention and understanding- Our Experiences.</b> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>Speaking:</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Provide a variety of photographs from the project that show the different activities that the children have explored. Invite the children to talk about their experiences and write down their quotes. Use the photographs and quotes to make a class Winter Wonderland learning journal or display. Provide paper,</p>	I can make comparisons.	compare globe equator temperature	During small group or one to one discussion, ask questions to find out more and understand what has been said to them.	Some parts of the world are hotter and colder than the UK.  The Equator is an invisible line around the world- countries near to the equator are hotter than those that aren't.

	<p>sound mats, word banks and writing and drawing resources for the children to write simple sentences or draw pictures to add to the journal.</p>				
3	<p><b>Listening, attention and understanding- Sand and Water</b>          Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Freeze damp sand in different moulds and add to the sand tray with a variety of tools for the children to explore.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Silicone moulds</li> <li>• Damp sand</li> <li>• Spades</li> <li>• Trowels</li> <li>• Spoons</li> </ul>	I can ask and answer questions.	who what when where how ?	Ask a relevant scientific question to find out more, explain how things work and why they might happen.	Question words include who why, what, when, where and how.
4	<p><b>Listening, attention and understanding</b>          Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b>          Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Comprehension</b>          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Add ice frozen in different shapes and colours to the water tray. Provide cold climate animals to create an icy small world for the children to explore.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Moulds and trays</li> <li>• Coloured water</li> <li>• Small world people</li> <li>• Small world cold climate animals.</li> </ul>	I can make observations.	float sink hard soft	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	When we are talking to each other we need to look, listen, think and concentrate.
5	<p><b>Snowflakes</b>          Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	I can make explanations.	pointy sharp unique cold	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations	We can use what we know to make an explanation

	<p>Watch the video and demonstrate to the children how to make snowflakes.</p>  <p><b>Practical resources-</b> paper, scissors, glue, glitter</p> <p><b>Prompts, questions and challenge:</b> Encourage the children to look carefully at the pictures and talk about what they can see. Join in the discussion with your thoughts and ideas.</p>		<p>hard soft explanation</p>	<p>for why things happen, making use of vocabulary, such as, because, then and next.</p>	
6	<p><b>Speaking</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Display pictures of children playing in the snow alongside the <a href="#">Snowy scenes picture cards</a> for the children to explore and discuss</p>	<p>I can make observations.</p>	<p>pointy sharp unique cold hard soft explanation</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p>	<p>When we observe something, we look at it closely and then we can talk about it.</p> <p>Snow usually occurs in the winter when it is cold. Generally, it does not snow in hotter countries.</p>