



Little Winter Wonders

EYFS Winter Planning | Baby Room | Ages 0-2



Four-week activity planning document



Weekly Overview



Week 1: Winter Textures



Week 2: Winter Colours and Light



Week 3: Winter Animals



Week 4: Winter Sounds



Practitioner notes



Week 1: Winter Textures

Date / practitioner



Main activity

Explore large, soft, washable fabrics.



Resources required

Fleece, cotton fabric and large fabric squares.



EYFS areas of learning

Physical Development,
Communication and Language,
Understanding the World.



Adult-led interactions and key vocabulary

Describe textures using words such as soft, smooth and warm. Follow each baby's interests and responses.



Adaptations for younger and older babies

Younger babies: offer one fabric at a time and support reaching and grasping. Older babies: offer choices and encourage pulling, scrunching and simple descriptive words.



Observation opportunities

Notice gaze, reaching, grasping, movement, sounds and responses to different textures.



Safety considerations

Use only large, soft, washable fabrics. Check condition before use, avoid loose threads and supervise closely at all times. Do not use loose cotton wool or small loose materials.

Child-led exploration

What does each baby choose to explore?

Possible next steps

Observations



Week 2: Winter Colours and Light

	Main activity	Explore winter-coloured scarves and gentle light and shadows.
	Resources required	Large scarves and safe, age-appropriate light and shadow resources.
	EYFS areas of learning	Expressive Arts and Design, Communication and Language, Understanding the World.
	Adult-led interactions and key vocabulary	Name colours, follow babies' gaze and respond to gestures and sounds.
	Child-led exploration	What colours, movement or shadows attract each baby?



Adaptations for younger and older babies

Younger babies: use one colour at a time and keep light gentle. Older babies: offer colour choices and encourage looking, reaching and moving scarves.



Observation opportunities

Notice visual attention, gaze shifts, reaching, gestures, vocalisations and responses to light, colour and movement.



Safety considerations

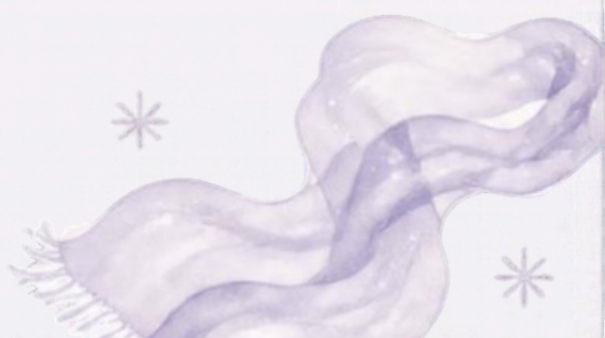
Use only large, washable scarves and safe, age-appropriate resources. Keep lights gentle, secure and out of reach. Avoid accessible batteries, small loose parts and choking hazards. Supervise closely.

Possible next steps

Date / practitioner



Observations



Week 3: Winter Animals



Main activity

Share winter animal board books and explore suitable large, washable animal toys.



Resources required

Board books and age-appropriate animal toys.



EYFS areas of learning

Literacy, Understanding the World, Personal, Social and Emotional Development.



Adult-led interactions and key vocabulary

Copy animal sounds, repeat words and encourage shared attention.



Child-led exploration

Which animals, pictures, sounds or objects does each baby notice?



Adaptations for younger and older babies

Younger babies: share one sturdy board book page at a time and bring pictures close to their gaze.

Older babies: offer choices, pause for pointing and repeat simple animal words.



Observation opportunities

Notice shared attention, gaze, pointing, reaching, vocalisations, imitation and responses to familiar adults.



Possible next steps



Safety considerations

Use only sturdy board books and large, washable, age-appropriate toys. Check toys for damage and small detachable parts. Avoid choking hazards and supervise closely.



Date



Practitioner



Week 4: Winter Sounds



Main activity

Listen to gentle winter songs and explore suitable musical instruments.



Resources required

Familiar songs and age-appropriate musical instruments.



EYFS areas of learning

Expressive Arts and Design, Communication and Language, Physical Development.



Adult-led interactions and key vocabulary

Sing, pause for responses and observe each baby's reaction to sounds.



Adaptations for younger and older babies

Younger babies: offer gentle singing and one instrument at a time. **Older babies:** offer choices, encourage safe shaking or tapping and pause for turn-taking.



Observation opportunities

Notice listening, gaze, movement, reaching, grasping, vocalisations and reactions to loud or quiet sounds.



Safety considerations

Use only age-appropriate, washable instruments with no small detachable parts. Keep sounds gentle, avoid sudden loud noise and supervise closely. Do not use accessible batteries or choking hazards.

Child-led exploration

What sounds, pauses or instruments does each baby respond to?

Possible next steps

Date / practitioner

Observations

