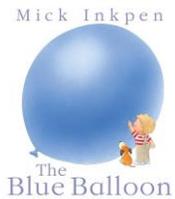
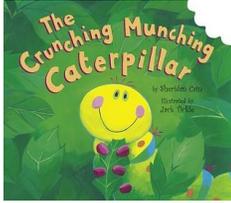
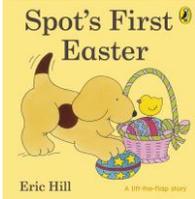


**In the Spring term children will be learning:**

<p><b>Skills for Life</b></p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p><b>CoEL</b></p> <p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>- Finding out and exploring</li> <li>- Playing with what they know</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>- Being involved and concentrating</li> <li>- Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>- Having their own ideas</li> </ul>	<p><b>Childhood Experiences</b></p> <ul style="list-style-type: none"> <li>- Find out what happens when a balloon pops.</li> <li>- Watch a balloon drift up into the sky.</li> <li>- Find a caterpillar.</li> <li>- Easter egg hunt.</li> </ul>	<p><b>KSU Passports</b></p> 
---	--	---	---

**Core Books**

		
---	--	---

<p>Communication and Language</p>	<p>Developing communication and language skills is paramount in our curriculum. Key workers will continue to support the children to learn new words and provide opportunities for the vocabulary to be modelled, resulting in it being further embedded and the children using the words themselves. The children will practise sound discrimination and be able to name the sound, e.g. a dog barking or a doorbell. Stories, songs and rhymes will continue to be used, the children will be taught actions alongside these. Children will begin to concentrate on activities of their own choice for a short while. Key workers will encourage children to verbalise their requests, e.g. ask for things by name. Children will begin to follow instructions with two key words, when familiar vocabulary is used. They will begin to understand simple verbs and point to the corresponding picture in a book.</p>
-----------------------------------	---

<p>Personal, Social and Emotional Development</p>	<p>The children will feel comfortable to express their own emotions; key workers will continue to reassure children in new situations and support accordingly. Children will continue to respond to a few appropriate boundaries and take part in short adult directed activities with their key worker. Children will be supported to explore different play situations and activities. Children will continue to play alongside others and cooperate with familiar key workers. Key workers will continue to encourage positive interactions between the children, through modelling and responding to play. Key workers continually support children to take an active role with verbalising their own needs in regards to toileting and dressing, they respond to the needs of the individual child.</p>
---	--

Physical Development	<p>The children will continue to be given opportunities to be active on a daily basis. They will develop their spatial awareness and begin to avoid obstacles when running around. Key workers will model and encourage different ways of moving through various games and challenges. Balls will be used to develop throwing and kicking skills.</p> <p>Key workers will model and encourage children to turn only one page of a book at once. Mark making opportunities will further develop hand- eye coordination. The children will further develop their variety of marks. There will be plenty of opportunities to stack objects, key workers will challenge children to stack 5 objects.</p>
Literacy	<p>This term, we continue to share and listen to stories and rhymes. This will foster an enthusiasm towards reading as well as ensuring the children build up a familiar bank of stories and rhymes which they will know well and be able to join in with. A simple story map will be developed with the children to support their ability to retell key parts of the story using simple phrases and actions. The actions will be mostly Makaton.</p> <p>The children will begin to improve their visual discrimination and notice detail in a busy picture. They will practise matching two of the same objects, despite being different sizes or colours.</p> <p>The children will continue to be exposed to a range of different media for mark making; key workers will model how to create different marks, e.g. a line.</p>
Mathematics	<p>This term, children will work on subitising one item and tagging it with the number name '1'. Key workers will continue to model counting in everyday contexts; they will encourage the children to join in with them. Key workers will continue to develop an awareness of numbers through simple finger rhymes and songs. The children will build up a bank of familiar number rhymes which will be regularly revisited. Children will begin to develop an understanding of changes to amounts of objects, up to 3.</p> <p>The children will continue to develop an early understanding of shape and measure through using objects to create structures, patterns and arrangements. They will begin to notice patterns and be able to arrange objects, e.g. categorising teddy bears into different colours.</p> <p>Simple mathematical concepts will be explored alongside the key texts, e.g. big/ small in <i>The Blue Balloon</i>, heavy/ light in <i>The Crunching Munching Caterpillar</i> and preposition language in <i>Spot's First Easter</i>.</p>
Understanding the World	<p>This term we continue to follow our daily routine and begin to anticipate what might happen next, such as snack time, story time and home time. Children will be increasingly familiar with the behavioural expectations, and will be supported by key workers to understand these. Children will develop curiosity about themselves and others. They will spend time talking about photos and memories, and begin to make links between their family and others. Children independently explore indoors and outdoors and can name familiar natural materials that they find. When outdoors, they will explore seasonal change, for example, noticing ice/snow, and how the green space around them is beginning to change (leaves on trees).</p>
Expressive arts and design	<p>Children will continue to experience a variety of sensory experiences with different media and materials. Key workers will encourage them to explore using their different senses. Opportunities for language development will be utilised. Key workers will continue to model using tools appropriately and safely.</p> <p>Children will engage in simple pretend play, linked to their own experiences, and begin to combine actions together. E.g. feeding the baby and then tucking the baby into bed. New interests will be fostered through carefully planned activities.</p>