

In the Spring term children will be learning:

<p>Skills for Life:</p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Being Safe</li> </ul>	<p>CoEL:</p> <p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>- Finding out and exploring</li> <li>- Being willing to have 'a go'</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>- Enjoying achieving what they set out to do</li> <li>- Keeping trying</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>- Having their own ideas</li> </ul>	<p>Childhood Experiences:</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> </ul>	<p>Reading for Pleasure:</p> <ul style="list-style-type: none"> <li>- Balloon</li> <li>- The Crunching, Munching Caterpillar</li> <li>- Spot's Easter</li> </ul>	<p>KSU Passports:</p>  <p>Cultural Explorers</p> <p>Healthy Citizens</p> <p>Designers</p> <p>Literacy</p> <p>Mathematics</p>
<p>Personal, Social and Emotional Development</p>	<p>This term, we will continue to support your child during handover time, comforting your child when required. Children will be encouraged to play alongside and with other children.</p> <p>The focus for this term will be:</p> <ul style="list-style-type: none"> <li>• Continue to respond to a few appropriate boundaries.</li> <li>• Responding to other children and engaging in similar play opportunities and interests.</li> <li>• Supporting children to have the confidence to explore different experiences.</li> </ul>			
<p>Communication and Language</p>	<p>Communication and Language skills will be further developed this term, through stories, songs and rhymes. Key workers will support children to learn new words and to be able to put them together to form a simple sentence when playing with small world and role play toys.</p> <p>The focus for this term will be:</p> <ul style="list-style-type: none"> <li>• Discriminate a sound in the environment and name it e.g. dog barking, doorbell.</li> <li>• Indicate wanting 'more' during interaction rhymes and sometimes initiate them.</li> <li>• Concentrate on an activity my own choice.</li> <li>• Select familiar objects by name and will go and find objects when asked, or identify objects from a group.</li> <li>• Follow instructions with two key words, when familiar vocabulary is used.</li> <li>• To ask for things by name.</li> </ul>			
<p>Physical Development</p>	<p>We continually support children to take an active role with verbalising their own needs in regards to toileting and dressing. Children will be given the opportunity to explore climbing and balancing equipment.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>• Develop independence when using the toilet.</li> <li>• Be willing to attempt to put on own coat.</li> <li>• Throwing and kicking a ball.</li> <li>• Moving in a variety of different ways.</li> <li>• Use mark-making tools to spontaneously 'scribble' and imitate drawing vertical lines.</li> <li>• Turn the pages of a book one at a time.</li> <li>• Stack wooden blocks.</li> <li>• Thread large cotton reels or big beads onto a dowling.</li> </ul>			

Literacy	<p>We continue to share, listen to and to tell stories and rhymes in order to develop a love of reading. We explore mark making and a range of media. We learn early literacy skills, such as tracking the speaker and the signals we will use in later phonics learning, such as 'Team Stop' and 'Magnet eyes on me'.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● Join in with some repeated refrains.</li> <li>● Handle books and printed materials with interest.</li> <li>● Improve visual discrimination by matching two of the same objects even if they are different sizes or colours.</li> <li>● Point out tiny features in books and pictures.</li> </ul>
Mathematics	<p>This term we continue to develop an awareness of number names through action rhymes and songs that relate to our experiences of numbers. We are encouraged to use number names during play scenarios; Our Key Workers model how to say them in sequence. We learn to categorise objects, for example, putting all the teddy bears together or teddies and cars in separate piles.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● Says some counting words during play scenarios.</li> <li>● Recite some number names in sequence.</li> <li>● Select 1 or 2 objects from a group when asked.</li> <li>● Use blocks to create simple structures and arrangements.</li> <li>● Use the language of size.</li> </ul>
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.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● Developing curiosity about self and others.</li> <li>● Imitate every day actions and events.</li> </ul>
Expressive Arts and Design	<p>This term we are looking at some special festivals such as Chinese New Year, Valentines Day, Shrove Tuesday and Easter.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● Exploring a range of media and materials.</li> <li>● Performing simple pretend actions on toys or people.</li> <li>● Engaging in simple pretend play e.g. feeding a doll, an aeroplane flying.</li> <li>● Imitating familiar adult actions e.g. pretending to talk on a toy telephone.</li> </ul>