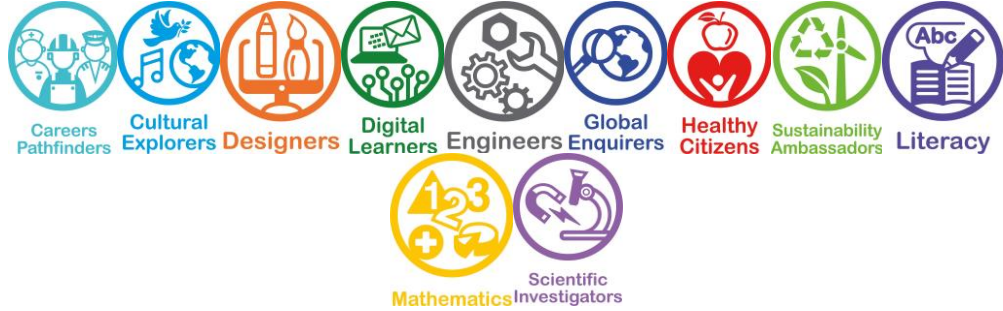
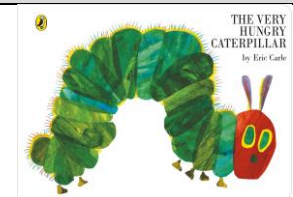
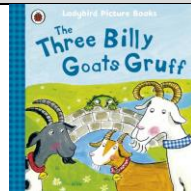


In the Spring term children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Play in the snow - - Make handprints in the ice - - Plant it-grow it-eat it - - Visit a woodland - - Hunt for bugs - - Watch how a caterpillar changes into a butterfly. 	<p>KSU Passports</p> 
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Core Books



<p>Communication and Language</p> <ul style="list-style-type: none"> - <i>Listening, attention and understanding</i> - <i>Speaking</i> 	<p>Children will develop their auditory memory skills through following simple body percussion sequences. They will practise keeping a steady beat alongside a rhyme or music.</p> <p>Key workers will use familiar vocabulary to support children’s understanding when following instructions containing three key words. Opportunities will be utilised during play scenarios.</p> <p>Key workers will encourage children to talk about what they are doing and what they have done beyond the here-and-now. Children will use plurals and add the consonants ‘k/c,’ ‘g,’ ‘f,’ ‘s’ and ‘y’ to their consonant range.</p>
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<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - <i>Self regulation</i> - <i>Managing self</i> - <i>Building relationships</i> 	<p>This term, key workers will continue to embed Nursery routines and expectations. This will ensure that the children are accessing the environment in a purposeful way. Key workers will continue to support children to take turns through modelling and playing turn taking games. Children will begin to accept that their needs may not be immediately met.</p> <p>Children will continue to develop their independence, e.g. putting their coat on, wellies on, using the toilet and washing their hands. Key workers will encourage children to express their needs when they are hungry, hot/ cold or tired.</p> <p>The children will join in others’ play and begin to initiate play by seeking out others. Key workers will support children to resolve conflicts with peers and teach them appropriate strategies that they can use.</p> <p>Key workers will continue to use the scheme ‘Jigsaw’ to support planning. In the Spring term, they will cover two units- ‘Dreams and Goals’ and ‘Healthy Me’.</p>
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<p>Physical Development</p> <ul style="list-style-type: none"> - <i>Gross motor skills</i> - <i>Fine motor skills</i> 	<p>This term, the children will continue to develop their gross and fine motor skills. Key workers will teach children a range of different ways to move. The children will practise hopping on one foot and jumping over low level obstacles.</p> <p>Children will hold their pencils between their first two fingers and their thumb and be able to draw a simple person and add relevant features. The children will practise using scissors and be able to make snips. They will continue to engage in structured fine motor activities to help them to refine their fine motor skills.</p>
<p>Literacy</p> <ul style="list-style-type: none"> - <i>Comprehension</i> - <i>Word reading</i> - <i>Writing</i> 	<p>The key texts drive our curriculum. The Children will continue to build up a bank of familiar stories. Key workers will use story maps to support story retell. The children will learn the key parts of the key texts and use Makaton actions alongside the key words. The children will be able to talk about the features of the key texts and be able to answer simple questions about the story events or characters. Previous key texts will be regularly revisited through planned story times and will be available in the environment for the children to access and retell independently.</p> <p>The children will continue to develop their early literacy skills (visual discrimination, auditory and visual sequential memory) in preparation for phonological readiness. They will begin to clap out one to three syllable words and blend two syllable words e.g. "ta-ble".</p> <p>Key workers will support children to understand the difference between writing and drawing. The children will give meaning to the marks they make. Key workers will model providing a running commentary as they make marks to support this skill.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> - <i>Number</i> - <i>Numerical pattern</i> 	<p>The children will focus upon early subitising skills. They will be able to subitise two items in different contexts and of different arrangements. The children will be able to represent 1 and 2 on their fingers.</p> <p>Key workers will utilise opportunities to practise reciting numbers to 10. Children will develop an early understanding of 1-1 correspondence and be able to link the counting sequence to cardinality (the last number is the total amount) for numbers up to 3. Key workers will teach the children to learn the meaning of numbers and their quantity.</p> <p>The children will begin to notice patterns around them, e.g. stripes and spots. Key workers will support children to copy an AB pattern including size and orientation. The children will develop their understanding of and be able to use propositional and viewpoint language.</p>
<p>Understanding the World</p> <ul style="list-style-type: none"> - <i>Past and present</i> - <i>People, culture and communities</i> - <i>The natural world</i> 	<p>Key workers will continue to provide opportunities for the children to talk about what they have done that day or throughout the week. Sequential language will be consistently modelled to build up an early sense of time.</p> <p>The children will begin to develop acceptance and foster positive attitudes towards differences in others. They will begin to comment and ask questions about aspects of their familiar world and traditions.</p> <p>Key workers will support children to further explore different occupations. They will introduce new, occupation related, vocabulary through role-play and conversation.</p>
<p>Expressive arts and design</p> <ul style="list-style-type: none"> - <i>Creating with materials</i> - <i>Being imaginative and expressive</i> 	<p>Key workers will model giving meaning to marks whilst painting, they will encourage children to think and verbalise what they are going to paint before they begin. The children will continue to think about which colours they need for a particular purpose when painting. They will be encouraged to use their imagination as well as drawing from observation.</p> <p>This term, the children will begin to use less familiar themes within pretend play, but still based upon first hand experiences. Key workers will model pretend play skills, such as pretending without an object and substituting objects that do not resemble the real thing. Children will begin to give puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other.</p>