

Welcome back to the Spring Term.

We hope you have had a wonderful Christmas break. Please see information regarding Spring One learning below. We cannot wait to support your children to be the best that they can be!

Personal, Social and Emotional Development.

I can talk about feelings using words such as 'happy, sad, angry.'
I am able to follow rules with increasing independence.
I can brush my own teeth, go to the toilet, and wash my own hands.
I can chat about members of my community who I have met.
I am becoming more outgoing and can play for periods of 5 minutes or more.
With support from my teachers, I can solve conflicts.

Books around feelings are available daily and discussing feelings such as 'happy, sad, angry' on the wellbeing board.

Literacy.

- I am starting to recognise print such as logos, signs on the bus or when walking home.
- I enjoy looking at books and can discuss the beginning and end of a book.
- I like to sing songs and can rhyme words with simple words such as 'cat'.
- I can use some of the new story vocabulary within my play and when discussing with adults.
- I can add marks to my drawings such as 'that means mummy'.
- I have daily access to mark making across the whole provision.
- Adults are narrating and playing alongside children daily. They are extending children's language with the use of SHREC- share attention, respond, expand and converse.

Expressive Arts and Design.

I can explore materials freely.
I can use tools such as scissors and hammers with growing care.
I can start to use colours purposefully such as a blue sky.
I sing songs daily.
I am drawing with a purpose.
I explore instruments.
I am making up stories within the small world.

EAD focus each week.

Other Worlds - Spring One**Expressive Arts and Design. – Music**

**- Nursery rhyme stones before lunch- children know these songs.
Rhyme driving literacy curriculum.**

Tiny Turtle
Incy Wincy Spider
Humpty Dumpty
Twinkle Twinkle
5 Little Ducks
Wheels on the bus
Sleeping bunnies
Dingle Danqle Scarecrow

Communication and language.

I am starting to ask why something happens.
Share familiar books from school to home.
Use introduced vocabulary within my play and when sharing ideas.
I can understand a two-part instruction.
I can understand who, what and where questions.
Focusing for up to 10 minutes.

High quality PSED story each day.

Focus upon core language from progression document.

Staff narrating children's play.

Understanding the world.:

I can notice the difference between people in my class.
I can talk about differences from a baby to now.
I can talk about what I would like to be when I am older.
I can name all the children in my setting by name.
I can talk about differences and similarities in my class such as different hair colour and eye colour.
I can explore collections of materials with similar and/or different properties. I can talk about the differences and similarities.
I can explore and identify what happens when I use light and different materials.
I can use the correct vocabulary when talking and explaining it to my key worker about shadows.
I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Physical development.

Get set for PE (gymnastics Unit 1).

Accessing outdoors daily with gross motor equipment and stepping stones.

Daily fine motor activities such as threading/ playdough.

- I can catch a large ball with two hands.
- I can show awareness when running and walking not to bump into friends.
- I can balance across equipment.
- I can start to make snips in paper with scissors.
- I can use a knife to cut things when eating my dinner.
- I can make gross motor movements to music.
- I use a comfortable grip with writing tools.
- Start to talk about fruit and vegetables being good for our health.
- I can talk about brushing my teeth twice a day.
- I am starting to show independence putting my socks on.

Vocabulary linked to Understanding the world

- Mix
- Stir
- Pour
- See
- Smell
- Touch
- Cold
- Smooth
- Wet
- Hard
- Soft
- Look
- Freezing
- Plant
- Light
- Shadow

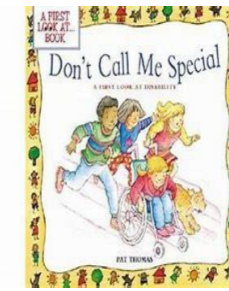
Core texts

- Polar Bear, Polar Bear, What Do You Hear (Link to Arctic focus reception?)
- We're going on a lion hunt.
- Here we go round the mulberry bush- change lyrics to growing plants- Link to reception nature trail and planting UTW.
- When Goldilocks went to the house of the bears- rhyme linking to reception text.



Our high-quality text choices:

- Don't call me special.
- Happy to be me
- Love makes a family.
- Nursery rhyme focus linked to professions-
- 5 little firemen standing in a row.
- Dragon Dance.
- Zog.



Skills to revisit within provision from Autumn term within the provision:

EAD:

- I can create closed shapes with continuous lines and begin to use these shapes to represent objects.

LIT

- I can recognise my own name on my name badge.
- I can start to make marks on my picture to stand for my name (recognise important prints to me)
- I like to investigate making marks in different ways such as in paint, sand, and using different writing materials.

PD:

- I can use large muscle movements to wave flags and streamers paint and make mark which are meaningful to me. This can be in a group or independently.

UTW:

- I can explore and identify what happens when I add a liquid to them. I can use the correct vocabulary when talking and explaining it to my key worker.

Outdoors:

- Shop/ house area linked to core texts and UTW focus.
- Mud kitchen area with PSED focus.
- Large sand pit available.
- Balancing equipment.
- Instruments outside.
- Climbing area open- where slide used to be.
- Small world linked to theme.

Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. Adults use the language of 'dinosaurs' with the children.

British values

Mutual respect and tolerance: Children are accepting of everyone within their class regardless of differences in appearance.

Rule of law: Children follow and respect our class rules within adult support.

Individual liberty: We celebrate the fact we are all different.

Democracy: Children have opportunity to choose where they would like to pursue their independent learning.

Parental engagement:

- Class Dojo weekly.
- Stay and play.
- Parents evening.
- Daily chats on the door.
- Home learning tasks.

Enrichment:

Children will have opportunity to visit Forest School each week as well as this outdoor learning is embedded into their learning via cross-curricular links. We will also be celebrating Chinese New Year.

Numeracy.

- **Numeracy. Adult model in group and within CI.**
- Children can count to 10.
- Children continue to develop their 1:1 correspondence.
- Children can state how many in a set.
- Children are understanding the numbers 1, 2 and 3 deeply.
- Children can subitise up to 3.
- Children are starting to repeat a pattern.
- Geometry**
- Children are using shape and measure within their play.
- Children are starting to explore pattern.