
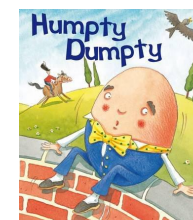
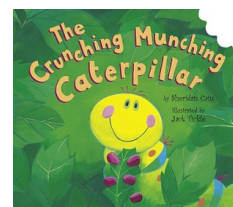
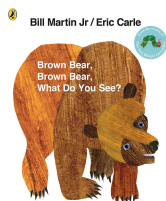
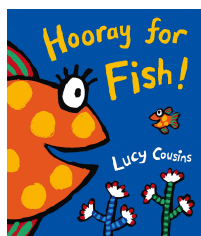


In the Spring term children will be learning:

<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"> - Splash in water. - Find a caterpillar. - Easter egg hunt. - Plant a sunflower 	<p>KSU Passports</p> 
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Core Books and Rhymes



<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 to model the vocabulary, resulting in the children using the words themselves.</p> <p>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 a huge part of the curriculum; the children will learn actions and Makaton alongside these. Children will begin to concentrate on activities of their own choice for a short while.</p> <p>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 work towards responding to a few appropriate boundaries and take part in short adult directed activities with their key worker. Key workers support children to explore different play situations and activities.</p> <p>Children will learn 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.</p> <p>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 and support their individual journeys.</p>

Physical Development	<p>The children have 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. Children develop their throwing and kicking skills. Key workers will model and encourage children to turn only one page of a book at once. Daily mark making opportunities will develop children's hand- eye coordination. Key workers support children to widen their range of marks made on a page. There are different opportunities available to stack objects; key workers will challenge children to stack 5 objects on top of each other.</p>
Literacy	<p>This term, we continue to share and listen to stories and rhymes. This will foster an enthusiasm towards books and reading as well as ensuring the children build up a familiar bank of stories and rhymes, which they know well. Simple drawn story maps support children to retell key parts of the story using simple phrases and actions. We use Makaton actions to support communication and language development. Props are also used which the children are encouraged to use independently.</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. The children have exposure 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 the counting sequence. Key workers will continue to develop children's awareness of numbers through simple finger rhymes and songs. The children build up a bank of familiar number rhymes that are revisited regularly. 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 are explored alongside the key texts. For example, the children will focus upon big and small and early pattern recognition alongside Hooray for Fish.</p>
Understanding the World	<p>Our daily routine is very important to us, this term we 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 as they spend time talking about photos and memories. Children will 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 (e.g. 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 by key workers through narrating and commenting. Key workers model how to use 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. Children will foster new interests through carefully planned activities.</p>