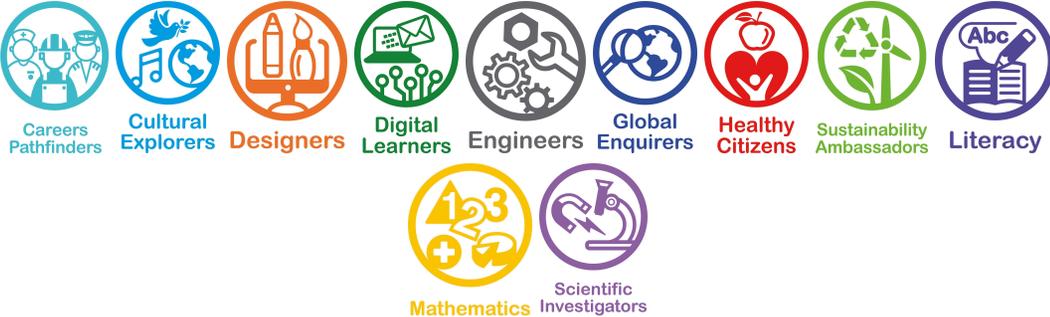


In the Spring term children will be learning:

<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 frost - Plant it-grow it-eat it - Hunt for bugs - Watch how a caterpillar changes into a butterfly. 	<p>KSU Passports</p> 
<p>Core Books</p>			
			
<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 practise keeping a steady beat alongside a rhyme or music.</p> <p>Key workers 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 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>		
<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 continue to embed Nursery routines and expectations. This will ensure that the children are accessing the environment with purpose.</p> <p>Key workers continue to support children to take turns through modelling and playing turn taking games. Children 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 encourage children to express their needs when they are hungry, hot/ cold or tired.</p> <p>The children join in others’ play and begin to initiate play by seeking out others. Key workers support children to resolve conflicts with peers and teach them appropriate strategies that they can use.</p> <p>Key workers continue to use the scheme ‘Jigsaw’ to support planning. In the Spring term, children cover two units- ‘Dreams and Goals’ and ‘Healthy Me’.</p>		

<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 continue to develop their gross and fine motor skills. Key workers teach children a range of different ways to move. The children practise hopping on one foot and jumping over low-level obstacles. Children take part in a daily gross motor circuit to develop their core strength; this includes crawling, climbing and jumping. Key workers support children to hold their pencil between their first two fingers and their thumb. Children learn to draw a simple person and add relevant features. The children practise using scissors and learn to make snips. They continue to engage in structured, daily, fine motor activities to help them to develop their fine motor skills further.</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 continue to build up a bank of familiar stories. Key workers 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 have regular opportunities to talk about the features of the key texts and to answer simple questions about the story events or characters. Previous key texts are revisited regularly through planned story times; the books are available in the environment for the children to access and retell independently.</p> <p>The children 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 support children to understand the difference between writing and drawing. The children will give meaning to the marks they make. Key workers 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>This term, the children use number rhymes and songs to say the numbers in order to 10. They learn to count backwards from 3, using familiar patterns. The children subitise groups of 3 in familiar patterns and subitise 2 in unfamiliar patterns and within larger collections. Children develop an early understanding of 1-1 correspondence and begin to link the counting sequence to cardinality (the last number is the total amount) for numbers up to 3. Key workers support the children to learn the composition of numbers and focus on recognising numerals 1-3.</p> <p>Play opportunities are designed to support the children to use and understand “second” and “third” in addition to “first” and “last”. The children compare collections of objects and identify which group has more when the differences are obvious. They group and sort objects by their attributes, e.g. colour and size.</p> <p>The children also learn to compare measures, including heavier/ lighter and taller/ longer/ shorter. The children notice, describe and copy AB patterns and can verbalise what will come next. Children will have opportunities to create their own AB patterns. The children develop their understanding of and are supported to use propositional and viewpoint language in their play; the children learn to follow simple directional commands. The children learn to identify and describe basic 2D shapes (circle, square, triangle) through play. Opportunities are designed for children to explore properties of shapes such as sides and corners through drawing and building activities.</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 continue to provide opportunities for the children to talk about what they have done that day or throughout the week. Sequential language is modelled to build up an early sense of time. The visual timetable is referred to regularly to help the children follow the pattern of the day.</p> <p>The children begin to develop acceptance and foster positive attitudes towards differences in others. They begin to comment and ask questions about aspects of their familiar world and traditions.</p> <p>Key workers support children to explore different occupations. They 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 model giving meaning to marks whilst painting, they 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 are encouraged to use their imagination as well as drawing from observation.</p> <p>This term, the children begin to use less familiar themes within pretend play; although still based upon first hand experiences. Key workers model pretend play skills, such as pretending without an object and substituting objects that do not resemble the real thing. Children begin to give puppets, role-play characters and small world characters a ‘voice’ so that they can ‘talk’ to each other.</p>

