



We want our children to learn...



Spring Term 1



How we will enable the learning...

Communication and Language

Social Communication

I can initiate a simple conversation with an Adult.
I can initiate a conversation with my friend.
I clearly use talk to organise my play.

Listening and Attention, Understanding

I can stop and listen when asked by an Adult.
I can hear the difference between a range of sounds.
I can respond to some closed and open questions that are about things I know but aren't visible. Blank Level 2 question examples:

- What happened?
- Who/what/where is ____? (Remembering information)
- Describe characteristics of objects: o E.g. What size/shape/colour is it? How does it taste/smell/feel? Tell me about the.....
- Identifying object functions: o E.g. Show me the one we use for _____.
- How are these different/the same/similar?
- Tell me something that is a type of _____. (Naming object from category)

Speech

I can enunciate most key sounds for speech as age appropriate.
I can use a range of adjectives to describe size, colour and movement.
I will attempt to answer 'why' questions.
I will ask you 'why' when exploring things in play.

Communication and Language

Social Communication

Initiate our 'Where Will You Play Board.' (See also PSED/Be Caring).
use the first Fifteen Minutes at the beginning of each Session to 'Meet and Greet' the children in order that we

Develop the skills of conversation based on the knowledge we have already built on what we know of them and their families in order to move forward.

Use the One question to 4 Comment Rule (Elklan) Please follow the link and read 'How to Use Open Ended Questions in Early Years' <https://www.family.co/blog/open-ended-questions-early-years>

Listening and Attention, Understanding

Use key group time rhymes consistently to establish 'good listening' at the beginning of each session and at the sound of the Bell.

Draw children's attention to environmental sounds when Outdoors/ at Forest School and during Book of the Week.

Use specific Blank Level 2 question examples when sharing in Book of the Week each day (See weekly planning)

Speech

Enunciate key sounds of everyday common nouns and those indicated in telling of Book of the Week.
write a 'Vocab Flower' for every Focused Key Area over a fortnight of teaching and learning in the Continuous Provision and display.

Adults will ask 4 'Why Questions' that sit alongside the Vocab Flower that relate to teaching and learning in Focused Key Area of Continuous Provision over a fortnight and display.

Personal, Social and Emotional Development

Be Caring

I am beginning to extend my play through additional resources.
I can cope with small changes to my routine.
I am beginning to understand other people have feelings too.

Be Safe

I am beginning to understand stranger safety.
I am more outgoing with unfamiliar people in the safe context of our setting.
I can unusually use the toilet independently, perhaps needing a little support to wipe (unless needing support for medical reasons).

Be a Good Listener

I can listen to adults from the local Community.
I can demonstrate 'Be Safe, Be caring, Be a good listener' following adult role modelling.

Personal, Social and Emotional Development

Be Caring

Guide the children to interact with both familiar and unfamiliar resources within the Continuous Provision through planned Enhancements (see Weekly Area Planning) and 'In the Moment Sustained Shared Thinking (Logged on Area Planning) AND We will introduce our 'Where Will You Play Today' Board.

Explore emotions (angry, cross, frightened, shy, worried, proud) through story scenarios, and the characters from our Book of the Weeks i.e. George, Lars, Rabbit, Hedgehog) We will guide the children to **identify these emotions** using emotion stones and visual images. Each day in Key Group children will be given the opportunity to express how they feel alongside the Key Group Puppet forming a central part to this, offering a scenario which mirrors interactions seen in the phase, without directly including the children.

Be Safe

Initiate a Programme of 'Listening to People in Our Local Community' where we explore their Role, Uniform and our relationship with them ie how do they make us 'feel safe.?' - We will establish 'Going to the Toilet' each day by adding designated opportunity within Session indicated on Visual Timetable

Be a Good Listener

-(See Be Safe)
give the children the opportunity to express how they feel at the beginning and end of the day using our headings; **Be Safe/ Be Caring/ Be a Good Listener.**



Physical Development

Movement and Stillness

I can crawl.
I can run fast.
I can roll.
I can slide.

Coordination and Team Activity

I enjoy engaging in a range of dance and yoga activities.

Using Tools

I can use the correct hold when picking up a hammer, screwdriver and palm drill.

I am beginning to use the hammer, screwdriver and palm drill in the right context and with control.

Finger Gym

I can thread bolts, beads and other fine motor items.

Independence and Being Healthy

I am beginning to use the toilet independently.
I am beginning to not need changing for accidents.
I am beginning to know what food and drinks are healthy for me.
I can tell you why I need to clean my teeth.

Physical Development

Movement and Stillness

Explore and develop specific movement through Book of the Week 'The Great Race Story.'
We will, alongside this story, consider events from the Winter Olympics and encourage these specific movements (and others) in holding our own Mini Winter Olympics.

Create a period of stillness after we have engaged in daily Yoga, and before we sing the Hello Song etc

Coordination and Team Activity

Engage in daily Yoga exercises (We follow the Programme, 'Let's Go Yoginis' by S Hartley and K Brennan)
Join in weekly 'Squiggle Whilst You Wiggle,' drawing children's attention to specific body movement with recommended music.

Using Tools

Use the tools; hammer, screwdriver and palm drill to build small animal structures/ homes/ Hideaways.
Use the tools; hammer, screwdriver and palm drill to 'build' structures that will carry the animals across the Great River. (This will be an ongoing project that reflects the stories of animals and their particular homes/adventures being explored through Books of the Week during Spring Term. And in our Outdoor Woodwork Area)

Finger Gym

Establish a permanent Finger Gym Area within the Continuous Provision.
Use bolts and screws, threading beads on string, twisting beads around wired objects., threading beads onto fine wire, spaghetti.

Independence and Being Healthy

Establish set times in the Session to visit the Toilet and add to Visual Timetable.
Use a 'Menu Board' in the Snack Room to say which fruits/drinks will be provided each day and which will be able to reference for the children.
Add a visual representation to the visual timetable for discussion at daily Group Time.
Join in the Lincolnshire Smiles Project and begin daily brushing midway through January.
Use dragon puppet, set of teeth and tooth brush at key group time to consolidate understanding of why it is important to clean teeth and add to visual timetable.

Visits/ Visitors/ Events

6th January Epiphany
30th January National Puzzle Day
16th February Shrove Tuesday

25th January Burns Night
1st February Chinese New Year (Year of the Tiger)

29th January –6th February National Storytelling Week
4th February-20th February Winter Olympics, Beijing

Literacy

Books and Story Language, Recall for Reading

I enjoy listening to story and I can remember some of what happens.
I can pretend to read a book of the week.
I am beginning to discuss the book of the week with an adult.
I can point to print in the classroom environment.
I can recognise signs from my local environment (shops, fast food, bus stop)

Rhymes and Poems

I know the initial sound of three things (name, my teachers name, fruit)

Writing

I am beginning to mark make my name.
I can confidently squiggle mark making.
I can confidently make a range of marks;
1)Dots
2)Single vertical line
3)Single horizontal line
4)Single diagonal line
5)Repeated circular lines clockwise and anticlockwise

I can squiggle from left to right

Literacy

Books and Story Language, Recall for Reading

Plan and deliver story sessions daily, following the Book of the Week Plan for Spring 1.
Display the Book of the Week in our 'Pop up Book Area' within the Continuous Provision.
Display print in the form of labels/ banners at eye level, related to; themes, conversations and information to share.
Draw children's attention to Books in our Book Area through the sharing of ; Print and Posters.
Plan a Winter's Walk around the local environment, in a similar way to the main character, Hedgehog, in BoTW 'One Winter's Day.' We will follow a map with 'print' the children may recognise from the Route taken.

Rhymes and Poems

Move from children's photographs on group time mats to placing name cards. In order to offer support we will show letter grapheme and make initial sound.

Identify initial sounds of weekly fruits as we discuss visual timetable beginning of each session.

Writing

Initiate 'signing in' at the beginning of each Session.
Display these Marks on the large Dry Wipe Board and challenge the children to make them using a dry wipe pen;
Dots, Single Vertical Line, Single Horizontal Line, Single Diagonal Line and
Repeated Circular Lines Clockwise and Anticlockwise.
Join in a Programme of Squiggle Whilst You Wiggle., consistently encouraging making marks left to right.

Mathematics

Numbers

I am beginning to use mathematical language to describe amounts, more than, fewer than, less than.
I am beginning to count to 5 saying 1,2,3,4,5.

Counting Sets

I am beginning to know that the last number reached when counting objects means that is 'how many' objects there are.
I know an arrangement of items 1-3 without counting (subitising)

Shape

I can recognise the names of 2d shapes: circle, square, triangle, rectangle, star

Pattern

I am beginning to create ABAB patterns with support.

Spatial Relationships

I am beginning to use words like 'in front of' and 'behind.'
I can walk with you and discuss things that are in front, next to and behind us.
I am beginning to use a range of resources to build and create.

Mathematics

Numbers

Count the number of children in our key groups each day and use our fingers / mathematical graphics to represent how many that is.
Use our songs/rhymes of the week and Tack Games to teach and consolidate counting in sequence 1-5.
Teach cardinality, subitising and making collections using the Quick Counting Bags and Number Talks.
Enquire, through Number Talks, /Quick Counting Bags and Snack, children hearing and seeing in action; 'How many can you count?' 'How many can you see?' 'How many more....?' 'How many less?'

Counting Sets

Add small baskets into the Loose Parts Area to encourage making collections.
Use NumberBlocks Videos 1,2,3 on the TouchScreens within the Provision.

Shape

Use opaque shapes and frames (Square, rectangle, triangle, circle, star) when using the Light Boxes and observing the weather in the weather station to consolidate an understanding that light passes through objects.

Measurement Pattern

Teach ABAB patterns through making arrangements with winter clothes/ shapes/ Loose Parts.

Spatial Relationships

Use Transition Times to teach about position; 'in front of' and 'behind.'
Use the story, The Great Race to teach (along with above) of; in front, next to and behind us alongside studying Painting by Bruegel, Hunters in the Snow. -We will use a wood, cardboard, polystyrene, bricks, twigs to build Rafts to carry the animals across the River in story, The Great Race.

Understanding the World

The World

I know that the weather changes across the weeks and across the seasons.
I know that plants and trees change according to the seasons.
I know the key parts; petal, stalk, leaves etc. I know that things can melt and when some melted things get colder, they can go hard again.
I know that daily our world is light, but at night it is dark.
I know that shutting out the light makes it dark.
I know that blocking a light source can make a shadow.
I know that light can pass through some objects if they are transparent or opaque. I know that I need light to see.
I know that humans are warm blooded.
I know that some materials can help to keep heat or cold in. These are called insulators.
I know that some materials are waterproof.

People and Communities

I can talk about my family.
I am beginning to understand I have my own life-story.
I can recall and talk about past experiences and events.
I am beginning to understand people celebrate different things to me.

Technology

I understand the purpose of many types of real life technology.
I can talk about how images, actions and sounds have been created in plugged and unplugged play.

Understanding the World

The World

Investigate and explore; the concept of 'waterproof' and 'insulation'/ know that the weather changes across the weeks and across the seasons when reading our Books of the Week.
Create a Weather Station Outdoors to describe and name the daily weather we observe. We will photograph the changing skies (during the day and the night) and investigate using Apps to record what we find out.
Look for signs that Winter is changing to Spring. We will observe our Trees, Shrubs and soil. We will use language; petal, stalk, leaves, shoot, bud.
Investigate; how to make ice, how ice feels, how it is affected by temperatures. We will look at photographs and videos of the Icy climates of the Arctic and Antarctica. We will discuss how animals can survive here but not human beings (because we are warm blooded) We will focus on the Polar Bear and begin to understand how it is regarded as an endangered species.
Continue to use the Light Boxes with 2D shapes and coloured slides to learn about the concept of opaque and transparent. We will explore how natural sunlight can be used to further our understanding of the above.

People and Communities

Recall how we celebrated Christmas using Christmas Cards and Christmas Games.
Join in 'in the moment' discussions using the Learning Walls and Key Group diaries to remember what we have done.
Explore the Celebrations of; Burns Night, Shrove Tuesday and Chinese New Year.

Technology

Use Book Creator and Puppet to record a story for Storytelling Week.
Use unplugged programming cards to make; pancakes and create a Timetable for the Castle Winter Olympics.

Expressive Art and Design

Art and Design

I can create closed shapes with continuous lines and begin to use these shapes to create objects.
I can use my imagination as I consider what I can do what I can do with different materials.
I can talk about what I am creating.
I can use a variety of tools to apply paint (brushes of different sizes, fingers and sponges)

Drama and Imagination

I can use planes, trains and animals and use them with developing imagination.

Hearing and Listening

I can identify a musical instrument by its sound e.g. hear a shaker and match the instrument or hear a sound and select the correct picture to match the instrument.
I can listen to music from different genre and decide whether I like it or not.

Moving and Dancing

I can control my body to move to a slow tempo piece when exploring Yoga.

Exploring and Playing

I can experiment with volume (dynamics) speed (tempo) and shaking and tapping (timbre.)
I can show control when playing an instrument.

Expressive Art and Design

Art and Design

Use pencil, charcoal, crayon, felt tip pen to make lines to create 'Iceberg' shapes from observations of photographs. We will imagine the character of Lars jumping from one Iceberg to the other.
Use tools (scissors, hole punches) and assorted sized boxes to build winter shelters for the small world animals, adding textured materials based on what children know about keeping warm and dry. We will encourage the children to talk about what they are creating.

Drama and Imagination

Enhance our Popup Book of the Week Area with small world characters to recall and role play the events in the story.

Hearing and Listening

Use the percussion instruments; claves, drum, bells, tambourine to keep a steady beat, showing control.
Teach the children to hear the sound and match with the corresponding picture.
Listen to Ragtime Music (Christmas Songs) and Classical Music (Winter)

Exploring and Playing

Use ABC Music App to explore Drum Beat.

Moving and Dancing

Join in with Yoga and learn to control body movement using a slow tempo piece when exploring Yoga.