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| **Communication & Language**  Children will continue to develop their listening skill– sit still, look at the person speaking, remain quiet, think about the words and wait for your turn to speak.  Children will continue to develop their understanding of language and be taught new vocabulary.  They will be encouraged to express their own opinions, make comments and ask questions about what they have seen and heard. They will be taught to add more detail to their sentences. Children will engage with stories, rhymes and non-fiction texts. Children will continue to develop their narrative skills when playing and sharing stories. | **Physical Development**  **Fine motor**  Children will be learning to use one-handled tools such as scissors, pencils, paintbrushes and cutlery. Children will take part in a range of activities to refine their fine motor skills.  **Gross Motor**  Children will have PE and dance sessions weekly as well as daily opportunities to revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | **Personal, Social & Emotional development**  **Jigsaw unit – Healthy Me**  Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don’t know. |
| **Literacy**  Children will be learning to retell and innovate stories.    They will take part in conversations about the characters, settings and events in stories and learn new vocabulary. Theu will use pictures to sequence familiar stories.  Children will listen to and be encouraged to join in with a range of nursery rhymes, poems and songs.  Jack and the Beanstalk (My First Fairy Tales) - Tiger Tales: 9781589254565  - AbeBooks Supertato: Amazon.co.uk: Hendra, Sue, Linnet, Paul: 9780857074478: Books  Children will be taught to identify print in the environment and to recognise their name. They will be encouraged to tell their own stories.  Children will be encouraged to give meaning to the marks they make and to write their name. | **Spring 2024**  **Theme: Ready Steady Grow**  **Signs of Spring**    **Supporting your child at home**   * Visit your local library and find books about farms to share. * Make a shopping list together and go to the shops to buy the food. * Grow some quick growing plants or make a cress head. * Talk about healthy foods. * Share and discuss the [Did you know?](https://maestro.cornerstoneseducation.co.uk/project/ready-steady-grow) resource. * Go on a spring walk and take photographs of the signs of spring. * Make a weather diary to observe how the weather changes. * Visit a pond and look for signs of new life, such as ducklings and frogspawn. Visit again over time to observe changes. | **Maths – Children will learn**  To sing number rhymes and say number names in order to at least 10.  To and describe a range of objects.  To sort, match, describe and then name 3D shapes.  To compare amounts, length and height.  To copy extend and make repeating patterns.  To subitise arrangements to 3 then beyond.  In addition Reception aged children will learn to  Count beyond 10  To recognise quantities to 5.  To recognise and name numerals to 10  To represent and compare and understand composition of numbers to 10  To find one more and one less than quantities to10. |
| **KUW**  In the Signs of Spring project, your child will look for signs of spring in the school outdoor environment, including Forestt School. They will learn about the changes that happen in spring, including the weather and living things. Springtime festivals will also be explored including Easter.  In the Ready Steady Grow project your child will take part in practical activities to explore where food comes from. They will learn what seeds and plants need to grow and grow a variety of plants. They will find out about life on a farm and about baby animals. | **Phonics-**  Children will join in with familiar nursery rhymes. Children will develop phonological awareness by discriminating sounds - environmental, instrumental and body percussion. They will tap out syllables in words and take part in activities to support them being able to identify rhyme.  In addition Reception aged children will learn to say the single-letter Set 1 sounds and ‘special friends sh ch th qu ng nk  To blend sounds into words to read them.  Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **EAD**  Children will explore and use loose parts, including natural objects to create pictures and patterns. Children will be given the opportunity to make observational drawings and paintings of fruits, vegetables, seeds and plants. Children will explore colour and application of paint using a range of different tools. They will develop their skills in printing by using fruit and vegetables to make prints. They will look at famous paintings of fruit.  Children will have access to small world toys to act out their own stories.  Children will learn to sing a range of poems and songs. They will have opportunities to listen to a range of music and talk about it. They will have opportunities to use musical instruments.  A music teacher will be coming in to lead a music session each Monday morning.  Children will have the opportunity to investigate and explore sounds by making their own instruments. |

We are a school where **learning is fun and everyone is welcome**.' The vision for our school is; 'We have **high expectations** in all that we do to create lifelong learners with **high aspirations**. Leaders of tomorrow.'

Our ethos and values are about having a **'can do' attitude** and aiming high. We have high expectations in all aspects of school and we encourage our children to **take risks** and **aim high**. We promote **resilience** and **persistent** as essential tools for success. We teach children to have a growth mindset - **you can't do it...yet!**

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| We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.  Children develop at different rates - we must be aware of children who need greater support than others | **Characteristics of Effective Learning** Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | |
| We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.  As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child- Initiated activities based on the EYFS Framework 21’ & our children’s needs, experiences and interests. | |
| **Playing and exploring** | **Active learning** | **Creating and thinking critically** |
| - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials.  - I can plan and think ahead about how I will explore or play with objects. - I can guide my own thinking and actions by talking to myself as I play.  - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention. | - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour.  - I can keep on trying when things are difficult. - I can begin to correct my mistakes. | - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective. - I feel confident coming up with my own ideas.  – I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control. |