|  |  |  |
| --- | --- | --- |
| **Communication & Language**Children will be taught the rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak. They will practice their listening skills by playing fun games.**Understanding** Children will be taught o understand who, what and where.To understand concepts **Position:** on; off; in; out; up; down; under; top; open; shut bottom; behind; first; near **Size:** big; small/little; long short **Quantity:** 1; 2, 3; every; none**Other:** stop; go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);To follow instructions containing 3 then 4 information carrying words.To understand the use of objects.To respond to how and why questions. **Speaking**Children will be taught to extend their sentences, use language for a range of purposes and to use the new vocabulary they learn. | **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 – Dreams and Goals**Children will talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to thisNew children will get to know the children in their class, become familiar with the class and school environment, rules and routines. |
| **Literacy**Children will be learning to retell and innovate stories. The Gingerbread Man (My First Fairy Tales) : Tiger Tales ... 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.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: Long Ago & Stories & Rhymes** 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!** | **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 To recognise quantities to 5.To recognise and name numerals to 10To represent and compare and understand composition of numbers to 10To find one more and one less than quantities to10. |
| **KUW**Children will explore the changes that happen during Winter and discuss the weather.In the Long Ago project your child will learn about their history and how they have changed from when they were babies. They will learn about their family history and heritage and find out what life was like when their grandparents were children. They will learn about what it was like to go to school in the past and how everyday objects, such as clothes, toys and vehicles have changed.. | **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 To read single-letter Set 1 sounds and ‘special friends sh ch th qu ng nkTo 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 colour mixing and learn mixing two colours together will make a new colour. They will learn mixing white paint to a colour to makes a lighter colour and mixing black paint to a colour make the colour darker. Children will look at famous portraits and discuss them.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.Charanga Songs - Wind The Bobbin UpRock-a-bye BabyFive Little MonkeysJumping On The BedTwinkle TwinkleIf You're Happy AndYou Know ItHead, Shoulders,Knees And Toes |

|  |  |
| --- | --- |
| 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 learningActive 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.  |