



Spring

Welcome parents and
carers
Spring 1

Our topic this term is: Let's Pretend/Nursery

Rhymes and Animals



This is the over-arching theme for this term. We use this theme to support teaching in other areas of the curriculum e.g. Literacy, Understanding the World, Expressive Arts etc. We pay close attention to the children's interests and their developmental needs and next steps

We use these topics as a stimulus for cross-curricular teaching.

What will be taught within each area?

The 7 areas of learning are:

Prime areas of learning particularly important in the first 3 years

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific areas of learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Personal, Social, Emotional Development

PSED

We have bucket time daily and have moved onto the Attention builder, Stage 3. Humpty Dumpty, Hickory Dickory Dock drama game. Adults to model activity first and support each child in having a turn with partner, supporting them in knowing when it is their turn to join in.

Continue Skill School or TEACCH work boxes with all children. Gradually decrease support as each child becomes increasingly familiar and confident with the routine.

Songs - Head shoulders knees and toes, I'm pointing to my nose or If you're happy and you know it. Choosing who is next in 'Walking round the classroom' games at circle time. Adults to model, "I choose....." support all children in choosing.

We will continue to use visual prompts and count to ten to warn children that it is 'time to do your work' Adults will give each child time to attempt the task independently before giving support. Adults will decrease support as children become increasingly confident in using the workbook.

Personal, Social, Emotional Development PSED

Adults will model choosing who is next by saying, “I choose.... Kaiden” signing ‘choose’ and pointing to the child.

Passing equipment to the next person circle time and group activities. Encouraging children to put their hands out to receive the toy rather than grab and also encouraging children to get out of their seat and offer the toy to their friend rather than throw it.

We will use Turn Taking Song at circle time and in free play indoors and outside to indicate the beginning and end of each turn. Children will take part in fast moving adult led activity such a ‘Marble Run’ and Click Clack.

Physical Development

Your child will be encouraged to explore the climbing apparatus and outdoor equipment in all outside areas. Adults offer support where it is needed and will model how to use various equipment safely.

Children will be offered different mark making activities. Adults will model mark making where appropriate.

Children will be provided with opportunities to remove lids from boxes, turn, press and slide switches. Use loop in coat to hang on peg.

Children will be participate in different drama games such as throwing bean bags or hoop on stick.

Stop and Go games. Inside: Circle time drama game, Walking round the classroom and stopping before continuing activity. Adults to model the words STOP and GO.

Continue to encourage children to have a go at putting arms in sleeves and pulling up zips.

Using knives to create patterns in our playdough snakes.

Action songs outside and in circle time. We will encourage children to join in by modelling each action.

Provide daily opportunities to practice using scissors.



Communication and Language

Adults will engage individual children in simple games such as blowing bubbles or making a car race across the floor. We will pause before blowing bubbles or releasing the car in order to encourage eye contact or to say the words.

Some equipment will be placed out of reach but in view to encourage communication. Adult will name item or action as she gives it to the child.

Adult will offer two items (toys or snack) to a child. The child will be given time to make choice by naming, reaching or pointing.

PECS (Picture Exchange Communication System) has been introduced and the children has made good progress with discriminating between the cards, travelling to an adult to request a snack or a toy.

Communication and Language

Continue with whiteboards and visual prompts. Adults will model passing equipment to either the next person or to a named person. Turn taking song will be used to reinforce the start and finish of each turn.

Move on to Phase two and three of PECS. Increase distance and develop persistence. Some children are now using a sentence strip showing "I want..."

Communication boards in classroom and outside areas for children to request equipment and play actions. To become more independent in requesting foods at snack time we will introduce the 'Snack Bar' We will support children in travelling to the 'bar' to request a drink or snack and will support children in placing their folders in the tray and their cup and bowl on the tray when finished.



Literacy

At 'good morning' time, children and adults will be shown their picture name cards. Adults will model recognising their own card and will place it on the board.

Each child will be supported in recognising their card and placing it on the board. We will introduce "The Very Busy Spider" and "Dear Zoo" at circle time. All adults to join in with text and signing.

Books are used to encourage the children to develop their listening skills alongside their literacy skills. Adults will leave gaps within familiar stories so children can fill in lines/sentences.



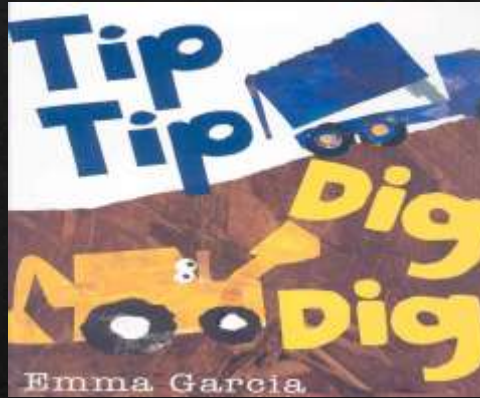
Literacy

- To be able to pick out my picture name card from the choice of two or three.
- Know the names of others in the class.
- To begin to retell the story using props.
- To join in with actions and fill in words at the end of a familiar line.



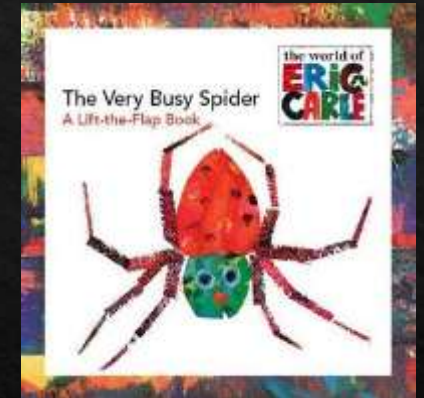
Books

TipTip DigDig by Emma Garcia
Focus: To describe main story settings, events and principle characters beginning to be aware of the way a story is structured.



The Very Busy Spider

by Eric Carle



Walking through the Jungle' by Julie Lacombe . A colourful, enjoyable book your children would love.



Maths

Adults will model counting objects and will write the corresponding numeral.

We will reinforce at every opportunity. We will provide number displays and props for number rhymes.

Leaving a pause during counting to give opportunity for children to fill in.

At circle times, some children will be encouraged to give out equipment, i.e. a straw to each child or a bean bag. When counting out equipment, children will be encouraged to say how many we have.

Number rhymes during free play and circle time. All adults will join in with counting.

Adults will model writing numbers in free play and during circle times where appropriate.

To be aware of shapes in the environment.

We will model name and signing of animals during focus book 'Walking through the jungle' and to reinforce during colour focus Attention Builders.

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Understanding the World

All adults will use visual prompts and sung cues as well as Makaton signing to warn each child when an activity is coming to an end and what is going to happen next. We will continue to use reduced consistent language.

Adults will support each child in moving to different areas of the nursery to complete various activities such as hanging up coat or apron, using the toilet, coming to circle/bucket time etc. all adults will use reduced consistent language to reinforce action

Continue to use the white board, count up to ten and tidy up song. Adults will lead each child to 'tidy up table' and will support them by modelling activity or using 'hand over hand' support where needed.



We will be using small world equipment to act out drama games and familiar nursery routines such as 'good morning time'. We will model play alongside the children.

Introduce 'choose a book' symbol to children's visual timetables and gradually decrease adult support as children become familiar with new activity.

We will introduce new activities such as 'post your name', 'hoop on stick'. On the children's visual timetables.

We will support children in looking at the cards and moving to next activity.

At good morning time, children will be encouraged to point to their peers to identify them. Adults will model pointing and naming.

As we go into Spring we will be sowing various seeds in pots. Introduce words such as: seeds, pot, soil, water. Looking at the seeds to see that they have grown.



Expressive Arts and Design

Each child will be encouraged to explore various 'messy' activities at 'Group work' Adults will provide materials such as sand, dry rice, shaving foam and paint.

We will encourage exploration by modelling, using hands, fingers and simple tools such as paint brushes, combs styluses etc. Printing using different tools at independent learning and during group work. Adults will model singing and actions to songs and rhymes at circle time and during free play.

*Class will join main nursery classes for Star of the week on Fridays. Children will participate in circle time drama game such as jumping on a trampoline, walking along a beam etc. This activity will be immediately followed by acting out the drama game at the group work table using small world equipment.



Expressive Arts and Design

Attention building and Group work: acting out Humpty Dumpty, Little Miss Muppet and Incy Wincy Spider at circle time and then using small world equipment. Adults to model actions first.

Circle time - Here's the cymbal and the drum.

Tick tock song with claves, familiar songs with bells and shakers.

Adults will model singing and actions to songs and rhymes at circle time and during free play. Exploring using instruments loudly, quietly, fast and slow.



The importance of reading regularly

Reading for pleasure

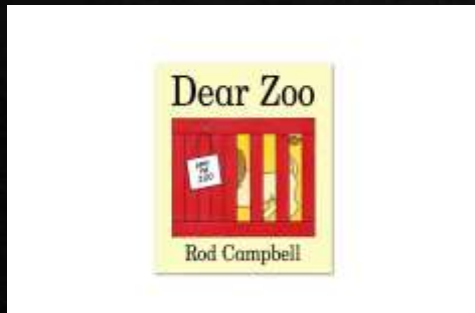
Developing Confidence

Supporting writing skills

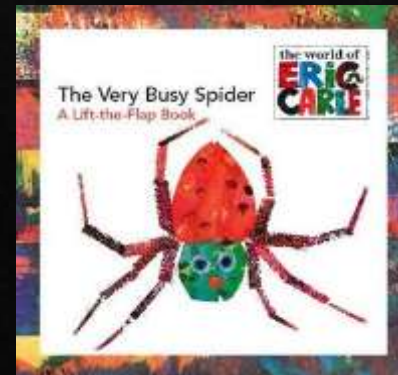
Special time



At present we are reading
Dear Zoo By Rod Campbell

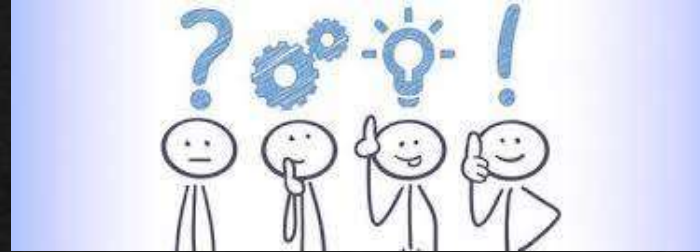


The Very Busy Spider
by Eric Carle



The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

Questions or queries?



You are still able to email your child's class teacher directly.

elp.teachers@winterbourne-inf.croydon.sch.uk