

Communication and Language

- Children will gain the attention of an adult or peer or may turn to a specific noise they hear through Sounds Listening games or pointing to the sky when they hear or see a plane. Pointing to or running from a spider
- Children are beginning to respond to 'where' such as 'where's your coat?' 'Where's the dog?'
- Children are beginning to understand simple instructions relating to the routine such as 'take off your coat' 'sit down' 'sleeves up' 'wash hands' Children will be given the role of 'Helping Hands' to help give out snack
- Children can name some everyday objects such as toys they are playing with, and the objects they relate to as part of their daily routine or environment.
- Children are beginning to put two words together to request an item or share an interest. E.G 'mummy gone' 'back soon' 'help please'

Personal, Social and Emotional Development

- Children will show an awareness of others and will try to join in play by engaging in a game of chase, offering a toy or rolling a ball
- Through provision and focused activities, the children will show an awareness of themselves, respond to their name and begin to show an awareness of facial features and some body parts (Wellcomm activities)
- Children will begin to understand the daily routine and will follow some simple rules with support from a familiar adult and visual timetable.
- Children will recognise specific events during the day, such as nappy time, and follow classroom rules during that time.

Physical Development

- Children are developing ways of crawling through tunnels, climbing in, on and under boxes and try squeezing themselves into small spaces
- Children are developing their small muscles through 'Busy Fingers' activities such as threading, squeezing and manipulating playdough.
- Children are developing their independence and self help skills by finding their own peg, helping take off or put on their coats or aprons and washing and drying their hands for snack.

Understanding the world

- Children are beginning to show curiosity about animals, objects and people in books, short stories and images in their environment
- Children are developing their ability to link and match objects they are familiar with through Wellcomm and focused activities such as a paintbrush with a paint pot, toothbrush and toothpaste.
- Children show curiosity in toys that have an action such as popping or flipping and can pull back a friction car

Explorers Half Term Overview Spring 1

Topic:
Arctic, Jungle

Literacy

- Children are beginning to handle and look at books carefully. Children will engage with an adult or peer to share an interest in the pictures, nursery rhyme characters or characters in a book that they are familiar with such as Peppa Pig or Paw Patrol. At the end of the session children will be given a book to look at while calming music is being played.
- Children are enjoying exploring sensory experiences of mark making and engage in activities such as 'Busy Fingers' and 'Squiggle Time' activities
- Children are developing their ability to manipulate dough, sand, mud and by squeezing, poking, patting and stretching it with one or both hands and can pass it from hand to hand too.

Mathematics

- Children are beginning to use some numbers in play and may count as they stack blocks or say 1 for you in play.
- Children can understand and give '1 for..' to each of their friends when giving out snack
- Children are beginning to notice how shapes can be changed such as rolling, squeezing dough, building, or knocking down sandcastles
- Children can use familiar actions such as waving and jumping
- Children are beginning to show an interest and understanding in objects that are big/not big

Expressive Arts and Design

- Children are beginning to show an interest in music and movement and try to join in using their voices and actions to music singing.
- Children are exploring making sounds with musical instruments and can copy actions such as shaking, tapping or banging.
- Children are beginning to make sounds in play such as 'beep beep' or 'choo choo' or an animal sound such as 'woof woof'.

Home learning

This half term the children are learning about the Arctic and jungles. Please could you read stories about these topics and talk about them with your children.

Please read stories and sing songs with your child as much as possible. This will help to develop your child's language skills.

Polite reminders

If your child is not yet toilet trained, please ensure that they come to school in a clean and dry nappy.

Please bring spare nappies, wipes and clothes to school each day.

Please can all clothes and personal items be clearly labelled with your child's name.

Ways to help your child

Encourage your child to be as independent as possible this includes:

- Dressing and undressing
- Toileting
- Tidying away

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.



Useful information

Diary Dates & Learn Together sessions

Learn together session- Date TBC

Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>

Start for life:

<https://www.nhs.uk/start-for-life/>