

## Communication and Language

- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
- Through focused activities such as WELLCOMM and Georgie's Gym.
- Children are beginning to understand actions and can carry out an action on a toy and show an action such as clapping or jumping.
- Children are beginning to ask simple questions using 'where' and 'what' relating to a toy, object or person.
- Children are beginning to put 3 words together to communicate with others

## Personal, Social and Emotional Development

- As the children become more aware of the adults and children in the setting, they will feel happy and confident to leave their own adult. Children will feel safe to explore new activities and challenges because they know a familiar adult is supporting and encouraging them.
- Children are able to play at an activity of their choosing and begin to share their own ideas and thinking during play. Children will show a growing sense of independence and try to do things for themselves such as putting on an apron for painting, peeling their own fruit and by being the Helping Hand at snack.
- Children are beginning to show an awareness of how others are feeling and with support may try to offer comfort or seek out an adult to offer support

## Physical Development

- Children are developing their fine motor skills and are showing increasing skill and control when mark making, pouring or when helping to give out drinks and fruit at snack time.
- Children are beginning to explore using scissors to snip paper
- Children are beginning to make connections between their movements and marks they make when using paint, crayons or chalk and during 'Squiggle Time' when children explore making marks through sensory experiences
- Children are developing their self help skills and can peel fruit with little support and are learning to drink from a beaker without a lid.
- Children are beginning to show an awareness of the potty or toilet and will indicate if they are wet or soiled.

## Understanding the world

- Children are beginning to act out familiar events such as making tea, feeding the baby, brushing their hair or singing 'Happy Birthday'
- Children are excited to explore new and familiar experiences such as a visit to the farm or family trip.
- Children show curiosity and interest when exploring outdoors in plants, weather and seasons.
- Children are keen to explore playing outside in different types of weather and enjoy splashing in muddy puddles and show curiosity to changes in weather
- Children are showing curiosity and are beginning to think of different ways they can connect pipes and use funnels to transport water between containers.

## Explorers Half Term Overview Summer 1

Topic:  
Growing, food, likes and dislikes

## Expressive Arts and Design

- Children are exploring how through actions such as rolling, squeezing and squashing they can change the shape of materials such as play dough or by putting sand into a bucket and tipping it over it becomes a sandcastle
- Children are showing creativity and beginning to copy rhythmic sounds such as fast/slow and body percussion such as clapping and stamping

## Literacy

- Children are beginning to fill in a missing word from a familiar nursery rhyme or story or Traditional tale. EG - Humpty Dumpty sat on a ...
- Children are beginning to ascribe meaning to the marks they make and will make marks for a purpose such as drawing circles, lines or squiggles and saying 'that's my name' 'that's mummy' 'that's me'.

## Mathematics

- Children are beginning to use some number names when counting objects or toys and may say some number names in order
- Children are beginning to respond to some words such as 'in', 'on' and 'under' such as 'put it on the chair, put it in the bag put it under the box
- Children can match objects such as cars, animals and 2D shapes
- Children use facial expressions or are beginning to use words such as 'heavy' when they try to pick up or move large items

### Home learning

This half term the children are learning about growing and food (likes/dislikes). Please could you read stories about these topics and talk about them with your children. If you could have discussions with your children about how they have grown and the changes since they were a baby.

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/>