

## Early Years' Curriculum Plan Spring 2022

Our themes are always taken from and based around the children's interests and fascinations. In this way our learning is fluid and adaptable as we respond immediately to all that happens. In general, we cover the following themes this term: Traditional Tales and Transport and Maps. An over-arching, whole school, theme is CINDERELLA (part of our ERASMUS project).

 <p><b>Communication and Language</b> The development of spoken language underpins all seven areas of learning. We listen to, work with and encourage the children to express thinking, creativity and ideas through conversation, storytelling and role play, using and embedding new words in a range of contexts: Mr Fantastic to support with new vocabulary and children are encouraged to use full sentences. Use of Tales Toolkit - Every Child has a Story and P4C (Philosophy for Children) to support the development of reasoning and understanding.</p>	 <p><b>Physical Development - Gross and Fine Motor</b> Daily morning Wake Up Shake Up starter (to include aerobic activities, running, yoga and dancing). Busy fingers: Daily fine motor activities to develop dexterity, fine motor strength and coordination. Opportunities to support children in managing their own needs, e.g. dressing themselves, using cutlery, lining up. Outdoor environment - digging, mud kitchen, bikes, loose parts, climbing, games, obstacle courses. Forest School twice weekly and PE with Matt to further develop motor skills.</p>	 <p><b>Personal, Social and Emotional Development</b> To begin with this term, we will be focusing on transitions to support the children in adapting to a new teacher. We will also continue to follow SCARF - a scheme which promotes positive behaviour, mental health, wellbeing, resilience and achievement, used across the school. Keeping Myself Safe and Rights and Responsibilities form our foci this term. We support the children to manage their emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Golden Rules 'We are kind. We are gentle.' are introduced as the children get to know one another and the internal and external environments. Growth mindset and perseverance instilled and celebrated: use of class star chart / reward tokens as positive encouragement. Mindfulness and Yoga - focus on breath. Circle Time - everybody has the opportunity to speak about particular topics/feelings/ events. Forest School - children have time and space 'to be'- small, achievable tasks all building self- confidence and self-esteem. Through adult modelling and guidance, the children learn how to look after their bodies, including healthy eating, good oral health, sleeping and daily exercise.</p>
 <p><b>Literacy</b> Daily reading and sharing of stories, poems, rhymes on an individual, small group and whole class basis. Continuation of storytelling sessions: character, setting, problem, solution using Tales Toolkit. Use of Mr Fantastic to enhance the use of vocabulary during teacher directed activities. Mark making and Writing are kept as 'real' and relevant as possible - responding to current topics, interests and ideas in both the indoor and outdoor environments. Writing is continuously modelled and shared. Our mantra is 'Have a Go!' Phonics - introduction of Essentials Letters and Sounds programme. Ash will be focusing on Phase 3 and Saplings on Phase 1 / 2.</p>		 <p><b>Mathematics</b> Building a secure base of mathematical knowledge and vocabulary. This term, we will be looking specifically at the composition of numbers, comparing quantities, representing number using the language of more and less, addition, measures, 3D shapes, and pattern, amongst other themes. During Child Initiated Learning and through role play, opportunities are provided for the children to use number, money, time, measure, weight, shape and pattern, exploring the concepts and developing understanding as a part of their natural curiosity and play.</p>
 <p><b>Understanding the World</b> Winter - Spring. Changes we feel: weather, temperature and changes that we can see - plants/ trees/ clothes. Understanding of where we are in the world and connections that we have to other countries. Map making. Similarities and Differences. Awareness of the past and present and how it differs with specific reference to stories used in the classroom. Coronavirus and its impact.</p>	<p><b>SAPLINGS</b> Focus is on Communication and Language, Physical Development and Personal, Social and Emotional Development (Prime Areas of Learning) through experiences, exploration, discussion and discovery. Every week the children's learning is based on the previous in terms of topic and interest. They also share in Ash Class's learning, through the resources and experiences that are in the Early Years at any one time.</p>	 <p><b>Expressive Art and Design</b> Music and singing. Dance. Role play. Creating. Making. Our Indoors and Outdoors 'Workshops' are always open and filled with an ever-changing array of interesting materials and resources. Take a Picture/work of art - look in closely - talk, discover, experience, interpret, appreciate. Large/ small scale work. Individual and Group projects.</p>