

Term : Spring	Project title: People Who Help Us	Year group: Early Life
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Autumn: Ourselves / families

Summary

Children will feel comfortable when separating from their main carer and now have a strong relationship with their keyworker. In spring term we will be learning about people who help us. Children will explore the outdoor area developing gross motor skills and caring for living things and the natural world. Children will continue to show an interest in taking care of themselves including toileting, nappy changing and dressing. We will be learning about Chinese New Year and the Easter celebrations. We will focus on Nursery Rhymes, sharing stories and will use small world, props and enhancement baskets to retell and act out.

Context

Spring 1

- Week 1 10-13 January Who helps us? Teachers
- Week 2 16-20 January Police Officers (Chinese New Year)
- Week 3 23-27 January Firefighters
- Week 4 30-3 February Doctors and Nurses
- Week 5 6-10 February Dentist (Art & DT week)
- Week 6 13-17 February What jobs do our grown ups do? (Valentines)

Spring 2

- Week 1 27-3 March What do you want to be when you grow up?
- Week 2 6-10 March How can we bring more physical geography (natural world) to our outdoor classroom? (Geography deep dive)
- Week 3 13-17 March Who is important to me? (Mothers day)
- Week 4 20-24 March (Easter)
- Week 5 27-31 March (Easter)

Communication and language

Join in by repeating words/phrases as an adult narrates play.
 Develop book preferences and seek an adult to share a story.
 Say the last word in lines of a simple rhyme.
 Ask and understand simple questions about play and routines.
 Use simple sentences up to 3 words.
 Develop pretend play.
 Point to correct parts of pictures in stories and activities.
 Discriminate familiar sounds in the environment and name it.

Physical Development

Help with nappy changing.
 Children know in advance when they need to wee.
 Children can communicate when wet or soiled.
 Children are beginning to have good eating habits. E.g. Not snatching.
 Work in partnership with an adult to help with outdoor clothing
 Explore very simple joints and mechanisms in everyday objects and construction kits.
 Squeeze, thump and flatten dough.
 Use small figures and vehicles with control in play, positioning and balancing.
 Fill and empty containers with water and sand, using cups, scoops, spoons and spades.
 Use hammering games with increasing accuracy.
 Shows an interest in scissors.
 Increasingly attempt more risky play such as climbing with adult support.
 Tap and slap on the ground or on knees to accompany rhymes and songs.
 Run in open spaces.
 Squeeze inside small spaces.
 Jump face to face with an adult holding hands.
 Attempt to kick a large ball.
 Move and transport large objects such as bowling tyres and barrels and pushing wheelbarrows.
 Move ride on toys on short journeys by pushing feet, including scooters.
 Climb a few stairs independently.

Personal, Social and Emotional Development

Greet key workers and other peers/adults on arrival.
 Separate confidently from carer.
 Anticipate routines through simple statements and questions.
 Show awareness of others during parallel play by watching.
 Help an adult with a task.
 Use simple eating and drinking equipment.
 Develop and articulate snack preferences.
 Build a wider range of play preferences.
 Participate in simple domestic role play imitating actions and routines.
 Make choices from limited options either by gesture or words.
 Encourage children to express feelings and adults to model words to explain what the feelings are.
 Children to engage in simple turn taking games with an adult.

Expressive arts and design

Starts to make marks intentionally
 Explores paint using brushes
 Say some colour names.
 Children explore a range of media independently and are beginning to decide how to use them.
 Beginning to play alongside other children who are involved in imaginative play.
 Make sound patterns as they play and enjoy adults imitating or joining in with these.
 Sing to and with toys and props.
 Join in with very simple chants and songs.
 Join in with patterned language in story books.
 Join in repeated phrases of longer songs.
 Sing phrases of popular songs or advertisement jingles.

Mathematics

Use some number words when playing.
 Complete inset puzzles.
 Explore objects of different weight and size during play.
 Match objects that are the same. E.g pairing socks.
 Follow a simple routine and anticipate what happens next.
 Use the language of 'more' during snack time and play
 Beginning to identify shapes and colours.
 Give one or two things to an adult.

Literacy

Join in with some actions/props/noises during songs and rhymes.
 Pay attention to pictures and words in books.
 Develop book preferences.
 Repeat words and phrases from a familiar or favourite book.
 Draw lines and circles.

Understanding the world

Begin to be interested in reaction and action toys.
 Children can express themselves in response to textures, sounds, smells and tastes.
 Jump in puddles.
 Begin to talk about who is special to them (2 /3 word phrases).

What **skills** are the children going to learn? How are these going to progress across the term?

CLL	PD	PSED	M	L	UW	EAD
<p>Children communicate needs with increasing confidence.</p> <p>Play alongside others beginning to share toys and equipment.</p> <p>Begin to name objects during play linked to goldilocks words.</p> <p>Maintain attention on an activity for a short period of time.</p> <p>Understand and follow simple instructions.</p>	<p>Begin to show an awareness of nappy changing / toileting.</p> <p>Begin to build and balance. Transport materials in various ways.</p> <p>Develop fine motor skills through the use of malleable materials/messy play.</p> <p>Begin to climb and move in different ways on equipment including running.</p>	<p>Children separate from main carer more confidently and have formed a strong relationship with their keyworker.</p> <p>Children learn to tolerate delay and turn take in small groups.</p> <p>Children should be learning express preferences and beginning to communicate needs to their key worker.</p>	<p>Child to take an interest and attempt to complete simple inset puzzles.</p> <p>Children will begin to notice similar items and match pairs.</p> <p>Begin to build with a range of materials.</p> <p>Begin to join in with number songs/rhymes</p> <p>Interest in shapes and sorting.</p>	<p>Children to learn how to draw lines and circles during squiggle time and mark make independently during the continuous provision.</p> <p>Children will learn words and phrases of traditional tails, included repeated refrains and use these during story time.</p>	<p>Children begin to discuss their home life more and the people who are special to them.</p> <p>Children will learn about various celebrations including Chinese new year, mother day and Easter.</p>	<p>Children will use gross and fine motor to explore a range of media and materials.</p> <p>Children will be given opportunities to explore texture and colour in a range of situations both indoors and outdoors.</p>

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

- Forest School
- Community Police Officer/other emergency services Visit (Spring 1)
- Stay and play - Let's Read together (Spring 1)
- Library Visit - (Spring 2)
- Stay and play / Easter Crafts (Spring 2)

Which **books** will help children secure and think more deeply about the knowledge in this block?

In the reading area our books are topic related and are a selection of both fiction and non-fiction.

Spring 1

Week 1	The Magic Porridge Pot
Week 2	Goldilocks and the Three Bears
Week 3	The GingerBread Man
Week 4	The Three Little Pigs
Week 5	Jack and the BeanStalk
Week 6	Little Red Riding Hood

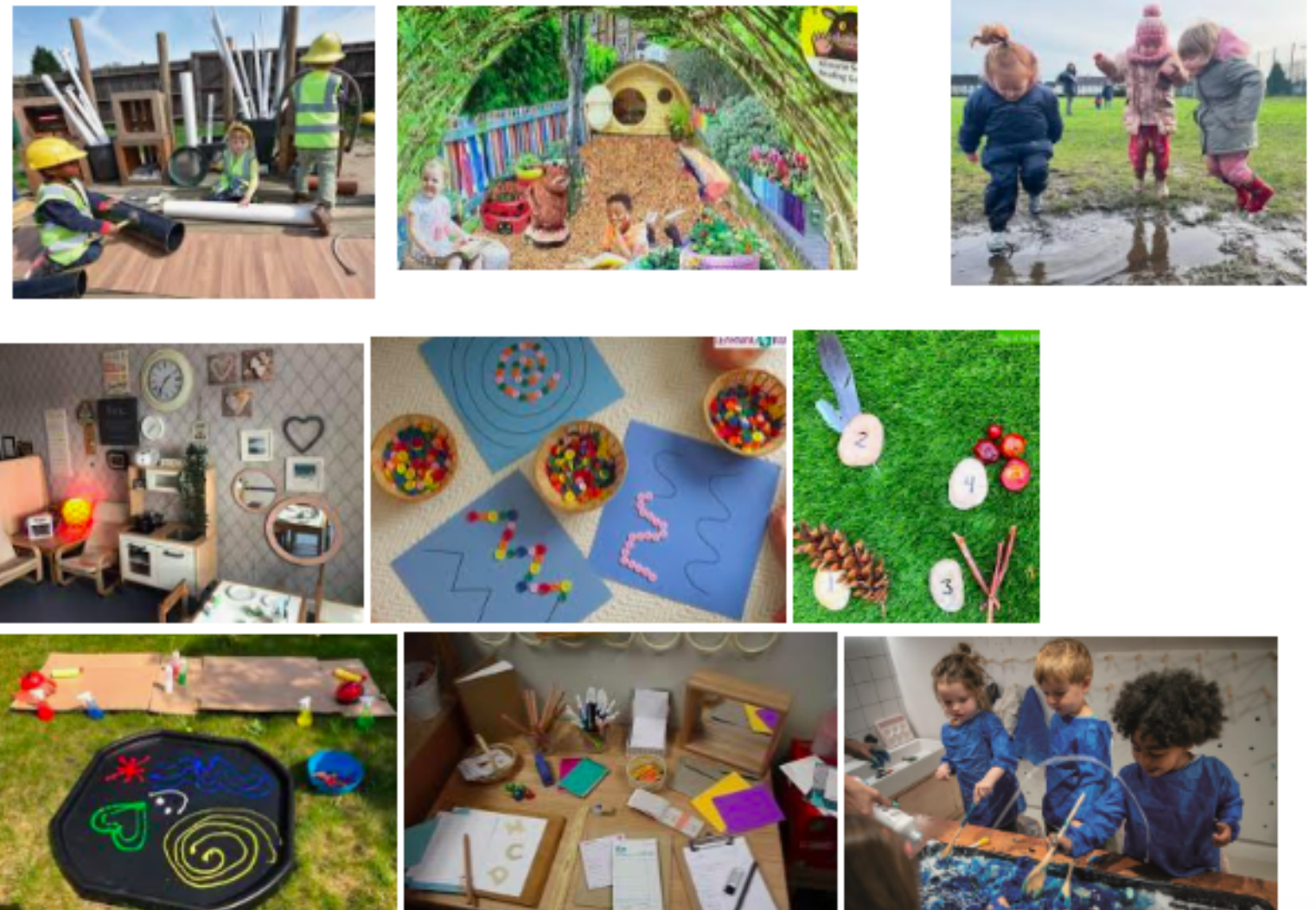
Spring 2

Week 1 27-3 March	When I'm a Grown Up
Week 2 6-10 March	Jasper's Beanstalk
Week 3 13-17 March	Guess how much I love you
Week 4 20-24 March	The Easter Story
Week 5 27-31 March	We're Going on an Egg Hunt

Which strategies are we using to help our **most vulnerable children** deepen their knowledge this half term?

- S&L support in classroom
- Communicate in print to support language and vocabulary development and understanding
- Small groups
- Interventions to be delivered depending on need
- Forest School
- Thrive/Rainbow
- Regular communication with parents/carers
- Follow guidance given from outside agencies on Support Plan
- Daily check in - emotions

How will we enhance our **continuous provision indoors** to extend learning through independent enquiry?



How can we involve **families** in learning?

- Regular communication with parents/carers at drop off and hometime
- Sharing work and achievements on Seesaw
- Outdoor parents information board
- Parents invited to Christmas performance
- Parents invited to stay and play sessions
- Weekly news reported on Seesaw with things that have happened in class
- links to stories read, rhymes learnt and tips and ideas for home learning.
- Sharing vocabulary with parents

Which **Characteristics of Learning** will you be focussing on? How will this be taught? How will you you achieve this? *Please add detail to this and examples of how this could be achieved!*

Playing and Exploring

Investigate the environment with confidence. Children to access the various areas of provision independently. Children will understand the classroom routine and expectations. including the classroom reward system.

Active Learning

Participate in routines- daily timetables and consistent routines and expectations. Children to concentrate on a task for a short period of time and with support, keep on trying when they encounter a problem. Children will feel a sense of achievement when they are successful and welcome praise from keyworker.

Creating and Thinking Critically

Take part in simple pretend play alongside other children, beginning to notice what they are doing and sharing resources. Children will begin to develop their own ideas and be confident to have a go at different activities both indoors and outdoors.

Areas of the continuous provision	Anchor words <ul style="list-style-type: none"> • Children have a good understanding • Everyday spoken language • Used at home/daily interaction 			Goldilocks words <ul style="list-style-type: none"> • Really useful words • Likely to be encountered again • Very topic specific but core to topic 			Step on words. (Chosen on MTP and picked according to topic) <ul style="list-style-type: none"> • Less likely to be encountered again. • Average older child does not know the word • Particularly topic specific vocabulary 		
	2s	N	R	2s	N	R	2s	N	R
Writing	Arm Hands Finger	Pencil Mark Paper Draw Picture Colouring	Pencil grip Name Write Line Circle Sound Letter	Pencil Mark Paper Crayon Pen Thumb	Pencil grip Name Write Line Circle Sound Letter	Label Sentence Instruction List Full stop Finger space Capital letter			
Maths	More All gone Put Give Get	Tall Short Count Full Empty Less	Number Subitise Yesterday Size Set Shape Today Altogether	Next to On Top Roll Up Sort Count	Number Subitise Yesterday Size Set Shape Today Fewer	Sum Doubling Halving Total Addition/ Add Subtraction/ Take away			
Construction	Block Brick Car Train	Stack Make Duplo Build	Plan Design Model Plastic Wood Tallest Shortest	Build Small Big Make Duplo	Model Plastic Wood Plan Design	Purpose Critique Improve Successful Feedback Construct Develop			

Water/Sand	Sand Water Wet Dig	Bucket Spade Fill Empty Scoop	Container Balances Sharing Compare	Bucket Spade Fill Empty Scoop	Container Balance Sharing Beaker Jug Sieve	Edge Solid Hollow Curved Compare			
Reading	Look Book Picture	Page Listen Book Story Back Front	Beginning Middle End Cover Words Predict	Page Listen Story	Beginning Middle End Cover Words Guess	Author Illustrator Characters Setting Question Opinion Imagine			
Investigation	Yes No Hot Cold	Use Look Feel Talk Smell Hard Soft	Explore Smooth Rough Spikey Shiny Bumpy	Use Look Feel Talk	Explore Smooth Rough Spikey Shiny Bumpy	Texture Predict Senses Manipulate Experiment			
Creative	Yellow Green Blue Red	Scissors Cut Glue stick Stick Paper Tape	Join Mix Model Decorate Material Card Spreader	Scissors Cut Glue stick Stick	Join Mix Model Decorate Material Card	Mould Technique Texture Resource Attach Creative Imagination			
Role Play	Mummy/Mam my Daddy	Baby Door Bed	Bedroom Kitchen Window	Baby Door Bed	Bedroom Kitchen Window	Lock Cutlery Roof			

	Hello Thank you Bye	Sister Brother Cook Pan Spoon Knife Fork	House Clothes Table Chair Phone Oven Fridge Washing Machine	Sister Brother Cook Pan Spoon Knife Fork Blanket Pillow Cupboard	House Clothes Table Chair Phone Oven Fridge Washing Machine Family	Magazine Costume Coat hanger Mirror Baking Spatula Wisk			
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