



Redscope Early Years

Winter 1

Arctic Adventures

Communication and Language

- *Start to say how they are feeling, using words as well as actions.*

This term we will be introducing some Makaton signs when discussing our feelings. This gives children the opportunity to sign as well as say. The children will be encouraged to say/sign how they are feeling as part of their daily routine and checking in.

- *Use longer sentences of four to six words.*

To build on children's communication skills, we will be encouraging the use of longer sentences with 4 to 6 words. If a child gives 1 or 2 word answer, a fuller sentence will be repeated back to them.

- *Understand a question or instruction that has two parts.*

During small group times, the children will be able to take part in activities that may be following or giving instructions to their peers. "Can you put the sausage in the pan?" These communication games will develop children's listening and understanding skills.

Key Vocabulary

Happy, sad, tired, hot, cold,

Maths

- *Build with a range of resources.*

A range of construction sets will be available for the children to build with. Mathematical language and Makaton signs will be used to describe their models such as big, small, long, short.

- *Complete inset puzzles.*

Inset puzzles and jigsaws will be available for the children to use, varying in ability and number of puzzle pieces.

- *Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'*

The children will be encouraged to count during every day experiences such as counting out blocks/stones during play.

- *Recite numbers past 5.*

During daily small group times, the children will given opportunities to recite numbers past 5.

- *Show 'finger numbers' up to 5*

During small group sessions, we will be singing some number rhymes and use our fingers to show numbers.

Key Vocabulary

Big, small, long, short, taller, shorter

Literacy

- *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.*

Children will be shown a range of logos that they may recognise from their wider world and discuss where they may see these. We will have a walk around our building and the school grounds to look for print.

- *Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.*

By singing familiar nursery rhymes we can expand on the children's knowledge and begin to introduce basic rhyme. The children will be encouraged to play with sound patterns and make up their own rhyming sounds with words such as their names.

Key Vocabulary

Polly put the kettle on, range of simple rhyming words,

Understanding the World

- *Use all their senses in hands-on exploration of natural materials.*

Colours and scents are added to the water which are available to explore within the session. Playdough, gloop and other malleable materials are available

- *Talk about the differences between materials and changes they notice.*

We will explore different natural materials, both indoors and outside. As the weather gets colder, we will explore our outdoor area and the natural changes this brings such as looking for ice and discussing the changes. We will be learning some arctic animals names and learning about their environment.

Key Vocabulary

Wet, dry, cold, warm, frosty, ice, arctic animals, arctic,

Personal, Social and Emotional

- *Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".*

- *Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front*

Expressive Arts and Design

- *Make simple models which express their ideas.*

Through the use of construction, junk modelling and creating their own images, children are able to express their ideas.

- *Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc*

- *Play with one or more other children, extending and elaborating play ideas.*

As children continue to build relationships with their peers, we will be encouraging positive friendships as children learn to play with their peers. During small group times and games during the session, the children will be encouraged to wait for their turns during games.

We will be welcoming some new children into REY and as they settle they will be gaining confidence. Comforting children and labelling their emotions helps them to manage their feelings and behaviour.

Key Vocabulary

Sad, happy, angry, tired, friendly, unfriendly,

By using our small world area, children are able to develop their imaginative play and create their own situations and stories. These are usually acting what they see in real life.

Every day we are developing our expressive arts as children are given the opportunity to be creative independently in many ways within REY. Singing songs and nursery rhymes are embedded within our routine. The children have access to a wide variety of materials on our creative trolley where they are able to make their own choices.

Key Vocabulary

Build, model, construct,

Physical

- *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.*

As we create dens and cosy reading dens the children can fit themselves into spaces. As we explore our structures in outdoor area, the children will also be developing their enveloping schema.

- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
- *Go up steps and stairs, or climb up apparatus, using alternate feet.*

The children develop their gross motor skills on a daily basis while moving and playing outdoors. Through the use of obstacle courses, climbing frame & using large loose parts outdoors.

Key Vocabulary

Jump, climb, balance, exercise,

Visits and visitors

Little City is coming to the school hall on Thursday 22nd February.

How can you help at home?

- Talk about the weather, what does winter look like? Can your child discuss the changes they can see? Can you make your own ice? Perhaps one of your small toys may have got stuck in the ice?
- Can you make a cosy den in your home and read your favourite book in cosy space?
- Encourage your child to wait for their turn while at the park or in a conversation. Play turn taking games with your child such as snap. "My turn, your turn."
- Count while doing every day things. Count out the number of forks at the table. While walking along the street, count how many steps to the next lamp post.
- Encourage your child to talk about their feelings and label their emotions. It's great for children to see adults express their emotions too. "I'm a bit sad because one of my friend's isn't feeling well"
- While out for a walk, point out some environmental print like the road signs, number plates. When at the shops talk about the different logos. Can they point out some?
- Give your child opportunity to mark make and create images. Can you mark make using flour/salt?

