



# Redscope Early Years

## Spring 2

### Farmyard Fun

#### Communication and Language

- Recognise and point to objects if asked about them
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Use a wider range of vocabulary.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

As we learn our Talk 4 Write nursery rhyme "I'm a Dingle Dingle scarecrow", the children will be able to use images to have an understanding of the words. We will build on our sentences, adding in words to make our sentences longer.

#### Key Vocabulary

general farm words, animals on the farm, scarecrow

#### Maths

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.

As the children develop their counting skills, they will gain a better understanding of quantity. We will use comparison language when discussing size of animals that live in the farm and the plants in our garden.

#### Key Vocabulary

how many? More, less, bigger, smaller, giant, tiny, tall

#### Literacy

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- 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, such as money and mother.

We will be learning some new words and songs which tie in with our farm topic. We will be playing with patterns of sounds as we learn to rhyme, listening out for some words that sound similar in some of our stories. We will be building on our ability of clapping out the syllables in words

#### Key Vocabulary

rhyiming words in stories, words that rhyme with our names, rhyme, sounds the same, sounds like, listen

#### Understanding the World

- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.

As we start to plant seeds in our garden, we will be learning how to care for these. As we notice some changes and signs of spring in the garden we will be talking about our outdoor environment

#### Key Vocabulary

Plant, seed, bulb, grow

#### Personal, Social and Emotional

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Learn to use the toilet with help, and then independently
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

As some of our children will be beginning their transition into Clever Kittens, they will be visiting the school and meeting more of the school staff. We have some stay and play sessions where we are inviting some family members into our setting. We are encouraging our children who are still in nappies and pull ups to use the toilet while in REY. While getting ready for outdoors and home time, we are

#### Expressive Arts and Design

- Start to make marks intentionally.
- Use their imagination as they consider what they can do with different materials.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

We will encourage the children to continue to develop their love for mark making using various materials

#### Key Vocabulary

Draw, make, create, build,

encouraging the children to be more independent and have a go themselves before asking for help.

Key Vocabulary

Your turn first, have a go, well done, good try, keep going,

**Physical**

- *Enjoy starting to kick, throw and catch balls.*
- *Walk, run, jump and climb - and start to use the stairs independently.*
- *Spin, roll and independently use ropes and swings (for example, tyre swings).*
- *Sit on a push-along wheeled toy, use a scooter or ride a tricycle.*

The children will continue to develop their gross motor skills on a daily basis in the garden. We have added a swing to the front garden and will be visiting the PE hall in school on a Tuesday morning.

Key Vocabulary

move, body, jump, walk, march, jump, start, stop

**Visits and visitors**

Little City is coming to the school hall on Thursday 22<sup>nd</sup> February.

We are inviting our parents/carers/grandparents in for some stay & play sessions.

We will be visiting Wentworth Farm on Friday 15<sup>th</sup> March.

**How can you help at home?**

- Have you been at a farm before? Can you remember any of the animals who live on a farm?
- 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."
- Take your child to a new place with some new people to enable them to gain confidence.
- While making dinner, how many forks do we need to set the table? Can your child count out the forks to set the table?
- If your child is going to be moving over to Clever Kittens, can you talk about some of the changes that will happen going to school? Look at the pictures together of the school and classroom.
- Encourage your child to be more independent. Let them try to put on their shoes themselves before helping them. You may be surprised what they can do independently.
- Give your child opportunity to mark make and create images. Can you mark make using flour/salt?
- While on a walk, can you spot some different signs of spring? Look at the flowers growing and changing each day if you pass.