



## Redscope Early Years

### Spring 1

#### Arctic Adventures

##### Communication and Language

- Use the speech sounds p, b, m, w.
- Are usually still learning to pronounce: multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories.
- Recognise and are calmed by a familiar and friendly voice.

During small group times we will be practicing using the speech sounds through games like silly soup. New stories will be added to our playroom and children encouraged to choose longer stories to listen to.

Tiny Talkers sessions will take place on a Tues, Wed & Thurs to develop children's listening and understanding skills and speech.

##### Key Vocabulary

Happy, sad, tired, hot, cold,

##### Literacy

- Repeat words and phrases from familiar stories.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

By singing familiar nursery rhymes with actions, children will be encouraged to join in with. Children will be encouraged to mark make in different ways within the room i.e. clipboards for drawing plans, large paper on the floor, at easel. During sessions, props will be on offer to aid story telling of familiar stories. Familiar logos and print will be added to the room to encourage children to recognise these.

##### Key Vocabulary

Polly put the kettle on,

##### Personal, Social and Emotional

- Develop friendships with other children.
- Grow in independence, rejecting help ("me do it").
- Be increasingly able to talk about & manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Learn to use the toilet with help, and then independently

As we welcome our new children into setting, children will be encouraged to play alongside new friends. Children will learn our new routines and rules of the playroom to keep us and our friends safe.

##### Key Vocabulary

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

##### Maths

- Compare amounts, saying 'lots' or 'more'.
- Compare amounts, saying when they have the 'same' number of objects.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

Children will be encouraged to compare amounts during play and maths group times. During snack times, children will count out how many items of snack they have on their plate. While building towers, children can compare how many objects they are using.

##### Key Vocabulary

lots, more, less, same

##### Understanding the World

- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.

As we explore the different weather and discuss the changes this brings, children will learn about seasonal changes. Children will explore the ice and snow indoors and out and talk about some of the risks this can bring. We will experiment with water, turning water into ice and what happens when ice melts. We will learn about some of the animals that live in the polar regions and their habitats. As we welcome new families we will get to know them and make connections to our own families.

##### Key Vocabulary

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

##### Expressive Arts and Design

- Make rhythmical and repetitive sounds.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Instruments are on offer to explore throughout the session and will be included in some group time games. A range of painting experiences will be on offer every session. Children will be encouraged to paint with their fingers and begin to use brushes and sponges. We will introduce powder paint and mixing the colours, encouraging the children to do this independently. Children will explore with playdough and clay to create different models, manipulating these materials with their hands.

##### Key Vocabulary

Build, model, construct, paint, colours, mix.

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Learn to use the toilet independently.</li> <li>• Enjoy starting to kick, and throw balls.</li> <li>• Explore different materials and tools.</li> </ul> <p>The children develop their gross motor skills on a daily basis while moving and playing outdoors. Through the use of obstacle courses, climbing frame &amp; using large loose parts outdoors. Outdoors we will be introducing a variety of ball games to develop the children's ball skills and hand eye coordination. As we learn about some different foods, children will be given the opportunity to try some new foods.</p> <p><b>Key Vocabulary</b></p> <p>Jump, climb, balance, throw, catch, roll</p>	<p><b>Visits and visitors</b></p> <p>As we have new children starting in January we will keep our visitors to a minimum for the first few weeks. Towards the end of the half term there will be opportunity for stay &amp; play sessions.</p>
<p><b>How can you help at home?</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Can you make a cosy den in your home and read your favourite book in cosy space?</li> <li>• 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."</li> <li>• 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.</li> <li>• 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"</li> <li>• 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?</li> <li>• Give your child opportunity to mark make and create images. Can you mark make using flour/salt?</li> </ul>	

