

U.K. & Austria Class Spring Term 2022



Welcome back to an exciting term in 2022. We hope that you all had a peaceful and relaxing Christmas and would like to wish you the best for the New Year.

A very exciting aspect of our work in the Foundation Stage is 'working from the children's interests' alongside our planned themes. This means we are flexible in our planning and allow the children to influence the direction a theme takes. We do this through questioning and observations, especially at the beginning of a topic, which gives us a sense of what the children already know and what they are interested in finding out. We underpin their interests with a deep understanding of the skills they should develop before moving into year one.

We link these skills and objectives to what fascinates the children as well as topical things that occur throughout the year. This exciting method of teaching means that it is impossible to plan future weeks in great detail.

This is a brief insight into the learning that will take place during the first few weeks of the Spring Term. As the term and the topics unravel, we will find that the children will lead the learning in exciting directions

Communication Language and Literacy

Children learn best when they can make links between the areas of learning; the following books have been chosen for our topic because they give information, promote language development, rouse emotions and encourage social awareness:

'How to Find a bird' by Emily Ward, 'Hooray for Birds' by Lucy Cousins, 'Ruby's Birds' by Mya Thompson and 'Lost and Found' by Oliver Jeffers. We will be adding to this list as the term goes on.

Personal Social and Emotional Development

We will continue to help the children to become more mindful of each other and to increase their awareness of their own personal power; developing understanding of their power to choose how to behave.

They will have opportunities to explore the positive feelings of belonging and feeling cared for. They will explore how they can hurt people's feelings and how they might feel hurt or uncared for.

RE

Our Christian Values this term are humility, service and forgiveness.

We will also be looking at Creation. We would like the children to discuss :What is the best thing about our world? What they like about our world? Do you they think God would like what the world as it is today? How should we live our lives on this world? What do Christians believe?

Understanding the World

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment through our big questions. For example:

- Use snow and ice to find out about their different properties.
- Look at different travel locations.
- Make a 'touch it' treasure basket with objects collected on their expeditions.
- Find out about different polar animals.

- Use a globe to find out where we live and where the hot and cold places are.

- Finding out about the local area around our school.

We are passionate about getting young people outside and experiencing nature first-hand. We are taking part in the World's Biggest Birdwatch which is run every year in January and February.

We are fortunate to help look after a piece of land in Pocket Park and, with the help of Tesco who have given us some gardening equipment and bird feeders, we will be visiting our area several times a term.

Writing: Children will continue to take part in a weekly 'Squiggle Whilst You Wiggle' session. This will strengthen and develop children's fine and gross motor dexterity, balance and hand-eye coordination and help them build up muscles so that they are able to hold a pencil correctly and with ease. Children will be given opportunities to make marks and draw pictures during their Literacy carpet tasks as well as when they are accessing provision.

Physical Development

Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. For example:

- Practise using a pencil with the correct grasp.
- Practise using scissors for cutting along lines.
- Make dens and shelters.
- Set up obstacle trails with boxes, tunnels and planks.
- Practising putting on their coat and shoes independently.
- Play with mud in various forms, making prints, pies.
- Play outdoors in windy and rainy weather.
- Explore moving like different polar animals.
- Winter playdough activities.

Dough Disco - The children in Reception have continued to take part in Dough Disco. This is an exercise for the fingers to improve fine motor control. Every day they join in with Dough Disco in which they manipulate play dough in specific ways to their favourite tunes. The children get very excited when it is Dough Disco time and concentrate hard to follow the rolling, squishing and finger-diving in time with the music. The technique aims to strengthen muscles in their hands which are the last to develop. These exercises to strengthen muscles will support the children with their writing. We will be sending the playdough recipe home, hopefully you will continue with this.

Expressive Art and Design

Expressive art and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

- Painting with winter colours.
- Move like a snowflake and listen to music.
- Experiment with adding different coloured paints to ice cubes.
- Make a transport model.
- Sing songs about different places and different ways of travelling.
- Create a windy day weather dance using ribbons, scarves and balloons.
- Make wind chimes with recycled material.
- Make paper plate penguins.
- Explore winter-themed role-play.

Mathematics.

In our Mathematic sessions we shall continue to develop our number recognition and counting skills. We will be learning how to write and order numbers from 1 to 20, as well as finding one more or one less than a given number. We will also be solving some simple addition and subtraction calculations through practical activities, using mathematical language to describe size and capacity and investigating how we can measure time and order the events of our school day.

We have a variety of resources such as beads, buttons, counters, fir cones, leaves, marbles, stones, interlocking cubes, coins, clothes pegs, small world toys ... the list is endless and of course children themselves will make their own collections. Children will be drawn to these items for all sorts of different reasons; the adults in the class recognise the mathematical potential in play activities and draw this out through skilful questioning.

We do a lot of counting, sorting and organising groups of real objects in class, sometimes involving larger numbers.

Children will learn to **count in 2s, 5s and 10s**. This is taught in a physically active way at school, so when counting in 5s they are told to put five fingers in the air with each count, reinforcing how many they are actually counting on.

At home you could help by saying number names in counting everyday objects (touching each object and saying one number name for each). **Point out numbers in real-life situations** so they can gain an awareness of how they are always present in our world: prices in a supermarket, numbers on packaging, road signs, number plates... digits are literally everywhere you look and helping your child recognise this can help them to understand their significance and meaning in different contexts.

Playing board games like **snakes and ladders** can help children learn to count accurately and steadily. It's also good for them to become accustomed to the dotted patterns on dice and dominoes, resources often used during Maths lessons in our class.

Reading

Over the term we will be helping children to develop their reading and writing skills by continuing with our daily phonics activities. We hope you are enjoying our letter songs and are practising singing them at home after watching the weekly video on Dojo. The children are beginning to learn how to identify sounds in words and how to segment or blend them. You can help at home by completing phonics tasks in the purple book and by reading the school reading book three times in order to facilitate fluency.

The Early Years Curriculum Guidance outlines that your child's continuing learning journey is a partnership between yourselves as parents/carers, and us in school. If you have any questions about the class structure or curriculum, or any areas of concern with your child or their learning please feel free to discuss these with us.

If you have any other questions or queries, please do not hesitate to email us.

Foundation Stage team