

### Personal, Social and Emotional Development

Behaviour for learning: Persevering with longer tasks, knowing own success criteria and meeting them.

How are we different? Respecting each other's differences.

How can I stay safe in school and outdoors?

Emotional language: being able to express how you feel and find ways to cope with negative emotions.

Welcoming and caring for new nursery intake.

### Communication and Language

Talking with confidence to adults and other children. Learning vocabulary about nationalities, countries, the past, different places. Also about Spring, Easter and growth.

How can I find out about other people and places? What does a map tell me? How can we use NF books to learn?

Learning positive ways to talk about yourself and others. Learning songs and rhymes about Spring.

How can I share my learning with others? E.G. by sequencing events in speech or writing, to tell a story or describe something that has happened.

### Physical Development

Scooping, filling pots and planting seeds in the garden outdoors.

Following safety rules for Forest School and assessing risk for themselves.

Finger gym weekly activities to develop small motor skills. tracing, sorting, threading etc.

Handwriting practice to develop a consistent size and style.

Map making, building, construction and outdoors. PE sessions covering basic skills with specialist teacher.

### Mathematics

Using knowledge of weight, length, capacity, money and time to solve practical problems.

Recognising and counting confidently with numbers to 20.

Addition: counting on a number line and in your head.

Subtraction: taking objects away and counting backwards.

Exploring number bonds to make numbers to 10.

Sharing objects out in a small group and multiplying by adding groups together.

## **Splash Class Curriculum Overview**

### **Spring Term**

#### **People and Places**



At Ellingham our focus is on the learning we want to see happening in the classroom. We plan weekly activities but operate a flexible curriculum so that children learn in the way that interests them most.

### Literacy

Introducing and naming RWI set 2 sounds in phonics lessons.

Using phonic knowledge to read and write CVC words.

Sharing stories and discussing beginning, middle and end and characters and plot.

Singing songs and playing games using alliteration and rhyme.

Finding information out from non-fiction texts and the internet. Writing our own NF texts.

Writing sentences so someone else can read them in letters, lists, recipes, stories, menus, labels

### Knowledge and Understanding of the World

Changing seasons: Looking for changes and signs of Springtime.

How are people different to me? Why are we all different?

What jobs do people do and how do they learn to do them?

Recording findings in science by drawing and writing.

Computing: Recording about my family using pictures and sound. Using Kandinsky app for programming

### RE

Special Places: learning about places that are special to us and how the church is a special place for Christians.

Making and caring for our own special place.

Learning to love God's creation; Watching and exploring the miracle of springtime. Planting the garden. Why is our woodland a special place?

Visiting St Maurice's church.

Learning the Easter Story and what it means to Christians.

### Expressive Arts and Design

Map making, crafts from other cultures.

Creating own patterns with instruments and sounds.

Observing and drawing natural objects.

Making with natural objects, creating special spaces.

Role playing different jobs and lifestyles.

Imaginative play: Creating own role play areas and choosing/making objects for it.