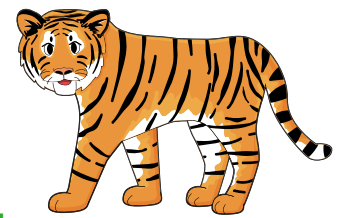




Our learning in Saplings -Spring term - Animals and Seasons- 2025



In Saplings We follow the children's lead and interests in their play. For this age it is the most effective way of encouraging children's learning especially for the development of Speech and language. Staff are responsive to the children's attempts at play and communication and join in with their play. Our curriculum gives our children new experiences to build on their play.

In Communication and language we will :

- Listen to a focused simple story each week and understand what is happening with the help of pictures.
- To develop conversation through everyday events that are meaningful to our children. As well as providing new experiences such as bird watching and sensory play- ice/ snow.
- Develop pretend play- using small world animals and dinosaurs.

In physical development we will

- Move like different animals- slither like a snake, hop like a rabbit, gallop like a horse, stamp like a dinosaur.
- Learn to use a range of tools - A spade to plant and dig, a whisk to mix a pancake and scissors to cut.
- Learn to dress to go outside independently.
- Enjoy starting to kick, throw and catch balls.

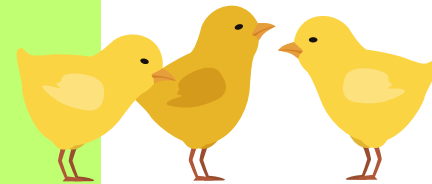


We will be practicing and reinforcing our fine motor skills every day with activities that improve the muscles in our hand using:

Pegs
Dough play
Threading
Building
Mark making.

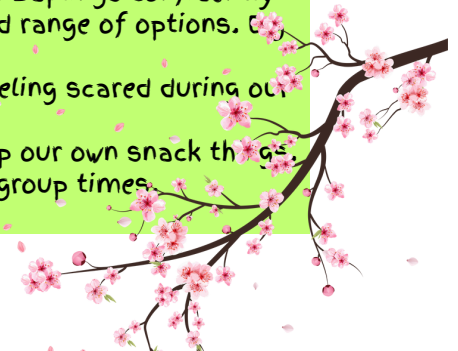
List of focused books

Polar, bear, polar bear what do you hear?
A busy day for birds
Dear Zoo
Roar, roar I'm a dinosaur
Elmer the elephant
The tiger who came to tea
Oi Frog
Monkey puzzle
Coloured monsters
Oh dear!



In Personal, Social & Emotional development we will be:

- Settling into the routine with the help of a visual time table and be able to explore Saplings confidently
- Expressing preferences and decisions, staff to give children choices from a limited range of options. e.g. at snack time water or milk/ Orange or apple.
- Safely explore emotions beyond their normal range through play and stories, E.g Feeling scared during our rhyme 'Leo the Lion.'
- Learning how to be a helpful member of our group through tidying up and clearing up our own snack things.
- Learning how to label our feelings using words and Makaton signs during group times.



In Maths we will be:

- Taking part in finger rhymes which involve hiding and returning. Like 'Two Little Dicky Birds.'
- Compare sizes of animals and birds- Tall giraffe, heavy elephant, tiny mouse.
- React to changes in a group- 5 Green and speckled frogs.
- Notice patterns - Elmer the elephant, patterned Easter eggs.

In Literacy we will be:

- Learning Makaton signs and actions to the songs and rhymes that we sing.
- Encourage children to make marks to represent their name on art work and craft.
- Develop pretend play around the book of the week - Small world animal play, a pancake cafe, a vet for zoo animals.



In Understanding of the world we will be:

- Exploring materials with different properties - ice, snow, mud, paint and sand.
- Celebrating differences and similarities between ourselves and others.
- Developing an understanding of life cycles of frogs, birds and farm animals.

We will sing a new rhyme each week



I'm a little Penguin
Two little Dicky Birds
Leo the Lion

Where's the dinosaur?
5 Little Monkeys bouncing on the bed.
Mix a pancake, stir a pancake
5 Green and speckled frogs.
An elephant goes like this and that.
Humpty Dumpty
Miss Polly had a dolly.

In Expressive Arts and Design we will be:

- Exploring sound using our own sound makers and found objects such as a stick along a fence, perform sounds using different dynamics, tempo, pitch and rhythm.
- Explore colour whilst painting using our fingers and by using a range of coloured materials including creating a 3D Elmer elephant.
- Dance and move to music.

A child's speech, language and communication skills will develop in stages. Although each child's development is different, children are expected to develop specific skills by a certain age.

ECAT- Every child a talker

The Willows are part of a national strategy called ECAT. The purpose of ECAT is to

1. Identifying and supporting those who may be at risk of delay.
2. Developing the knowledge and skills of all the practitioners who work within the setting.
3. Helping parents understanding the stages of development of speech and language.



Further information can be found at the following websites

- BBC Tiny happy people.
- Westberksecat.info
- Words for life
- Talking point

As part of ECAT we adopt a talking tip each term. This term our tip is:

Give your child at least ten seconds to respond to what you have said. 'Thinking time' is very important and will help your child join in with conversations.

How to help your child at home.

- Speak and sing rhymes with your child.
- Play pretend games with your child letting them take the lead.
- Share a book with your child.

