

### Personal, Social and Emotional Development:

We will be following simple rules to stay safe when visiting the wider locality with familiar adults and learning about road safety. We will take turns and join in with simple discussions with an adult about how to make things fair. We will discuss our emotions and what makes us feel happy and sad then use emotion boards to support our choice making. We will select and choose the tools and materials that are needed to achieve a goal.

### Physical Development:

In the outside area we will be learning how to drive tricycles by pedalling. We will use the new outdoor learning area to develop our core strength and stability when climbing, rolling and sliding. We will focus on our balance and coordination when traveling above floor height by walking or crawling. We will also focus on using pincer movements to pick up small items or nip malleable materials. We will post and thread a range of different resources.

### Communication and Language:

We will use our weekend news books and Tapestry to have discussions around key events that have taken place with family and friends. We will focus our attention and remain attentive to the end of the book with minimal prompts. We will actively engage with a story and anticipate the ending of familiar books. We will listen to nursery rhymes and recall these using Makaton signs and music of reference to support our understanding.

### Literacy:

The Very Hungry Caterpillar.  
Jasper's Beanstalk  
Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books.  
Answer closed questions as a book is being shared.  
Join in sections of familiar rhymes with all actions.  
Recognise a few examples of environmental print such as shop logos and food labels.  
Make continuous linear marks and other effects with hands and tools on a range of scales.

### EYFS Newsletter – Cara's Class

Spring 2

Growing and Changing

### Numeracy:

Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.

### Understanding the World:

We will be collecting materials for a particular purpose and discussing what we are using them for. Work alongside adults imitating their actions as they care for living things such as planting seeds and watching them grow. We will discuss the process and what happens over time. Create own action and reaction games such as water flow structures in the new outside water area and in the classroom.

### Expressive Arts and Design:

We will be using a wide range of objects as props to create stories with small world figures and materials. We will use actions to support our understanding of the text that we are covering. We will explore different resources and join materials for a purpose using junk modelling and tape. We will develop our mark making skills with the use of chalk, pens, crayons and natural found objects in the environment.

Personal, Social and Emotional Development:

Can you practice making different faces and guessing the emotion? Can you upload these pictures onto Tapestry to show your friends? Can family members guess your emotion?

Physical Development:

Can you practice rolling, crawling, sliding and jumping in the house or garden? We would love to see pictures uploaded on Tapestry so that we can share with the class.

Communication and Language:

Use the home school book to discuss what you have been doing over the weekend so that we can share this with our peers in class.

Literacy:

Here is a link to The Hungry Caterpillar being read on YouTube:

<https://www.youtube.com/watch?v=75NQK-Sm1YY>

It would be lovely if you could watch this together at home or even read the story together!

EYFS Newsletter – Cara's Class

Spring 2

Suggested Home Learning

Numeracy:

Can you find the tallest, smallest, longest, and shortest toy? Can you sort these and upload onto Tapestry?

Understanding the World:

Looking at change in the outside environment, what do the different seasons look like? What can we see in spring and the differences that we can observe?

Expressive Arts and Design:

Can you create your own caterpillar or butterfly using a range of different materials and resources, upload onto Tapestry to share with peers?