



Dear parents and carers,

Welcome to the new term! We hope you have had a lovely Easter. We are excited to share our curriculum for the coming term. In the Early Learning Curriculum there are seven areas of learning which are facilitated in a variety of ways. These include adult led sessions (For example: Cooking, PE, Story, Music, Maths and Phonics), child led play, adult guided play and 1:1 and small group work. Through these sessions, we will be focusing on the following skills;

Communication And Language (CL)		
We encourage children to communicate through their preferred means which could include gestures, facial expression pictures, communication devices, spoken sounds and words and Makaton. We use a ‘Total Communication’ approach, which means that all communication attempts are valued and recognised. Children are given opportunities to make choices and express preferences frequently.		
Listening and Attention -I can tune in to others by using my eye contact and touch to create shared moments of interaction. -I can act on short sentences / follow one-word instructions. I can respond to objects of reference/ photos	Expressive Communication -Attend to short stories (including sensory stories and rhymes) -I can intentionally communicate through my preferred means -I can talk about what has happened or what will happen	
Personal Social and Emotional Development (PSED)		
Self-Regulation -I can accept support to co-regulate and manage my emotional responses -I can name some of my emotions	Managing Self - I can ask for help from adults -I can follow our routines with support -I can participate In my care routines such as washing my hands and face and cleaning my teeth.	Building Relationships -I can watch, follow and imitate others in their play -I can engage in play with other children -I can take turns with support
Physical Development (PD)		
-I can climb over large apparatus, sometimes with support -I can balance in a range of activities -I use scissors with increasing control -I can balance on one leg -I can hold a position for ten seconds	-I am learning how to handle tools -I have a go at using writing tools to make marks -I am learning to use writing tools to trace over shapes lines and patterns -I can form identifiable letters and numbers independently	
Maths (M)		
Number/Spacial Reasoning -I attend to/ join in with number songs and stories with support - I begin to sort similar items into sets - I will respond to words like ‘lots’ or ‘more’ during play interactions with an adult e.g. passes an adult another object when asked for more - I will explore patterns within numbers up to 10 including evens and odds, and doubles and halves.	-Writing numbers -I will use materials (e.g. pasta, water, rice) to pour in and out of containers - I will use blocks to create simple structures and arrangements -I can make more complex constructions using a wider range of materials -I can choose items based on shape which are appropriate for their purpose - I can explore capacity by selecting, filling, and emptying containers e.g. putting toys in a bag -I can talk about 2D and 3D shapes using every day and mathematical language -I can compare objects by size / length / weight / capacity	

Literacy (L)		
<p>Early Reading and Phonics All children engage with phonics at the appropriate phase. We use Read Write Inc. Phonics and activities will be differentiated to each student's needs.</p> <p>Reading We encourage reading for pleasure and always have a range of books on offer, sometimes linked to our afternoon theme. Storytelling is built into the day and provides a loose theme.</p> <p>Mark Making and Writing We explore mark making with hands and tools using sensory materials. At least once a week we will do Write Dance which includes large gross motor movements to music. Mark making and writing opportunities are available in different areas of the provision. Some children will be working on letter formation, sentence building and spelling.</p> <p>Key Stories and Books: Goldilocks and The Three Bears, I love Bugs, Mad about Mini-beasts and Going on Holiday</p>		
Understanding Of The World (UW)		
<p>Past and present:</p> <ul style="list-style-type: none"> -I understand now and next. -I engage with my own Life story, past and present (baby to child) -I can Repeat actions that have an effect -I can Sequence events 	<p>People, Culture, communities:</p> <ul style="list-style-type: none"> -I know that people celebrate special times in different ways 	<p>Natural World:</p> <ul style="list-style-type: none"> -Learning more parts of the body. -I am exploring a range of materials and natural objects. - I will explore the natural world around me, making observations and drawing pictures of animals and plants
Expressive Arts and Design (EAD)		
<p>Creating With Materials:</p> <ul style="list-style-type: none"> - I explore the play resources alongside others - I will explore playdough to roll, cut, ball, sausage - I will create self-portraits using a choice of materials - I will construct with a purpose -Independently use tools and techniques with increased care and precision -I can make collages and models with support 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -I use small world props and puppets to retell known stories -I can use some instruments to explore sounds/make different sorts of sounds e.g. fast slow loud quiet - I will join in simple songs remembering some of the words or actions -I will perform songs either vocally or with an instrument. 	

Continuous Provision

Child led learning is facilitated through continuous provision. These are the areas continually available for children to access and explore building skills that support the above learning areas.	
Area	Core Skills
Construction Block Play	Using blocks in preferred way. Transporting, dropping, exploring shape, Building Vertical Structures Bridging and enclosing , Building complex structures combined with dramatic play
Sand	Exploring the properties of wet and dry sand, Digging with hands and then tools , Transporting sand and using a wider range of tools, Digging and creating for purpose
Kitchen Area	Re-creating familiar scenarios from home, Using resources in play, Handling real food with a variety of textures and smells, Using tools to cut and chop.
Small World Play	Imitating sounds and actions (e.g. vehicles and animals), Representing objects as different objects Retelling stories
Workshop and Loose parts	Making choices, finding solutions, trial and error, Choose and handle resources , Experiencing and noticing differences in colour, texture, size and shape, Creating a range of patterns, Thinking creatively and making things, counting and subtilizing (seeing how many using grouping rather than counting)



Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
Engagement Finding out and exploring Playing with what we know Being willing to 'have a go'	Motivation Being Involved and Concentrating Keep Trying Enjoying and Achieving what we set out to do	Thinking Having our Own Ideas Making Links Working With Ideas

Things you could do at home

Communication: Ask questions using prompts; why, where, which, who, when how? Play games such as I spy to help build vocabulary. Engage children in songs and rhymes and establish shared attention.

My Thinking: Encourage problem solving through everyday activities, count everyday objects while playing, look for shapes around the house, compare big and small objects. Ask what do you see?

Independence: Allow children time to put on clothes, coats and shoes. Help to prepare food, make choices and engage with own care routines such as brushing teeth and washing.

We are always happy to help you with any questions you may have about your child, please email us:

Kingfishers: Becky spencer@birchwoodschoo.co.uk

Nightingales: Fiona ravenF@birchwoodschoo.co.uk Karolyn owenk@birchwoodschoo.co.uk