



**Spring Term 2014  
Willow Class  
Curriculum Newsletter**



Dear Parents and Carers,

Happy New Year!

The theme for this term is Traditional Tales but the children's interests will also guide us. We recognise that children develop at their own rates, and in their own ways and we reflect this in our planning and teaching.

# JANUARY

This term we will be providing various learning opportunities based on the introduction of a new story each week.

7<sup>th</sup> - 10<sup>th</sup> January **The Ugly Duckling**

13<sup>th</sup> - 17<sup>th</sup> January **The Three Little Pigs**

20<sup>st</sup> - 24<sup>th</sup> January **Goldilocks and the Three Bears**

27<sup>th</sup> January - 31<sup>st</sup> January **The Three Billy Goats Gruff**

31<sup>st</sup> January is **Chinese New Year** (Year of the Horse)



# February

3<sup>rd</sup> -7<sup>th</sup> February **Jack and the Beanstalk**

10<sup>th</sup>-14<sup>th</sup> February **Little Red Riding Hood**

14<sup>th</sup> February **Valentine's Day**

17<sup>th</sup> - 21<sup>st</sup> February **Half-Term**

24<sup>th</sup> February - 28<sup>th</sup> February **The Elves and the Shoemaker**



## Characteristics of Effective Learning

- Playing and Exploring
- Active Learning and
- Creating and Thinking Critically

These characteristics support children's learning across all areas of the curriculum.

# March



3<sup>rd</sup>- 7<sup>th</sup> March **Rapunzel**

4<sup>th</sup> March **Pancake Day**

6<sup>th</sup> March **World Book Day** - Dress up as a Book Character

10<sup>th</sup>- 14<sup>th</sup> March - **The Gingerbread Man**

17<sup>th</sup>-21<sup>st</sup> March - **Snow White and the Seven Dwarfs**

24<sup>th</sup>-28<sup>th</sup> March - **Rumpelstiltskin**

30<sup>th</sup> March - **Mothers Day**

31<sup>st</sup> March - 4<sup>th</sup> April - **The Emperor's New Clothes**

# April



**There are seven areas of learning that we use to plan our activities, and these are:**

### **Personal Social and Emotional Development**

#### **Making Relationships**

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them.

Keeps play going by responding to what others are saying or doing.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

#### **Self Confidence and Self-awareness**

Welcomes and values praise for what they have done.

Enjoys responsibility of carrying out small tasks.

#### **Managing Feelings and Behaviour**

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others

### **Communication and Language**

#### **Listening and attention**

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

#### **Understanding**

Shows understanding of prepositions such as 'under', 'on top' or 'behind'.

#### **Speaking**

Beginning to use more complex sentences to link thoughts (e.g. using and, because).

Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

### **Physical Development**

#### **Moving and Handling**

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Can catch a large ball.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

#### **Health and Self-care**

Can tell adults when hungry or tired or when they want to rest or play.

Understands that equipment and tools have to be used safely

## Literacy

### **Reading**

Listens to and joins in with stories and poems, one-to-one and also in small groups.  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured.

Suggests how the story might end.

Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters

### **Writing**

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places

## Mathematics

### **Numbers**

Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

Sometimes matches numeral and quantity correctly

### **Shape Space and Measure**

Shows an interest in shape and space by playing with shapes or making arrangements with objects

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

## Understanding the World

### **People and Communities**

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

### **The World**

Can talk about some of the things they have observed such as plants, animals, natural and found objects

### **Technology**

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

## Expressive Arts and Design

### **Exploring and Using Media and Materials**

Enjoys joining in with dancing and ring games.

Uses various construction materials

### **Being Imaginative**

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Uses available resources to create props to support role-play