



## Walking in a Winter Wonderland

Early Years, Spring 1, 2017

7 weeks

### Personal, Social and Emotional Development:

Uses a familiar adult to share feelings such as excitement or pleasure or emotional refuelling, when feeling tired, stressed or frustrated. Begins to learn that some things are theirs, some things are shared, and some things belong to other people. Shows understanding and cooperates with some boundaries and routines. Builds relationships with familiar people. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. May form a special friendship with another child. Uses pointing with eye gaze to make requests, and to share an interest. Explores new toys and environments but 'checks in' regularly with familiar adult as and when needed. Separates from main carer with support and encouragement from a familiar adult.

### Literacy: Reading

Handles books and printed material with interest.

### Communication and Language Development:

Developing the ability to follow others body language including pointing and gesture. Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Developing understanding of simple concepts (e.g. big/ little). Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, bye bye, no, more). Copies familiar expressions, e.g. 'oh dear', 'all gone'. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Moves whole body to sounds they enjoy, such as music or a regular beat. Listens to and enjoys rhythmic patterns in rhymes and stories. Shows interest in play with sounds and rhymes.



### Mathematics: Numbers

Beginning to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.

### Physical Development:

Enjoys the sensory experience of making marks in damp sand, paste or paint. Makes connections between their movements and the marks they make. Beginning to use three fingers (tripod grip) to hold writing tools. Grasps finger foods and brings them to mouth. Shows awareness of what a potty or toilet is used for. Clearly communicates their need for potty or toilet. Holds pen or crayon using whole hand (palmer) grasp and makes random marks with different strokes. Makes connections between their movements and the marks they make. Beginning to use three fingers (tripod grip) to hold writing tools.

### Understanding the World: The World

Matches parts of objects together, e.g. puts lid on tea pot.