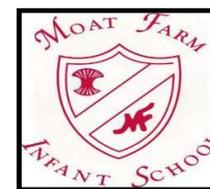




Rainbow Room Overview



Spring Term



Key dates

- Chinese New Year – 22nd January
- Valentines Day - 14th February
- Shrove Tuesday – 21st February
- World Book Day – 2nd March
- Mothering Sunday - 19th March
- World Autism Day – 31st March



Understanding the World

Exploring the season Winter and Spring through a sensory approach

- Exploring materials with different properties
- Repeating actions that have an effect
- Celebration and festivals – Chinese New Year, Easter

Personal, Social and Emotional Development

- Play with increasing confidence on their own and with other children with their key worker nearby
- Establish their sense of self.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn.

Physical Development

- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Dough disco and early mark making sessions
- Fine motor activities – threading, using squizzors
- Use a range of marks such as random movements, circles and lines
- Show a desire to be independent such as wanting to feed themselves and dress and undress
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.



Expressive Arts and Design

- Moves and dances to music
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds
- Explore a range of musical instruments and play them in different ways
- Enjoy and take part in action songs such as twinkle, twinkle little star
- Develop pretend play for example holding a block to ear and pretending it's a phone
- Make simple models with construction materials
- Explore different materials and use senses to investigate them

Maths

- Focus on numbers 1 – 5 – recognising, counting, finding that number of objects.
- Compare amounts, saying 'lots', 'more' or 'same'
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Compare sizes using gesture and language - 'bigger/ little/smaller', tall'.
- Notice patterns and arrange things in patterns.
- Play with shapes and build with them.
- Develop 1 – 1 correspondence when counting



Literacy

- Phase 1 phonics - discriminating different sounds, recognising sounds in the environment, oral blending
- Talk for Writing books – 'Where's Spot' and 'The Gingerbread Man'
- Copy finger movements and other gestures during songs and rhymes
- Enjoy sharing books with an adult
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Recognise their name
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."



Communication and Language

- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Use pictures to request what they would like
- Focus on an activity of their choice
- Build up tolerance for non-preferred activities
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.