

## Personal, Social and Emotional Development

- I am able to seek out others to share experiences.
- I am able to select and use activities and resources with help.
- I am able to express my own feelings such as sad, happy, cross, scared,

## Physical Development

- I am able to use good control in holding and using jugs to pour, hammers, books and mark-making tools.
- I am able to squat to rest or play with an object on the ground, and get up again without using my hands.

## Literacy

- I can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- I enjoy rhyming and rhythmic activities.

## Fairisle Learning News

### Rainbow Room:

### Spring 1 2020

Topics which will be taken from children's interests:

Welcoming the younger children who have recently joined Rainbow Nursery

Noticing the early signs of Spring and the changes in seasons and weather



## Expressive Arts and Design.

- I can create sounds by banging, shaking, tapping or blowing.
- I am able to show an interest in the way musical instruments sound.

## Communication and Language

- I can show interest in play with sounds, songs and rhymes.
- I am able to understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- I am able to understand 'who', 'what', 'where' in simple questions (e.g. Who's

## Understanding the World

- I can pretend everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- I am able to show care and concern for living things and the environment.
- I can show skill in turning or operates

## Maths

- I am able to select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'
- I can use some number names accurately in play.



# Learning Links



## How to support your child's learning at home

- Teach children to use and care for materials, and then trust them to do so independently.
- Ensure your child has opportunities to join in.
- Continue to talk about feelings such as sadness, happiness, or feeling cross.
- Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.
- Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.'
- Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. 'Can you put the dolly's arm in the coat?'
- Give as much opportunity as possible for children to move freely between indoors and outdoors.
- Read stories that children already know, pausing at intervals to encourage them to 'read' the next word.
- Listen and support what children tell you about the marks they make.
- Play games which relate to number order, count steps, strides or anything else whilst you're out and about.
- Talk to children about their friends, their families, and why they are important.
- Tell stories about places and journeys.
- Draw children's attention to their changing environment, such as the weather, signs of Spring, bird song etc.

