

14<sup>th</sup> April 2026 – 22<sup>nd</sup> May 2026

| Subject  | What is my child learning about at school?   |
|--|--|
| <b>Communication and Language</b>  | <p>We will continue to use the ShREC approach throughout choosing time when interacting with the children. We will be introducing new words that link to our wider curriculum and will be encouraging the children to use them in their own sentences.</p> <p>Our focus vocabulary will be: Easter, celebrate, spring. Baby, needs, young, milk, grown-up/ adult, change/ clean, sleep, carry, look after, change, grow, need, walk, run, jump, teeth, poo, wee, sick, nappy, potty, toilet. Focus vocabulary: match, adult, young, farm, farmyard, farmer, same, different, den, hunt, objects, cosy, pouches, explore, discover, carried, suck, curious, sniffing, climbing, wobble, awkward, clinging. Animal names and animal baby names. Plant, tree, glow, produce/ make, stem, leaf, flower, fruit, root. We will also be developing the children's understanding of size and comparing language e.g. big, bigger, small, smaller, tiny, older and younger etc.</p> |
| <p><b>How to help at home:</b><br/>In conversation discuss with your child about things they can do now that they could not do as a baby. e.g. they can walk, feed themselves, hold a cup and foods they now eat. You can also encourage your child to talk about the environment, the signs of spring they can spot around them (plants, animals and weather).</p>  |  |
| <b>Literacy</b>  | <p>This term we will focus on the rhyme "Down at the station". The children will be reciting this rhyme and creating actions to help us remember how to recite the song in order. Alongside this we will be looking at texts by Ben Lervill- Do baby elephants suck their trunks? Rachel Fuller- My new baby and Libby Walden- As we grow, Cambell books - On the farm by Laura Knowles - Plants, it starts with a seed. To link with our enquiry questions How do we grow and change? How are we the same/different from other animals? Finally, we will be celebrating what we have learnt by retelling and acting out the characters from our texts to present to our friends and family.</p>   |
| <p><b>How to help at home:</b><br/>Please spend time looking at texts which have a range of older and younger characters. Like books with baby/ younger animals with their grown up. Ask your child to look at what the grown-up can do and what the baby can do. Encourage your child to act like a baby to show the comparison of what they can do now. E.g. crawling and walking.</p>                               |  |
| <b>Mathematics</b>   | <p>This term we will continue to explore the five principles of counting. We will be doing this by exposure to number names and begin to understand some talk about immediate past and future using language such as 'now', 'next', 'later'. We will encourage this by looking at the routine of the day what is happening now, what is happening next and using visuals to support. We will also review positional language, amounts comparison, AB patterns and we will explore objects from different viewpoint.</p>  |
| <p><b>How to help at home:</b><br/>Please continue to show your children how Math's is all around us. This can be as simple as how many feet do you have? Look, I have two toy cars how many do you have? Discuss with your child what they are going to do today. E.g.now we are going to get dressed and next we are going to have breakfast.</p>  |  |
| <b>Knowledge</b><br><br>Expressive Art and Design,<br>Understanding the World  | <p><b>Wider Curriculum:</b><br/>All pupils across the school will focus on the enquiry question: In what way is the world around us diverse? Within this big question, NI will try find the answers of these two questions: How do we grow and change? How are we the same/different from other animals? Your child is learning about how we have grown and changed, what we needed when we were babies. We will then discuss animals, learning baby animal names, how they grow and what they eat/need. We will go on to explore how baby animals are the same/ different to human babies. Before we get into this learning adventure, on the first week of the term, we will celebrate Saint George's day, and we will have the chance to share Spring holidays anecdotes with our peer. We would also talk about any Easter tradition we may have taken part in.</p>  |
| <p><b>How to help at home:</b><br/>At home with your children, you can look through some old photos of when your child was a baby or pictures of yourself in childhood and discuss the different things you/ they did or could do, then think about what you/ they can do now. Look at some texts about animals and people and compare similarities and differences to encourage children to think about the world</p> |  |

around them.

**Character**

Personal Social Development, Music and Zones of Regulation

In our Character lessons, pupils across the school will be using the zones of regulation. The zones of regulation is about the different emotions we feel. By now, children at NI are confidently identifying the four zones and it has had a big positive impact in helping them talk about their feelings. For this term we are aiming to help them to find strategies to deal with those feelings and how to help other too. We will also introduce a new feeling to add in each colour zone.

Each day we will look at a different colour zone using flash cards to see what emotion is linked to which colour. Zone colours: **Blue- sad**, **Green-Happy**, **Yellow-Silly**, **Red-Angry**

This term in our Jigsaw sessions, we will be looking at the topic of 'relationships'. We will do this by learning about me and my family, making friends, understanding how and being the best friend we can be. This term, in our Spanish lessons we will be transported to the animals' world. We will learn animal names and explore what noises animals do in Spanish. We will also challenge our creativity by making up a new animal (we will give it a name, an appearance and a skill).

**How to help at home:**

At home look at who is in your family? Describe them and discuss what is their role is in the family or within the home. How do they make your children feel? When on playdates or at the park talk to your child about what makes them a good friend. Keep supporting your child in their journey of exploring feelings and emotions by referring to the Zones of Regulation.

**Physical Development**

This term your child will be taking part in Gymnastics where they will learn how to safely perform a variety of rolls- such as an egg roll, pencil roll and forward roll. We will be learning to walk along the balance beam and safely jumping off the volting box.

We will then begin to prepare for sports day, this will include a variety of activities to support and embed what we have learnt throughout the school year. In preparation to show you all their achievements in PE. We will continue working on your children's fine and gross motor skills in and out class.

**How to help at home:**

Please continue to support your child to practice putting on and taking off items of clothing e.g. coats, socks/tights and shoes... When at the playground support your children to be aware of and alert to possible danger, while recognising and encouraging their sense of exploration and risk taking.