



PARENT CURRICULUM INFORMATION

SPRING TERM 2

COULD IT BE MAGIC?

As we embark on our exciting topic, 'Could It Be Magic', we invite our children to unleash their imaginations! This half term, we aim for them to become lost in enchanting stories, allowing those narratives to inspire their play, both indoors and outdoors. We want every child to feel 'One of a kind', discovering through books that anyone can succeed. Let's inspire 'Wonder and Awe' as we explore the magic of our mud kitchen and concoct our own potions, all while embracing our 'GROW' ethos. Together, let's make this half term truly magical!



Communication and Language

This half term, we are focusing on enhancing our children's communication and language skills. We will encourage them to answer questions based on the stories we read together, using the 5 'W' questions: Who, Where, When, What, and

Why. This practice will help them articulate their thoughts more clearly.

Additionally, we will promote active listening during playtime and encourage them to use full sentences when asking for things. At home, please support this by encouraging complete sentences and gently correcting any use of gestures or shortened phrases/words. For example, if they say, "nana", repeat back 'I'd like a banana.' so they get used to hearing the correct word in a full sentence. Your involvement makes a significant difference!

Personal, Social and Emotional Development

During Personal, Social and Emotional Development with your children, we will continue to help your child strengthen their skills in negotiation and compromise.

To support sharing, we will continue to use the sand timer, allowing children to understand how long they can play with a toy before passing it on.

Additionally, we will engage in conversations about feelings, linking our discussions to the Colour Monster to help refresh their understanding of emotions and how to manage them, and how others might be feeling. Together, we can foster a supportive environment for their emotional growth!



PARENT CURRICULUM INFORMATION

SPRING TERM 2

COULD IT BE MAGIC?

Physical Development

We will continue to have tummy time. We will continue to encourage daily tummy time and play dough activities to enhance their fine and gross motor skills.

Additionally, we will be introducing self-care practices, encouraging children to start wiping their own bottoms. While we are always here to assist, your support at home will be invaluable—after all, practice makes perfect!

We will also work on pencil control, helping your child learn how to hold their pencil correctly as they begin to write and form letters. We will continue our PE lessons on a Monday afternoon and a Thursday morning.

Maths

This Spring 2, we're excited to continue our Maths journey by exploring the numbers 5, 6, and 7! We'll be recalling the names and properties of 2D shapes, and beginning to learn about 3D shapes as well. Our focus will also be on number recognition up to 10, helping your child match quantities to objects—like matching 5 spiders to the number 5. Which numbers can you see in your environment?

Literacy

This term, we are excited to continue nurturing your child's literacy skills! We will focus on helping them produce work that is 'recognisable' and developing their name recognition and writing. If you would like a copy of your child's name to use at home, please let me know.

Our phonics sessions will involve clapping and tapping syllables, as well as beginning to blend and segment words. A fun way to reinforce this at home is by playing "I spy" or asking your child to fetch their 'c-oa-t' or 'b-a-g'.

For guidance on pronouncing sounds correctly, please watch this helpful YouTube clip. Remember, the letter 'P' should be a short sound, not a 'puh' sound. We also teach letter sounds and not letter names when teaching letters, e.g. we cannot blend 'dee'-'oh'-'gee' to make the word dog. Please ask for more support if needed. Thank you for your support!

[ELS: Phase 2 pronunciation](#)
([youtube.com](#))



PARENT CURRICULUM INFORMATION

SPRING TERM 2

COULD IT BE MAGIC?

Understanding the World

This half term, we're excited to explore through technology! We'll learn how to turn the whiteboard on and off, and discover how we can use technology to answer our questions. Our little scientists will engage in 'Magic Experiments', where they'll predict what might happen. We can't wait to see their curiosity and creativity shine as we embark on this fun learning journey together through our Topic work!

Expressive Arts

Linking to our topic, we will be making music and learning some new songs together! In literacy, we will focus on adding details to pictures, encouraging the children to observe the features of people and objects around them. Additionally, we will explore colour mixing and create a special card for someone important in our lives. We're excited for a fun-filled learning experience!

Books we will read this term ...

Room on the Broom
What's in the Witch's Kitchen
There's a Witch in your Book
There's a Dragon in your Book
Zog

Each half term we will also cover a traditional tale:

Jack and the Beanstalk

And a whole lot of reading for pleasure books!

And remember...

"A book is a gift you can open again and again." (Garrison Kellor)

Some Key Vocabulary

Magic
Potion
Magician
Witch
Dragon
Wand

PARENT CURRICULUM INFORMATION

SPRING TERM 2

COULD IT BE MAGIC?

Questions

Key Questions

What's in your cauldren? Can you describe how the things taste?

How long is your broomstick? Can you measure it with your feet? (brush at home?)

How many 'hands' tall is your hat? (make one from paper)

Dates for your Diary ...

Friday 20th March- Wheelchair Basketball begins - whole school.

Monday 23rd March - 8.50am-9.20am
Learning Journey Sharing with your Child (Choose a session if your child attends both sessions)

Thursday 26th March 2.45pm - 3.15pm
Learning Journey Sharing with your Child (Choose a session if your child attends both sessions)

Friday 27th March - Last day of Spring 2 - Break up for Easter

Monday 13th April - Return to school

Communication and Language – Things I can do at home ...

I will use this section each time to give some ideas on things you can do to help at home. Last time I gave 'physical development' ideas, this time it's talking!

As a teacher, it's easy for me to say 'limit screentime' but I know as a parent it is an easy thing to do to get 5 minutes peace. And screentime isn't always a bad thing if it is used in the correct way. Below you will find advice from Speech and Language Therapists and the best way to use Screen and TV time for your child and ourselves. Talking about their day, reading books, singing, playing word games, roleplaying with trains/dolls, completing jigsaws builds their vocabulary and teaches listening skills and turn taking in conversation. And obviously, using this Parent Information Sheet to know what they have been up to, will help your child be able to talk to you about what they have done in school!

Technology Using it effectively

Watch together

- * Talk about what you are viewing. "The bear is so hungry. He is eating everything up!"
- * Get your child moving wherever possible. Copy or act out what you see the characters on the screen doing.

Play screen-based games together

- * Make the experience interactive. Take turns to teach your child about sharing and co-operating.
- * Talk about what your child is doing as they play the game to make it a more language-rich experience.
- * Use games and apps as an opportunity to teach persistence. When your child loses, acknowledge that games can be challenging, and then help them think through how they might approach it differently, encouraging them to learn from their mistakes.

Children's NHS in Luton and Bedfordshire

Technology iPads, TV, video games

Children learn from play and interaction in the 'real' 3D world with their parents, carers and peers, so try to see technology as a small part of your child's day.

Set a limit to your child's daily TV time:
The World Health Organisation says sitting and using TV/Screens is not recommended for children under two. For two to four year olds it should be no more than an hour daily, but less is best.

Be sure that the content is designed to promote learning for your child's age. Ideally, the programme or game should engage children interactively. The more children need to use their minds and bodies, the more they will learn.

Be mindful of and try to limit your own screen use when your children are present.

Children's NHS Language in Luton and Bedfordshire