

**Personal, Social and Emotional Development**

I can take responsibility for carrying out small tasks. I can stop myself from doing something I should not.

**Hardmoor Learning News  
Foxes and Badger's  
Spring 1 2019**

Topics which will be taken from children's interests  
Cultural celebrations  
Stories  
Weather

**Physical Development**

I can attempt to put on my own shoes/boots with some support.  
I can hang my coat up on my coat peg.  
I can use the toilet with minimal support.  
I can run around changing direction to avoid bumping into others.



**Communication and Language**

I can follow instructions when asked to.  
I can listen to stories and recall simple details. I can talk in complete sentences.  
I can answer simple 'why' or 'what' questions.  
I can begin to use a range of tenses, for example "played, playing, will play".



**Expressive Arts and Design**

I am interested in exploring colours through painting and mark-making.  
I can make up my own music using different instruments.  
I can create a role play theme, for example using an area as a superhero den.

**Literacy**

I can join in with repeated songs and rhymes.  
I can sing number rhymes to 5.  
I can recognise my name and well-known logos for example McDonalds "M".  
I can tell others what my mark-making is meant to say.  
I am beginning to learn that some letters represent sounds.  
Letters and sounds: phase 1.

**Understanding the World**

I can talk about special events for my family or friends, such as what happened over Christmas.  
I ask questions about how things work.  
I know how to operate simple equipment by pushing buttons or switches.



I can say whether something is 'big' or 'little'.  
I can touch-count objects to 5.  
I am beginning to use positional language such as 'on top', 'under' and 'in front'.  
I can recognise and name some 2D shapes.

**Personal, Social and Emotional  
Development  
Behaviour.**

Encourage your child to think about consequences which may occur if they do not follow set boundaries at school and at home.

**Physical Development  
Independence.**

Please encourage your child to hang their coat up themselves and put on their shoes.

This will help him/her AND you!

**Communication and Language**

**Tell a story.**

After telling your child a story, ask simple questions to see how much they can remember. Ask if he/she would do anything differently to the character, for example going into the 3 bears' house without knocking.

**Some ideas to try at home!**

The most obvious ones are often the best!



**Expressive Arts and Design.**

**Drawing and colouring.**

Let your child mark-make freely — this will develop their pencil control more than colouring in outlines.

**Literacy**

**Songs and signs.**

Sing songs with your child.

Point out signs such as well-known supermarkets, road signs and other familiar signs.

Emphasise initial sounds of familiar words (if you are unsure of sounds please ask).

**Understanding the  
World**

**Switches and buttons.**

Could you let your child use a torch?

Do they have access to other equipment that they could learn to use?

**Maths**

**Counting and shapes.**

Talk about the shapes of containers—cereals may be in a rectangular box, biscuits may be in a round tin.

Count anything, touching each item as you count. Remember anything can be counted, even jumps!