

Ash class newsletter

2016 Spring first half term

Mrs Hunt

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Happy New Year to you all!

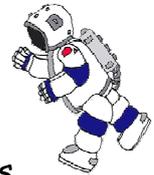
I hope you all had a magical Christmas holiday.

A very big welcome to our two new children and their families; Luca and Ziadee.

Within Ash class we plan our activities to meet the needs and interests of individual children but we also like to provide themed areas of learning to develop new interests and to widen skills across the whole curriculum.



Our topic for this half term is 'Transport,' and we will be looking at methods of travelling both now and in the past. You may have already seen our space station developing in our outside area, which will provide opportunities for us to act out being Tim Peake during his time in the International Space station! Later this half term, we also hope to welcome our link PCSO who will talk to the children about road safety.



Story and Rhyme time will be on **Thursday 28th January** from **2.45pm**.

We welcome all Ash children and parents and extend the invitation to any parents or carers with pre-school children living locally.

We do not plan welly walks for this half term, due to the weather but we do hope to take part in a National Bird-watch survey in the school grounds towards the end of January.



We would love to have any feedback about our new electronic **Learning Journeys** please. Don't forget that you can send in **observations from home** to be added too; either through Tapestry or as a note in your child's Home/School book. Thank you.



Some of our observations this half term will focus on the Personal, Social and Emotional Development area of **Managing Feelings and Behaviour**. I have set out the normal age-related progression for this area of the curriculum for your interest, overleaf.

As always, please do not hesitate to speak to Miss Hansford or myself if you have any queries.

Yours sincerely,

Progression in the development of Managing Feelings and Behaviour.

As with all areas of the EYFS curriculum, children must demonstrate each area **independently** and **consistently** over a period of time, before they are judged to have achieved it.

Here are some examples of age-appropriate behaviour:

22-36 months:

- I will go to a grown up I know when I'm feeling sad, scared or worried.
- I will do or say something when someone I know looks sad, cross, scared or worried.
- I know that if I take my friend's toy or shout at them they might get upset or cross.
- I will give my friend a hug if they are upset.
- I can sometimes stop myself from doing something that I know I shouldn't do.
- Sometimes I choose to play with toys I like to stop me from feeling upset.
- I can follow simple routines to help me do things by myself.
- If you tell me what to do, rather than 'no' I am able to do it.

30-50 months:

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.
- I know that sometimes my friends will want to have the toys I am playing with and I will need help from a grown up to share these with them.
- I am beginning to understand that when you are busy I can't always have everything I want, when I want it.
- I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on.

40-60 months:

- I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friends upset or cross I might get upset too or try to give them a hug.
- I know what I should do to help me and my friends share things, keep safe and be happy.
- I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.

Early Learning Goal:

- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.