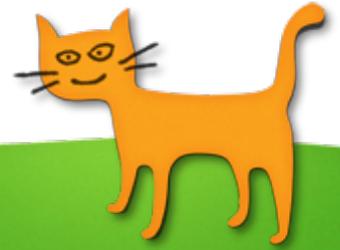


LEARNING BY AGE



Child development and language learning

- Children and parents will get a name tag, we aim for children to look at their name and start recognising it. Parents and children to interact and create a Spanish speaking community.
- We have developed a wide range of activities taking into account the 6 areas of learning for pre-school children: Personal, social and emotional development, Knowledge and Understanding of the world, Communication Language and Literacy, Physical Development, Problem Solving, reasoning and numeracy and Creative Development. Below is a general overview of how the structure of our classes helps children learn and develop in different ways and how parents can help children of different ages to get the most out of the class. Also the general language aims for the parents.

- **Canción para decir hola**

Singing the same song at the beginning of each week helps provide structure to the class and sends a clear message that it is time to join the circle and participate. Eye contact, imitating signs and getting ready to learn.

6-24 months- Encourage the use of sign language before spoken language emerges. Getting used to sitting in a group and concentrating. Allow children to move away from the group if they want to and slowly bring them back in by expressing interest or surprise about what is going on.

2-5 years- Practising saying 'hello' and singing in a group. Help children stay focused and in the group by joining in with them and being involved.

Language for adults- Learning and practising greetings

- **Pasa la bola**

Children will learn turn-taking, waiting and listening skills to continue rolling the ball. Also gross motor movements and awareness of their own strength as they stop the ball that comes their way and throw it on to the next person. Being social and welcoming each other will also help improve their self-confidence in groups and sense of belonging.

6-18 months- Sitting up and stopping the ball when it comes to them, 'learning how to stop a moving object reinforces her/his developing sense of personal power as he/she exerts control over her/his environment'² Help them to push the ball to the next person and praise their effort.

18 -24 months- Practising sitting in a circle with others and waiting for their turn and listening.

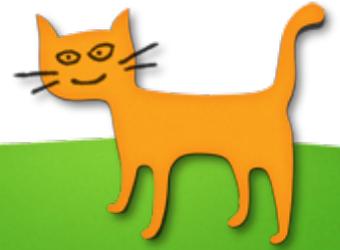
2-5 years- Perfecting stopping the ball, as well as pushing it on to the next person with the right strength.

Language for adults- Learning the basic language for introductions and descriptions of self and others.

- **Color de la semana. Animal de la semana (con visual y marioneta del animal)**

Each week a new colour and animal will be introduced to add vocabulary for adults and children. The animals will be puppets to encourage children to participate and will provide continuity throughout the session.

LEARNING BY AGE



- El Cuerpo:

Children will be encouraged to explore their body, its parts and movements to increase body awareness and sense of themselves and others.

- **Canción del animal y canción usando el cuerpo**

These songs help children identify different body parts and therefore increase their ability to communicate their physical needs. The use of puppets helps children relate to the world from a different stand point.

6-18 months- parents can use finger puppets and move along the children's body with the song. Children will be mesmerised by movement and aim to grab puppets.

18-24 months- Start using the puppets themselves with their parents or other children and trying different roles. They will be better able at this age to copy gestures of the songs and start saying the words themselves. Improve agility and co-ordination.

3-5 years- Playing with puppets, learning the songs and being able to sing and do gestures at different speeds. Increased body awareness and control. Being gentle with other children.

Language for adults- Body parts and movement.

- **Vocabulario:**

We will introduce different vocabulary every week. In order to cater for the different ways of learning we will say the words, use visual aids, sign language and movement when possible. Children will also have pictures to match the ones we show and therefore start trying to match colours and objects which helps develop reasoning skills. ²

6-15 months- By naming the pictures on the cards parents can help younger children learn sounds and words. Although young children won't be able to match on their own if parents help them chose the right picture they can start to develop new concepts, make associations and improve their observation skills.

15 -24 months- Children can start picking out pictures themselves and start trying to say the words.

2-5 years- Learning to match the pictures and being praised in a group gives children a lot of confidence. 'if children gradually build up competence with tasks like these, they're more likely to progress to more difficult problems believing they can'.³ Their vocabulary can also increase weekly quite easily.

Language for adults- each week new language is introduced.



- Teatro/Cuento resumen con obras de arte

The story each week summarises the words and topics learnt during the lesson. Stories in general encourage the love of reading, storytelling and art. We use puppets to encourage children's attention and participation and so children learn to use them as a way to tell a story. All our stories use famous art as background which exposes children to world heritage, history and creative expression. We ask children to look at the details of the paintings to improve observation skills and focus.

6-12 months. Doing "peekaboo" style games with puppets and toys helps babies realise things still exist even when they don't see them, this is called object permanence and it is an important step in cognitive development. Story telling is essential for language development and a lovely space to relax and learn to listen.

12 months to 3 years Children tend to like stories that have simple repetitive plots and using puppets helps to keep their attention. Help them listen to and be involved in the story when appropriate. This will help children develop their ability to keep track of the sequence of events and stories which is something they find hard to do.

3-5 years Paintings give an opportunity to look at different environments, objects, visions of the world and ways of expressing that. Using these paintings give an opportunity to expand children's vocabulary and observation skills.

Language for adults- An opportunity to hear the new vocabulary in context and learn through repetition.

- ¡Todos de pie!

These activities encourage movement, lower body muscle development, spatial development, awareness of others in space and balance. They allow children to explore and learn about everyday objects and language, having to share and play as a group.

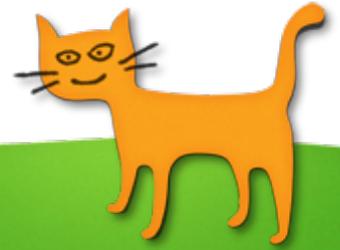
6-12 months – encourage younger babies to start developing their leg muscles by lying them on their tummy and helping them push by putting the palms of your hands on the soles of their feet. Help older babies to crawl or walk around the room at their own pace by holding on to your hands.

12-24 months – toddlers with more movement can concentrate on gaining better balance, being part of a group in movement and therefore improving their awareness of space in relation to others. Adults can help them understand how the different games work and help them take part.

2-5 years- Listening to instructions for different games and activities and understanding themselves how they are expected to take part. Gain more understanding of everyday objects, exploring, imitating and doing role play as a way to practice and increase their understanding of the world.

Language for adults – Going over the vocabulary learnt using the body and in a different context / introducing more vocabulary in a different way.

LEARNING BY AGE



- Actividad Souvenir

These activities help children develop creativity, exploration and imagination. 'Creativity along with problem solving are now considered to be essential in supporting both children's achievement and emotional well-being'². They also challenge children's hand-eye co-ordination and improve fine motor skills and sensory development, these in turn are all skills that prepare children for handwriting.

6-12 months- Help children practise grasping objects safely and letting go (pencils, paintbrushes, etc.) Let them explore different materials safely. Do some colouring in or sticking whilst talking about colours, shapes, counting or describing the pictures in Spanish to help them build their understanding and parents practice the language. It can also be a time for sensory exploration helping children feel different materials on their hands or their cheeks. Be really careful to keep things out of their mouths!

12-24 months- Don't worry about the finished product! Allow children to explore materials a bit more but still with help to get started and lots of praise. Help them to do things like spreading glue or painting 'hand over hand' or sticking things on by going 'tap tap' on top of them.

2-3 years- Practice using and naming different colours and understanding how to use different materials more independently. Sharing and taking turns to use material. Work on increasing time they concentrate for.

3-5 years- Improve using materials safely and with more control, including pencil skills. Some activities involve tracing alongside a line or joining pictures with a line from left to write to encourage pre-literacy skills and problem solving skills. Help children as much as they need and praise them for trying!

Language for adults – Again revising vocabulary in a visual form and giving parents a chance to practice it at the same time as helping their child to do something creative.

- Canciones con Señas e Instrumentos

Using traditional children's songs from Spain and South America we bring these cultures to the class. Each term the same songs will be repeated weekly since singing helps children tune into the sounds of language and repetition helps learning. The songs also introduce new vocabulary which is reinforced through using signs and hand gestures at the same time as singing the words. Instruments help explore sounds and rhythms and develop auditory discrimination skills as well as hand eye co-ordination and sensory exploration. And it is all fun!

6-18 months 'Babies are responsive to rhymes and songs and being rocked – this helps them feel emotionally secure. Rhymes and songs can also help them feel the pattern of beat within words which can be helpful later learning to read.'³ Gestures and signs give children vital clues to aid understanding.

2-5 years- Music is important for creative development as a means of expression and to encourage movement. Songs also teach rhythm and rhyme and are an essential part of language development.

Through repetition children learn the songs and therefore develop their self-confidence and sense of achievement.

Language for adults- Language from the songs. A weekly opportunity to practise the new language and copies to take home just in case there is an opportunity to practice!

- Homework:

By having a summary of the weekly vocabulary and some simple games and ideas, children and parents can practice at home during the week and therefore have some continuity in their learning process.

Through repetition children learn the songs and therefore develop their self-confidence and sense of achievement.

Language for adults- Language from the songs. A weekly opportunity to practise the new language and copies to take home just in case there is an opportunity to practice!

Mark Pg 128 'Brain Games for Pre-schoolers'. Consultant Dr Dorothy Einon. Hamlyn
Mark 107 'Brain Games for Pre-schoolers'. Consultant Dr Dorothy Einon. Hamlyn
Mark Pg 57 'Practical EYFS Handbook' Penny Tassoni's. Heinemann
Mark Pg 113 'Practical EYFS Handbook' Penny Tassoni's Heinemann

