



# Curriculum Information for Nursery

## Spring Term 2017

Please find information below which details what your child will be learning in school this term. We hope you will find it helpful in supporting your child at home. If you have any queries, please do not hesitate to speak to your child's teacher.

Area of Learning	Children will be learning to:
<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Demonstrate friendly behaviour, initiate conversation and form good relationships with peers and familiar adults.</li> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• Be confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Be confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Describe their self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behavior</b></p> <ul style="list-style-type: none"> <li>• Begin to accept the needs of others and can take turns and share resources.</li> <li>• Usually adapt their behaviour to different events, social situations and changes in routine.</li> <li>• Understand that own actions affect other people.</li> <li>• Be aware of the boundaries set.</li> </ul>
<p><b>Communication and Language</b></p> 	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Be able to follow directions.</li> <li>• Maintain attention, concentrate and sit quietly during appropriate activity.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Begin to understand 'why' and 'how' questions.</li> <li>• Show an understanding of prepositions.</li> <li>• Listen to the ideas expressed by others.</li> <li>• Follow a story without pictures.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen</li> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> <li>• Question why things happen and give explanations.</li> <li>• Use talk in pretending that objects stand for something else in play.</li> <li>• Use language to recreate roles and experiences in play.</li> <li>• Link statements and stick to a main theme.</li> </ul>
<p><b>Physical Development</b></p> 	<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Copy some letters, e.g. letters from their name.</li> <li>• Handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Begin to form recognisable letters.</li> <li>• Experiment with different ways of moving.</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Observe the effects of activity on their bodies.</li> <li>• Understand that equipment and tools have to be used safely.</li> <li>• Eat a healthy range of foods and understands the need for variety.</li> <li>• Show an understanding of the need for safety when tackling new challenges and consider and manages some risks.</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Recite numbers in order to 10.</li> <li>• Represent numbers using fingers, marks on paper or pictures.</li> <li>• Recognise numerals 1 to 5.</li> <li>• Count up to three or four objects by saying one number name for each item.</li> <li>• Say the number that is one more than a given number.</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• Show interest in shape by sustained construction activity or by talking about shape.</li> <li>• Talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>• Use mathematical names for 2D shapes and begin to describe them.</li> <li>• Describe their relative position such as behind or next to.</li> </ul>
<p><b>Literacy</b></p> 	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Suggest how the story might end.</li> <li>• Recognise familiar words and signs such as own name and advertising logos.</li> <li>• Hear and say the initial sounds in words.</li> <li>• Continue a rhyming string.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Ascribe meanings to marks that they see in different places.</li> <li>• Give meaning to marks they make as they draw, write and paint.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hear and say the initial sounds in words.</li> <li>• Write own name and some labels.</li> </ul>
<p>Understanding the World</p> 	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experience.</li> <li>• Recognise and describes special times or events for family or friends.</li> <li>• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Look closely at similarities, differences, patterns, and change.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Show an interest in technological toys or real objects such as cameras or mobile phones.</li> <li>• Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Use age-appropriate computer software.</li> </ul>
<p>Expressive Arts and Design</p> 	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Construct with a purpose in mind, using a variety of resources.</li> <li>• Select appropriate resources and adapts work where necessary.</li> <li>• Experiment to create different textures.</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Capture experiences with a range of media, such as music, dance and paint.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Play constructively alongside other children who are engaged in the same theme.</li> <li>• Choose particular colours to use for a purpose.</li> </ul>

### Rising Threes

Please be aware that for our new Rising Three children these statements may slightly differ. Please speak to your child class teacher for more information.

### Things you can do to help at home

- Encourage your child to be independent when dressing.
- **Talk** with your child about what they have been doing at Nursery.
- Sing Nursery Rhymes and songs and ask your child to teach you the new songs they have learned in Nursery.
- Join the local library and make regular visits to choose books to take home and share.
- Count objects with your child, e.g. how many clothes are going into the washing machine? How many plates do we need for dinner?
- Talk with your child about who is in their family.
- Visit the local park and let your child run and climb safely.
- Encourage your child to use technology around the home e.g. iPads, mobile phones, cameras, remote controls and let your child's teacher know if they learn to use new things or complete new games. Please send in photos of your child using technology.

### Important information to remember

- Please ensure that you have **applied for a Reception** school place for your child.
- **Please arrive promptly** at the start of your morning/afternoon session and ensure you collect your child on time at the end of the session – they are the youngest children in school and it can be very distressing for them if they are left until last.
- As the weather begins to change, please can all children **wear warm** coats and sensible shoes.
- Please make sure that all coats and school clothes are **CLEARLY LABELLED** with their initials/name.
- Please note that the children do not have lunch during their Nursery session, so please feed your child before/after school.
- Remember to bring a **school book bag** every day.