

Please find information below which details what your child will be learning in Nursery 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	In addition to the work introduced in Term 1 and 2, children will be learning to:
<p>Personal, Social and Emotional Development</p> 	<p>Making relationships</p> <ul style="list-style-type: none"> • Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. • Explain their own knowledge and understanding, and ask appropriate questions of others. • Initiate conversations, attend to and take account of what others say. • Take steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Confidently talk to other children when playing and communicate freely about their own home and community. • Describe themselves in positive terms and talk about abilities. • Confidently speak to others about their own needs, wants, interests and opinions. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Adapt their behaviour to different events, social situations and changes in routine. • Be aware of the boundaries set and of behavioural expectations in the nursery. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Understand that their own actions affect other people e.g. they will try to comfort another child when they are upset.
<p>Communication and Language</p> 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during appropriate activity. • Develop two channelled attention. Can listen and do. <p>Understanding</p> <ul style="list-style-type: none"> • Understand 'why' and 'how' questions. • Respond to instructions involving a two-part sequence. • Understand humour, e.g. nonsense rhymes, jokes. • Follow a story without pictures or props • Listen and respond to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next and recall past events. • Question why things happen and give explanations. • Use language to imagine and recreate roles and experiences in play situations. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or narrative into their play. • Extend their vocabulary by grouping and naming. • Explore the meaning and sounds of new words. • Link statements and stick to a main theme.
<p>Physical Development</p> 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p>Health and self-care</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understand the need for variety in food. • Show understanding of the need for safety when tackling new challenges. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of how to transport and store equipment safely. • Practise some appropriate safety measures without direct supervision. • Dress independently.
<p>Mathematics</p> 	<p>Numbers:</p> <ul style="list-style-type: none"> • Recognise and select the correct numeral to represent 1 to 9. • Count up to four objects by saying one number name for each item. • Find one more or one less from a group of up to 5 objects. • Count an irregular arrangement of 10 objects <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Use mathematical names for 'flat' 2D shapes and mathematical terms to describe them. • Select a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models. • Order and sequence familiar events. • Order two or three items by length or height. • Describe their relative position.

<p>Literacy</p> 	<p>Reading</p> <ul style="list-style-type: none"> • Know that print carries meaning and, in English, is read from left to right and top to bottom. • Continue a rhyming string. • Hear and say the initial sound in words. • Segment the sounds in simple words and blend them together. • Name the letters of the alphabet. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoy an increasing range of books (fiction and non-fiction). • Know that information can be retrieved from books and computers. <p>Writing</p> <ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint. • Hear and say the initial sound in words. • Write their own name. • Segment the sounds in simple words and blend them together. • Use some clearly identifiable letters to communicate meaning.
<p>Understanding the World</p> 	<p>People and communities</p> <ul style="list-style-type: none"> • Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family. • Enjoy joining in with family customs and routines. <p>The world</p> <ul style="list-style-type: none"> • Talk about why things happen and how things work. • Show care and concern for living things and the environment. <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Develop an understanding of growth, decay and changes over time. • Look closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> • Use ICT hardware to interact with age-appropriate computer software. • To complete a simple program.
<p>Expressive Arts and Design</p> 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect. • Select tools and techniques needed to shape, assemble and join materials they are using. • Explore what happens when they mix colours. • Construct with a purpose in mind using a variety of resources. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapt their work where necessary. <p>Being imaginative</p> <ul style="list-style-type: none"> • Make up rhythms. • Create simple representations of events, people and objects. • Choose particular colours to use for a purpose. • Play cooperatively as part of a group to develop and act out a narrative. • Introduce a storyline or narrative into their play. • Initiate new movements and combinations to express feelings and ideas.

Things I can do to help at home

- Continue encouraging my child to be independent when dressing.
- Talk about what animals we see on farms, what they are called and the sound they might make.
- Continue to visit the local library and look for books on summer, insects, animals and growth/change.
- Continue singing a variety of songs, particularly counting songs using numbers to 10.
- Continue to count day to day objects, e.g. number of blue cars parked on the road, the number of red buses etc.
- Encourage your child to talk about their day in Nursery, e.g. things they enjoyed doing with their friends and what they have learnt today.
- When tidying up, ask your child to 'put X on top of...', 'under', 'next to.....' etc.
- Look out for the 'what I'm learning this week' flyers each week and consolidate your child's learning by using the **key words**.