



Curriculum Information for Nursery Spring Term 2018

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>Personal, Social and Emotional Development</p> 	<p>Making relationships</p> <ul style="list-style-type: none"> • Demonstrate friendly behaviour, initiate conversation and form good relationships with peers and familiar adults. • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Keep play going by responding to what others are saying or doing. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Be more outgoing towards unfamiliar people and more confident in new social situations. • Enjoy the responsibility of carrying out small tasks. • Be confident to talk to other children when playing, and communicate freely about own home and community. • Be confident to speak to others about own needs, wants, interests and opinions. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Accept the needs of others and take turns and share resources. • Adapt their behaviour to different events, social situations and changes in routine. • Be aware of their own feelings, and know that some actions and words can hurt others' feelings. • Be aware of the boundaries set.
<p>Communication and Language</p> 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Follow directions. • Listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. <p>Understanding</p> <ul style="list-style-type: none"> • Understand 'why' and 'how' questions. • Show an understanding of prepositions such as 'under', 'on top', 'behind' etc. • Respond to a simple instruction. • Listen to the ideas expressed by others. <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next. • Build up vocabulary that reflects the breadth of their experiences. • Question why things happen and give explanations. • Use a range of tenses (e.g. play, playing, will play, played). • Use language to recreate roles and experiences in play.
<p>Physical Development</p> 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Copy some letters, e.g. letters from their name. • Hold a pencil near point between first two fingers and thumb and uses it with good control. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Begin to form recognisable letters. <p>Health and self-care</p> <ul style="list-style-type: none"> • Observe the effects of activity on their bodies. • Understand that equipment and tools have to be used safely. • Get dressed and undressed with some support. • Stay clean and dry during the day and out of nappies. • Eat a healthy range of foods and understand the need for variety.
<p>Mathematics</p> 	<p>Numbers</p> <ul style="list-style-type: none"> • Recite numbers in order to 10. • Represent numbers using fingers, marks on paper or pictures. • Recognise numerals 1 to 5. • Count up to three or four objects by saying one number name for each item. • Match numeral and quantity together. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Show an interest in shape by sustained construction activity or by talking about shape. • Talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Use mathematical names for 2D flat shapes and begin to describe them. • Use positional language e.g. in front, behind, next to, on top, below etc.

<p style="text-align: center;">Literacy</p> 	<p>Reading</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • Suggest how the story might end. • Describe main story settings, event and principle characters. • Recognise familiar words and signs such as own name and advertising logos. • Hear and say the initial sounds in words. • Continue a rhyming string e.g. cat, sat, mat etc. <p>Writing</p> <ul style="list-style-type: none"> • Ascribe meanings to marks that they see in different places. • Give meaning to marks they make as they draw, write and paint. • Hear and say the initial sounds in words. • Write own name and some labels.
<p style="text-align: center;">Understanding the World</p> 	<p>People and communities</p> <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. • Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. • Show an interest in different occupations and ways of life. <p>The World</p> <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. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> • Show an interest in technological toys or real objects such as cameras or mobile phones. • Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Know how to operate simple equipment e.g. turning on a CD player and using a remote control.
<p style="text-align: center;">Expressive Arts and Design</p> 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Construct with a purpose in mind, using a variety of resources. • Tap out simple repeated rhythms. • Select appropriate resources and adapt their work where necessary. • Experiment to create different textures. <p>Being imaginative</p> <ul style="list-style-type: none"> • Capture experiences with a range of media, such as music, dance and paint. • Create simple representations of events, people and objects. • Build stories around toys, e.g. farm animals needing rescue from a cliff. • Use available resources to create props to support role play.

Rising Threees

Please be aware that for our new Rising Three children these statements may slightly differ. Please speak to your child's 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?
- Read lots of books to your child and talk about what is happening in the story and make predictions of what might happen next.
- 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 just on **Mondays**, as this is their library day at school.