

Nursery

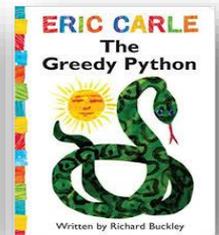
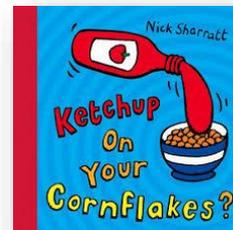
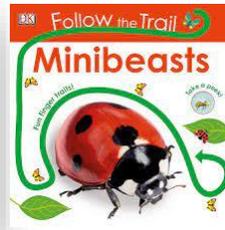
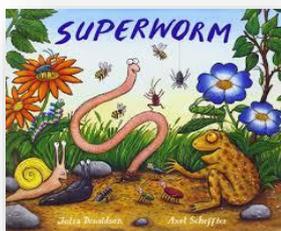
Term 1

A very warm welcome to our new and returning children, into our wonderful Nursery setting. This term we begin our learning by exploring ideas linked to mini beasts and the natural world. The children will be introduced to a wide range of new and familiar texts, songs, poems and rhymes.

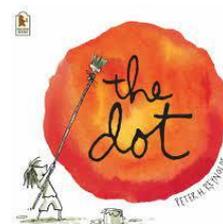
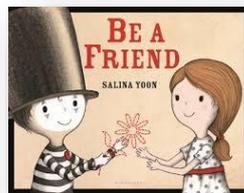
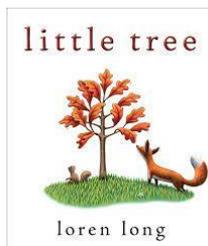


Stories are essential for brain development, enabling greater thinking for understanding, expressive use and interest in new words, memory recall and concentration, alongside nurturing a sense of belonging, confidence and motivation. The children will practise storytelling, using words and pictures in their play and this will strengthen links between new learnt knowledge, their experiences and imagination.

The children will begin with the story 'We're going on a bear hunt' and as they become familiar with the repetitive text, the title will change to 'We're going on a bug hunt'. The children will be taken on a bug hunt and explore their school environment, whilst looking for mini beasts. Following this, they will be encouraged to use and apply their knowledge of mini beasts and create new narratives around the repetitive text structure.



Some of the children will be familiar with Emily Arrow, who creates literature inspired music combining narrative, song and movements together. Below are some of the books that the children will be learning. You can also watch and learn these songs along with your children at home - <http://www.emilyarrow.com/>



Curriculum and Learning

Communication and Language underpins all areas of learning within our Early Years Curriculum and reflects our wonderful learning spaces. Our daily planning is personalised and centred on the development of children's speaking, listening and understanding.

Communication and Language: your children will...

- Practise and develop an understanding of **concept words** linked to colour, properties, sound, shape, size, movement, quality, space, time and number
- Listen to stories and understand what is happening with the help of the pictures
- Learn new vocabulary and practise using language expressively with the help of key phrases from stories
- Begin to understand, follow instructions and answer questions
- Learn new friend's names and listen to each other's talk
- Use talk when making activity choices and in pretend play

Sensory play: explore new **vocabulary** using flour, water, sand, dough, ice, rice, jelly, bubbles, cereals, herbs, flowers, leaves, seaweed, vegetables, fruit, spaghetti, jam, foam, water beads, custard, corn flour etc.

Personal, Social and Emotional Development: your children will...

- Find ways of managing transitions, for example from their parent to a familiar adult
- Feel safe to express a range of emotions and thrive as they develop self-assurance
- Try new things and start establishing greater independence to achieve a goal
- Express preferences and decisions
- Begin to develop friendships with other children
- Engage with others through talk and gesture
- Play with increasing confidence on their own and with other children
- Feel confident when taken outside/ around the school and enjoy exploring new places
- Begin to show 'effortful control' For example, waiting for a turn and resisting the strong impulse to grab what they want, or push their way to the front
- Learn to use the toilet independently including washing and drying hands thoroughly
- Develop physical skills to change foot ware and put coats on and take coats off
- Master zips: up and down
- Develop an understanding of healthy choices about food and drink

Developing Mindfulness

- Quiet room: calm and quiet/ hand massage
- Belly breathing / focus attention on being quiet and listening during transition times

Developing Emotional Literacy

The children will be introduced to this amazing book throughout the year, with a different focus for learning, each term.

The Colour Monster has many different feelings and emotions and the children will begin by exploring the vocabulary of words from the text - sad, happy, angry, calm, scared and love, whilst developing an awareness of these feelings for themselves.



Physical Development:

Gross motor control (large movements) and fine motor control (smaller refined movements) are developed together in an integrated way, supporting children's own motivations for being active and interactive with each other. Our learning environments ensure that children have movement-rich lives, both indoors and outdoors.

Finger movements, action rhymes and **songs** will support your children to...

- develop a steady beat
- get both sides of the brain working
- strengthen fingers
- speech and language development

Write dance is a fun and imaginative program to support the development of early writing skills.

Your children will...

- Use large muscle movements to wave flags and streamers and refine these movements to mark making
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm

[ss://www.youtube.com/watch?v=ptFAL-eSvxU](https://www.youtube.com/watch?v=ptFAL-eSvxU)

Fine motor skills: Your children will...

- Develop manipulation and control
- Explore wide variety of different materials, tools and media
- Enjoy drawing freely
- Dance at the Dough Disco and the Pen Disco !
- Colour templates and patterns
- Make marks
- Experience a wide variety of sensory play
- Add some marks to their drawings, which they give meaning to... for example: "That says
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks
- Begin to eat independently and learn how to use a knife and fork

Gross motor skills: Your children will...

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them
- Enjoy kicking throw and catch balls
- Build independently with a range of appropriate resources
- Walk, run, jump climb use stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings)
- Sit on a push - along wheeled toy, use a scooter or ride a tricycle
- Increase spatial awareness, control and coordination

Literacy

Constant involvement in reading and storytelling assists in developing the flow of speech and the habit of sitting, listening, concentrating and following a line of thought. The children will be immersed in literacy based learning reflected within the learning environments, to develop their phonics, reading and early writing skills

Word reading and phonological awareness: Your children will...

- Use the speech sounds and pronounce: p, b, m, w, l
- Read individual letters by saying the sounds for them
- Play 'I spy' games to recognise objects beginning with the same sound (alliteration)
- Play 'What's missing?' to develop memory recall
- Name objects: I Spy bags
- Describe objects: What's in the box?
- develop and practise positional language: Where's teddy?
- Listen carefully to rhymes and songs, paying attention to how they sound
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- Enjoy sharing books with an adult
- Pay attention and respond to the pictures or the words
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone
- Repeat words and phrases from familiar stories
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo

Maths: Your children will...

- Develop an understanding of concept words linked to: sound, shape, size, movement, quantity, space, time and number
- Take part in finger rhymes / counting songs
- Count physical movement e.g. clap, stamp, jump, hop etc.
- React to changes of amount in a group of up to three items e.g. Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds' 'Five little ducks'
- Sort and group objects starting with using identical objects but different colour and then onto non identical objects
- Compare sizes, weights etc. using gesture and language: bigger, little, high, low, tall, heavy
- Compare amounts, saying lots, more or same
- Combine objects like stacking blocks and cups
- Put objects inside others and take them out again; model positional language
- Develop counting- behaviour, such as making sounds, pointing and saying some numbers in sequence
- Say one number for each item in order: 1,2,3,4,5
- Show 'finger numbers' up to 5
- Recite numbers past 5
- Compare sizes, weights etc. using gesture and language
- bigger, little, high, low, tall, heavy
- Complete inset puzzles
- Notice patterns and arrange things in patterns
- Talk about and explore 2D and 3D shapes; circles, rectangles, triangles and cuboids, using informal and mathematical language: sides, corners, straight, flat, round
- Begin to select shapes appropriately: flat surfaces for building, choosing a triangular prism for a roof, etc.

Numberblocks

Numberblocks are animated characters who introduce children to number concepts using story and songs to support early mathematical understanding. Children very quickly learn the value and character of each member of the number block family.

Please visit <https://www.bbc.co.uk/cbeebies/shows/numberblocks>



Understanding the World: Your children will...

- Learn days of the week, months of the year, daily weather, climate and Birthdays
- Talk about members of their immediate family
- Develop an awareness of differences between people
- Explore the natural world around them
- Talk about what they see, developing new vocabulary
- Use all their senses in hands-on exploration of natural materials indoors and outside
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore materials with different properties
- Explore how things work and talk about different forces they can feel

Expressive Arts and Design: Your children will...

- Show attention to sounds and music
- Listen with increased attention to sounds
- Explore their voices and enjoy making sounds
- Join in with songs and rhymes, making sounds / rhythmical and repetitive sounds
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
- Begin to anticipate phrases and actions in rhymes, songs and simple stories
- Move and dance to music
- Respond emotionally and physically to music when it changes
- Explore a range of sound makers and instruments and play them in different ways
- Explore different materials, using all their senses to investigate them
- Manipulate and play with different materials
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
- Name and explore colour and colour mixing, modelling language which explains what is happening as paint changes colours
- Model and begin to develop children's pretend play; pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone

Paula Symonds Aug 21