

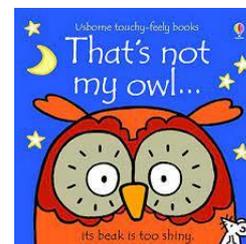
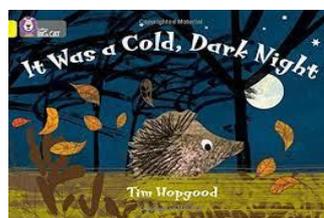
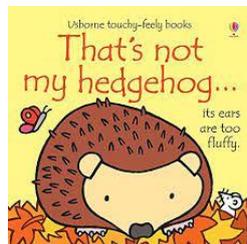
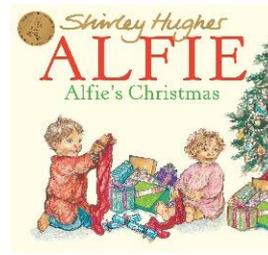
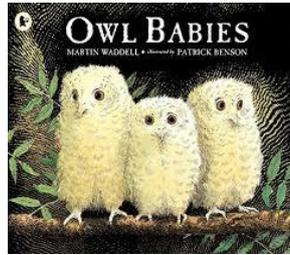
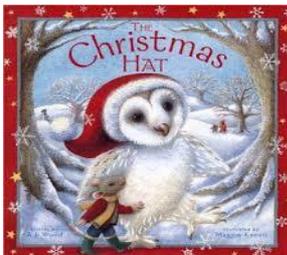
Nursery Curriculum Information



Term 2 Winter Time



This is a particularly exciting time of year and our planned learning will enable the children to explore ideas, share and link knowledge with new experiences. The children will develop greater understanding of what happens during winter time and how we celebrate cultural festivities. To begin with, the children will develop their skills, by exploring sounds and colour linked to the celebration of bonfire night. This will lead into learning about nocturnal animals and night time. The children will meet Sarah, Percy and Bill in the delightful story of the Owl Babies. As we move through the term, the children will learn the story of The Christmas Hat; this story explores ideas linked to camouflage and the importance of animals keeping safe in winter time! The children will also learn the story of Diwali and the festival of light, with the intent of developing an awareness of similarities between different cultural celebrations.



Sensory Play

All planning for learning is centred upon the development of children's, speaking, listening and understanding and is the 'vehicle' for all planned provision. Our Nursery staff understand the power of sensory play as a key component to the development of processing thinking, alongside practising concepts, new vocabulary and understanding.

Sensory play is essential to the development of processing new learning and assists greatly in strengthening children's ability to recall information from their working memory. Children engage in a rich and varied range of sensory experiences, which strongly supports the development of their language and physical skills. We encourage lots of messy play which can lead to lots of messy hands, faces and sweatshirts!

The children use their five senses to explore different textures in the form of flour, water, sand, dough, ice, rice, pasta, jelly, bubbles, cereals, herbs, flowers, vegetables, fruit, spaghetti, jam, sea weed, water beads, custard, foam, corn flour, custard, mud, leaves; the list is

endless! They practise scooping, pouring, filling, twisting, flipping, pulling, pushing, cutting, snipping, chopping, ripping, tearing, threading, joining, sticking, scrunching, moulding, shaping, squashing, manipulating, smudging, rubbing, building, digging, balancing, painting, drawing and mark making.

Communication and Language

Your children will...

- Learn and use new vocabulary through the day
- Develop and practise social phrases and Makaton signs
- Listen with increased attention and respond to what they have heard, expressing their thoughts and feelings
- Listen to and talk about stories to build familiarity and understanding
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Pay attention to more than one thing at a time (which can be difficult)
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- Use longer sentences of four to six words

Assessment check point:

- Can the children show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Reading

The children are beginning to handle books with greater care and confidence and are developing a real love for stories. They organise their thoughts and ideas through the use of pictures, real objects and are keen to share their ideas, taking turns in speaking and listening. The children have access to a wide variety of texts which enable them to develop an awareness and understanding of word structure, repetition, pattern, rhyme and rhythm, whilst learning new and unfamiliar words in different contexts.

Please remember to return chosen story books back to our Nursery each day

Rhythm and Rhyme Time

Helping your children to develop a steady beat and learn rhyme is a great way to prepare them for learning to read and write. The children have rhyme time sessions throughout their day, designed to help them to develop rhythm and beat and get both sides of the brain working, alongside strengthening fingers for writing and counting.

Your children will...

- Listen carefully to rhymes and songs, paying attention to how they sound
- Join in with action songs and rhymes, copying sounds, rhythms, tunes and tempo
- Keep a steady beat
- Clap out the names of objects, family and friends

Developing phonological awareness and word reading

Your children will...

- Use the speech sounds and pronounce: r, y, f, s, j, d
- Read individual letters by saying the sounds for them; grapheme recognition
- Play 'I spy' games to recognise and name objects beginning with the same letter sound (alliteration)
- Play 'What's missing?' to develop memory recall and object noun
- Name objects: I Spy bags, introducing plurals
- Guess and describe objects: What's in the box?
- Develop and practise positional and ordinal language
- Seek out favourite books to share with an adult, with another child, or to look at alone
- Pay attention and respond to the pictures or the words
- Develop play around favourite stories using props
- Ask questions about the book and make comments and shares their own ideas
- 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
- Practise and clap multi-syllabic words such as 'banana' and 'computer'

Personal, Social and Emotional Development

Your children will...

- Increasingly follow rules, understanding why they are important
- Develop friendships with other children
- 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
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- Be increasingly able to talk about and manage their emotions
- Understand gradually how others might be feeling
- Notice and ask questions about differences between themselves such as skin colour, types of hair, gender and cultural celebrations
- Select and use activities and resources, with help when needed; this helps children to achieve a goal they have chosen, or one which is suggested to them
- Show more confidence in new social situations

Assessment check point:

- Does the children take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Can the children generally negotiate solutions to conflicts in their play?

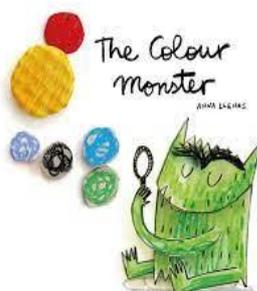
Be increasingly independent to:

- Use the toilet
- Wash and dry hands thoroughly
- Change foot ware
- Coats on and off
- Doing zips up / down

- Begin to eat independently and learn how to use a knife and fork
- Develop an awareness of healthy food choices

Developing Emotional Literacy

- Children to say how they are feeling, using words as well as actions
- Continue to use vocabulary to express feelings; adults will model other alternative words such as...
 - Sad / worried / upset
 - Angry / cross
 - Calm / ok
 - Happy / excited
 - Scared / fear
 - Love / mummy / Daddy etc.



Developing Mindfulness

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

Physical Development

Fine motor skills:

Your children will...

- Copy finger movements and other gestures: action rhymes and songs (Rhythm and rhyme time)
- Develop manipulation and control
- Explore different materials and tools
- Enjoy drawing freely
- Dough Disco
- Colouring and patterns
- Mark making
- Sensory play exploration
- Add some marks to drawings, which they give meaning to... for example: "That says mummy" "That says my name"

Gross motor skills:

Your children will...

- Use large muscle movements to wave flags and streamers, paint and make marks (Write Dance - squiggle whilst you wiggle)
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm *include Emily Arrow songs
- Continue to develop children's movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Climb and squeeze themselves into different types of spaces
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Build independently with a range of appropriate resources

- Spin, roll and independently use ropes and swings (for example, tyre swings)
- Kick, throw and catch balls
- Increase spatial awareness, control and coordination

Mathematics:

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 and model physical resources: pegs on hanger/ ducks / frogs - add /remove as the song is sung
- Invite the children to say what's happening as objects are added: **more / one more** adult explain what's happening as objects are removed: **fewer/one less** - Sort and group objects starting with using identical objects with different colour and then onto non identical objects (same and different concepts)
- Count in everyday contexts, sometimes skipping numbers e.g. '1-2-3-5'
- Combine objects like stacking blocks and cups; create more challenge for critical thinking / problem solving
- Put objects inside others and take them out again; practise spatial and positional language- Develop fast recognition of up to 3 objects, without having to count them individually 'subitising'
- Count and match corresponding objects (concrete) with dot cards (value) up to 5
- Compare quantities of objects, using language: more than, fewer than; you could start with pots and balancing scales or water bottles for full/empty *encourage predicting
- Recite numbers past 5
- Say one number for each item in order: 1,2,3,4,5
- Show 'finger numbers' up to 5
- Develop 1-1 correspondence; touch and count / left to right
- Ten bars / frames
- Know that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle'
- Compare amounts, saying lots, more or same
- Sort and classify groups of objects
- Complete inset puzzles / simple puzzles
- Notice patterns and arrange things in patterns and colour sequence
- Talk about and explore 2D and 3D shapes; circles, rectangles, triangles and cuboids, using informal and mathematical language: sides, corners, straight, flat, round
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones; an arch, a bigger triangle, 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...

- Talk about members of their immediate family
- Notice differences between people
- Talk about what they see, developing new vocabulary
- Use all their senses in hands-on exploration of natural materials indoors and outside including Forest School
- Explore collections of materials with similar and / or different properties
- Explore how things work and talk about different forces they can feel
- Explore the natural world around them and respond to different natural phenomena in setting: changing Season and Weather
- Weather board daily; month/ weather/ climate/ Birthdays

Expressive Arts and Design

Your children will...

- Listen with increased attention and adult model direct responses, to what has been heard, encouraging children to use language to express thoughts and feelings
- Anticipate phrases and actions in rhymes, songs and stories
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
- Move and dance to music
- Respond emotionally and physically to music when it changes
- Start to make marks intentionally
- 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 meaning to the marks they make
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Continue to name and explore colour and colour mixing, modelling language which explains what is happening as paint changes colours; link to contextualised learning e.g. autumn leaves and orange pumpkins
- Explore a range of sound makers and instruments and play them in different ways
- Model and continue to develop 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
- Use their imagination as they consider what they can do with different materials
- Make simple models which express their ideas
- Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Parent Meeting Arrangements

An email will be sent to you, via Parent Mail, inviting you to arrange a telephone conversation time slot with your child's key worker to discuss learning development and progress. Please speak with your child's key worker during the first week back, to specify a preferred date and time. The meeting dates are planned for 8th and 15th November. Please do not hesitate to ask any further questions regarding these arrangements, should you need to.

