

By the end of the spring term your child should be able to:

Physical development – Children should be completely toilet trained and rarely needing adult reminders. The children should be writing at least the initial letters of their name (and often will be writing their entire name) using a tripod pencil grip. Children should be using scissors to make snips in paper and with a conventional grip. Children should be able to use the Key Stage 1 playground with confidence – climbing up, over and through balancing and climbing equipment.

You can support their learning by: Please make sure that children sign in independently each morning. Provide lots of opportunities for them to draw at home. Ensure that children have opportunities to go to the park and climb every day! **Please make sure that the children have access to child sized scissors at home and they use them regularly.**

Literacy development – Children should be able to show an awareness of rhyme – e.g pick out rhyming words in stories and songs. They should be able to retell familiar stories and join in with repeated refrains such as ‘run, run as fast as you can.’ Children should be able to recognise their own name. Children should be able to give meaning to writing they see in different places (the expectation is not that they read the words but that they use the context the words are in to take a guess at what the words say).

You can support their learning by reading with your child every day! This has a greater impact than anything else you can do to support your child’s literacy development. When signing in each morning allow your child to choose from 2 name cards that start with different initial letters.

Sound of the Week:

9/1:s 16/1:a 23/1:t 30/1:p 6/2:i 20/2:n 27/2:m 6/3:d 13/3:g 20/3:o 27/3:c/k

Have a look at home and see if you can find something that starts with the sound! Please remember it is the sound not the letter that counts. For example, if the sound was f then you could bring in a phone. If the sound is a then you could bring in an apple but not an aeroplane.

Maths development -

You can support their learning by: Children should be able to recite the number sequence to 10 and count with 1-1 correspondence. Children should be beginning to use their fingers to correctly represent numbers to 5 and be beginning to recognise some numbers that they see in everyday contexts – such as the numbers on their doors or on the bus they take home. Children should be beginning to name 2D shapes and talk about objects in relation to their shape. Children should be able to use prepositions.

You can support their learning by: Please use everyday opportunities to reinforce the number sequence – such as counting as you walk upstairs. Please play short maths games which reinforce shape, numbers and counting. When talking to your child about where objects are please use prepositions such as in, on, in front, behind, under, on top and between to describe where the objects are.

Personal Social and Emotional Development - Children should be beginning to understand that they need to share resources and take turns. Children should be extending their friendship groups and be able to keep the play moving forward by taking account of the needs and wishes of others.

You can support their learning by: Children develop their friendships in and out of school – play dates play an important role in these friendships. Play dates after school or during the holidays with a wide range of children support the development of these friendship groups.

Physical Development

Creating our own trains - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Pancakes- willing to try a range of different textures and tastes and expresses a preference

Obstacle course- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.

Making telescopes -Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Mathematics

How many buses do we need? - Dice game- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).

Measuring sticks- Explores differences in size, length, weight and capacity.

Heavier and lighter- lentils and weighing scales in tuff tray -In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.

Shape snap- Responds to both formal and informal language and common shape names.

Understanding the World

Transport - Shows interest in different occupations and ways of life indoors and outdoors Talks about why things happen and how things work.

Mini Habitats- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.

Space small world- Shows interest in different occupations and ways of life indoors and outdoors.

Planting daffodil bulbs- Developing an understanding of growth, decay and changes over time.

Personal, Social and Emotional Development

Uses their experiences of adult behaviours to guide their social relationships and interactions. Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. Enjoys a sense of belonging through being involved in daily tasks. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.

Communication and Language

Talking tables- (Oral storytelling) – Is able to talk about familiar books and can tell a long story using talk in pretending things stand for something else. Uses a variety of questions.

Our stick story- Make a floor book of the children's activities. Able to use language in recalling past experiences. Can retell a simple past event in correct order.

Compare different foods fresh/ frozen/dried and space - Builds up vocabulary that reflects the breadth of their experiences - Questions why things happen and gives explanations.

Literacy

Talking Tables - Begins to be aware of the way stories are structured.

Mark making with sticks in mud/paint/foam- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Make our own story book- story mapping- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right- Begins to be aware of the way stories are structured, and to tell own stories.

Expressive Arts and Design

Junk modelling - creating our own buses- Uses tools for a purpose

Use vehicles in paint to make different tracks and patterns -Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

Chinese New Year lanterns and dragons- Uses tools for a purpose.

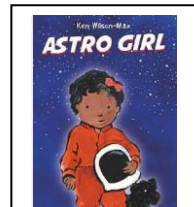
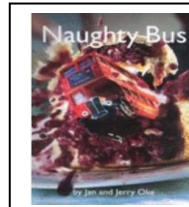
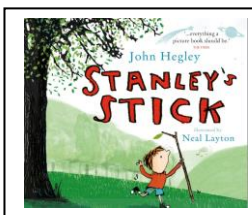
Chinese restaurant- Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play. Plays alongside other children who are engaged in the same theme

Nursery Spring 2023

Here are some of the learning experiences we will use to explore our theme:

Travel and Transport

Core texts: PLEASE DO NOT READ THESE BOOKS AT HOME UNTIL WE HAVE COMPLETED THEM AT SCHOOL.



Special Events/Festivals

Chinese New Year
Ash Wednesday
Trip to the Science Museum
Easter
Ramaadan