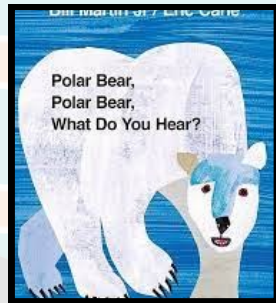


Nursery Curriculum Letter: Spring

Overview

This half term, our topic is 'Other Worlds' and we will be exploring different topics such as 'The Arctic, 'Dinosaurs' and celebrating Chinese New Year. Our focus text this term is 'Polar Bear, Polar Bear, What do you hear?'



How to support your child at home.

- Read stories to your child daily
- Talk, Talk, Talk—please talk with your child as much as you can.
- If you're shopping in the supermarket, name what you're picking or talk through what you are doing.
- If you're at home, cooking, cleaning or in the garden, talk through what you are doing and why.
- If you are out and about, you could play 'My senses': what can you see, touch, hear, smell, taste? Your child will then begin to use this language in their play and it helps them to make sense of the world around them.

We will be exploring shadows this half term

- You could you make shadows at home.
- Discuss shadows and how shadows are made.
- Could you make a shadow puppet and put on a shadow puppet

Diary dates:

Every Monday - Forest School - Own Clothes

Every Wednesday - PE - Own Clothes

Enrichment

Stay and Play

Chinese New Year Celebrations

**Please can all uniform, coats, wellingtons, waterproofs,
Water bottles and lunchboxes be clearly named.**

Things to bring in everyday:

-**Book bags** - try and check this each day if you can, as we will put any letters, medical notes and the children's work in here.

-**Water bottle** – please can this be named and filled with water only, not fizzy drinks or squash.

- **Spare clothes** - if your child/children need them.

Numeracy.

Children can count to 10.
Children continue to develop their 1:1 correspondence.
Children can state how many in a set.
Understanding the numbers 1, 2 and 3 deeply.
Subitise up to 3.

Understanding the world:

Ideas- this will depend on children's interests.

I can notice the difference between people in my class.
I can talk about differences from a baby to now.
I can talk about what I would like to be when I am older.
I can name all the children in my setting by name.
I can talk about differences and similarities in my class such as different hair colour and eye colour.
I start to name different parts of a plant through practically planting.
I like to explore light and shadow.
I like to explore how things work.
Explore electronic toys.

Physical development.

Get set for PE (gymnastics Unit 1).
Accessing outdoors daily with gross motor equipment and stepping stones.
Daily fine motor activities such as threading/ playdough.
I can catch a large ball.
I can show awareness when running and walking not to bump into friends.
I can start to make snips in paper with scissors.
I can use a knife to cut things when eating my dinner.
I can start to talk about fruit and vegetables being good for our health.
I can talk about brushing my teeth twice a day.
I am starting to show independence putting on my socks.

Expressive Arts and Design.

I explore materials freely.
I can use tools such as scissors and hammers with growing care.
I am starting to use colours purposefully - such as a blue for sky.
I sing songs daily.
I can draw with a purpose.
I explore instruments.
I can make up stories within the small world.

Personal, Social and Emotional Development.

Talk about feelings using words such as 'happy, sad, angry.'
Be able to follow rules with increasing independence.
I can brush my own teeth, go to the toilet, and wash my own hands.
I can chat about members of my community, who I have met.
I am becoming more outgoing and can play for periods of 5 minutes or more.
With support from my teachers, I can solve conflicts.
Books around feelings to be explored and discussing feelings such as 'happy, sad, angry' on the well-being board.

Other Worlds

Communication and language.

I am starting to ask why something happens.
Share familiar books from school to home.
Use introduced vocabulary within my play and when sharing ideas.
I can understand a two-part instruction.
I can understand who, what and where questions.
Focusing for up to 10 minutes.
High quality textbook each day to share.
Focus upon language and literacy daily within small groups.

Literacy.

I am starting to recognise print such as logos, signs on the bus or when walking home.
I enjoy looking at books and can discuss the beginning and end of a book.
I like to sing songs and can rhyme words with simple words such as 'cat'.
I can use some of the new story vocabulary within my play and when discussing with adults.
I can add marks to my drawings such as 'that means mummy'.
Daily access to mark making across the whole provision.
Adults narrating and playing alongside children daily. E
Extending children's language with the use of SHREC- share attention, respond, expand and converse.