

Important dates for Nursery this Half Term:

Ugly Bug Ball – Parent drop-in session - May 24th am – 11:00 pm – 3:00

Half Term – 29th – 2nd June 2017 End of Term: Friday 21st July 2017

Dates for the Diary

Arts and Sports Week - 12th – 16th June 2017

Open Evening: Monday 17th July 2017 6:00 – 8:00

A note from your teacher

Ways you can help your child:

- Read with your child everyday. Ask them questions about the text/ story. Ask them to predict the ending or describe the characters.
- Count with your child everyday. Count aloud to 10 and beyond. Ask your child to count out a given number of objects. Look at numbers in the environment and ask your child to name the number and to represent the amount using their fingers.
- Support your child in writing their name. Model how to form letters correctly and always start with a capital letter followed by lower case letters for the rest of their name.
- Ask your child to identify shapes around them. Encourage them to draw or paint shapes and use them to create a picture.
- Use the Parent Packs at home - see an adult in the setting!
- Help them to see that print is 'everywhere' and has a meaning.
- Make learning FUN and memorable!

Sheredes Primary School

Mini-beasts

and living

Things



Summer 1 2017

Nursery:

This is a summary of our topic 'Mini-beasts' for this half term and an outline of what your child will be learning:

COMMUNICATION AND LANGUAGE

- Respond to simple instructions.
- Build up vocabulary that reflects the breadth of their experiences especially related to mini-beasts and the habitats in which they live..
- Use talk to connect ideas, explain what is happening and anticipate what comes next when discussing stories, characters and rhymes about mini-beasts.
- Use talk to connect ideas, explain what is happening. Listens to stories and rhymes with increasing attention and recall (including 'The very Hungry Caterpillar').
- Use talk to pretend during imaginative play - role-play.
- Talk about their experiences of mini-beasts.

LITERACY

- Join in with rhyming activities and learn how to continue a rhyming string by playing rhyming games and reciting rhyming stories including 'Mad about Mini-beasts'
- Look at photos & non-fiction texts and make our own mini-books about mini-beasts.
- Create labels for paintings and models. Reinforce that labels give information.
- Using imaginative language during role play -Mini-beast laboratory
- Making lists and information writing for the role-play.
- Look at and begin to understand how information books are organised.
- Understand that computers can give us information - looking at video clips and e-books about mini-beasts.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Express needs and feelings in appropriate ways and contribute to own well-being and self-control by talking about our feelings.
- Have an awareness of the boundaries set, and of behavioural expectations in the setting by reading stories about rules and consequences.
- Have a positive self image, and show that they are comfortable with themselves when we celebrate what we achieve in Nursery.
- Take turns by playing games and sharing equipment.
- Is able to talk and form good relationships with their peers and familiar adults - talking about mini-beasts.

PHYSICAL DEVELOPMENT

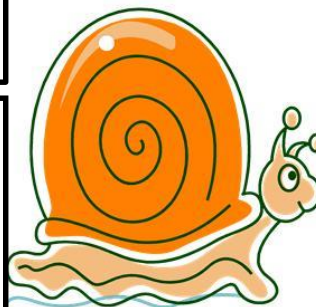
- Engage in activities requiring hand-eye coordination and use one-handed tools and equipment when cutting and threading as well as using tools during D&T activities.
- Balance and climb using equipment in the outside area as well as in the hall.
- Create movement in response to music -Time To Move sessions about mini-beasts.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Develop pencil hold and letter formation as well as writing their names and simple sentences.
- Develop fine motor skills during 'busy fingers' activities everyday.

UNDERSTANDING OF THE WORLD

- Remember and talk about significant events in their own experience - when they have seen mini-beasts., plant growth etc.
- Can talk about some of the things they have observed about mini-beasts - how they move, number of legs etc.
- Talk about why things happen and how things work - life-cycle of caterpillars. These will be observed within the class setting and then released in school grounds.
- Know how to operate simple equipment, e.g. turns on CD player and uses remote control, using listening centre, using the Interactive Wipe board and software - My World 3, Espresso- information about mini-beasts.
- Creating homes for mini-beasts - making a mini-beast environment in the outside area from which they can observe them.
- Using new equipment in order to observe living things - bug boxes, intel digital microscope to magnify mini-beasts / plants in order to view/observe them closely.

MATHEMATICS

- Number puzzles - extend to 20.
- Singing number rhymes and counting songs.
- Counting to 20 and back again - reciting numbers in order.
- Learning to recognise numbers 1-10 and beyond.
- Uses some number names and number language spontaneously - playing games, ordinal numbers - houses,
- Shows interest in shapes in the environment.
- Shows an interest in shape and space by playing with shapes - making models and creating patterns.
- Use vocabulary to describe 3D shapes they see.
- Using positional language when describing where mini-beasts can be found. (including mini-beasts hunt).
- Shows an interest in number problems - 1 more/1 less.
- Continue to develop coin recognition - recognising 1p and 2p coins and being able to use them to buy/purchase items for mini-beast laboratory.
- Symmetry - looking at patterns in nature especially butterflies.



EXPRESSIVE ARTS AND DESIGN

- Enjoy joining in with dancing and ring games.
- Sing familiar songs and rhymes about mini-beasts.
- Explore musical instruments and how sounds can be changed whilst singing songs.
- Explore colour and how colours can be changed - colour mixing using powder paints.
- Uses construction materials to create models of mini-beasts.
- Engage in imaginative role-play - mini-beast laboratory and garden centre.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words (including clay and looking at Matisse 'The Snail')
- Listen to variety of world music and create movements in response to it.