

# Important dates for Nursery this Half Term:

Creative Performing Arts Week - 12<sup>th</sup> – 16<sup>th</sup> June 2017

Sports Day – 7<sup>th</sup> July 2017

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

Open Evening: Monday 17<sup>th</sup> July 2017 6:00 – 8:00

Sheredes Primary School

# People who help us

## 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 beyond 10 / 20. 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!



Summer 2 2017

## **Nursery:**

**This is a summary of our topic 'People who help us' for this half term and an outline of what your child will be learning:**

### **COMMUNICATION AND LANGUAGE**

- Respond to simple instructions and questions.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk to discuss their experiences of people who help us.
- Listen to stories and rhymes about people who help us and recall main events.
- Use talk to pretend during imaginative play - role-play .. school/class and police station and fire station.

### **LITERACY**

- Join in with rhyming activities and songs about people who help us.
- Look at photos & non-fiction texts and make our own mini-books about people who help them.
- Create labels for paintings and models. Gain an understanding that labels give information.
- Using imaginative language during role play - school/class and police station and fire station. Also vets.
- Look at and begin to understand how information books are organised.
- Understand that computers can give us information - looking people who help us.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

- Express needs and feelings in appropriate ways whilst discussing how people help us.
- 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 their experiences of people who help us.
- In preparation for transition to Reception, discuss and take photos of people who will help us at school.

### **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.
- Experimenting with different ways to move - climbing, clambering over and through play equipment like people who help us.
- Preparing for and participating in Sports Day
- Create movement in response to music - Time To Move sessions about people who help us.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Develop pencil hold and letter formation as well as writing their names.

### **UNDERSTANDING OF THE WORLD**

- Remember and talk about their experiences of people who help us - police, fire service, paramedics etc.
- Can talk about when we would need to use these services and how to contact them.
- Listen to and discuss their ideas with visitors who are in jobs that help us - paramedic, police.
- 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- people who help us, Bee-Bot using a grid mat to get to the different emergencies..
- Finding out about the people who help us - all the different ways we are supported in our everyday lives.



### **MATHEMATICS**

- Number puzzles - extend to 20 for those confident to 10.
- Singing number rhymes and counting songs about people who help us.
- Counting to 10 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 - races related to sports day.
- Use positional language when using the Bee-Bots and other remote controlled cars to go to emergencies.
- Show an interest in number problems - 1 more/1 less.
- Solve problems involving simple addition and subtraction
- Use the correct vocabulary when solving practical problems involving addition and subtraction - more, less, altogether, more, total, minus, subtract, how many left.

### **EXPRESSIVE ARTS AND DESIGN**

- Enjoy joining in with dancing and ring games.
- Sing familiar songs and rhymes about people who help us.
- Explore musical instruments and how sounds can be changed whilst singing rhymes/songs about people who help us.
- Explore colour and how colours can be changed whilst creating paintings of people who help us.
- Use construction materials to create models of vehicles that help us.
- Engage in imaginative role-play based on own first-hand experiences - school, fire station, police, vets.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words