

Important dates for Nursery this Half Term:

Sheredes Primary School

Half Term 15th – 19th February 2021

Book Week 22nd – 26th February 2021

Parent Consultations: 8th - 12th February via telephone.

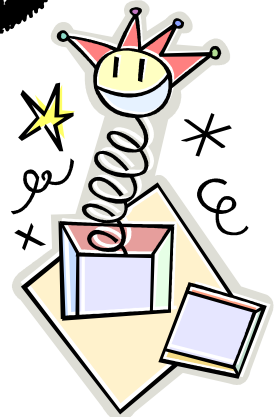
End of Term: 26th March 2021

Summer Term begins 12th April 2021

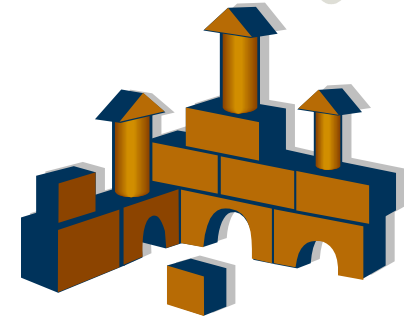
A note from your teacher

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.
- 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. (Nelson script)
- Ask your child to identify shapes around them. Encourage them to draw or paint shapes and use them to create a picture.
- Talk to your child about the topic of the term. Discuss what they have learnt at school.
- Make learning FUN and memorable!



Toys



Spring 1 2021

Nursery:

This is a summary of our topic 'Toys' 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.
- Use talk to connect ideas, explain what is happening and anticipate what comes next when discussing stories and characters.
- Use talk to connect ideas, explain what is happening. Listens to stories and rhymes with increasing attention and recall.
- Use talk to pretend during imaginative play .. role-play area .. toyshop
- Talk about their favourite toys and why they like them.

LITERACY

- Join in with rhyming activities and learn how to continue a rhyming string by playing rhyming games and reciting a range of nursery rhymes.
- Read a range of popular children's stories and make our own mini-books.
- Create labels for paintings and models. Gain an understanding that labels give information.
- Learning how to use story telling language when retelling stories using puppets and props. Developing stories around toys that are of interest to them.
- Use imaginative language during role play - toy shop and 'superhero' hideout.
- Look at and begin to understand how information books are organised.

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. 'Good to be me'.
- 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. 'Going for Goals'
- Take turns by playing games and sharing equipment.
- Is able to talk and form good relationships with their peers and familiar adults - talking about favourite toys and games they use at home and 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.
- Draw lines and circles using gross motor movements.
- Explore malleable materials - making sandwiches, making biscuits, play dough.
- Create movement in response to music - Time To Move sessions and responding to classical music - *Fantastic toy shop (Ibert)*, *Toy Symphony(Mozart)*, *Nutcracker Suite (Tchaikovsky)* and using songs from *Espresso* .. *Jack in the box*, *Toy soldier*.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Have increasing control whilst using mark making implements - painting pictures of favourite toys, printing with potatoes and other mark making objects.

UNDERSTANDING OF THE WORLD

- Remember and talk about significant events in their own experience - toys and games they play with their family as well as toys that their Parents /Grandparents used.
- Can talk about some of the things they have observed, such as how toys move and the materials they are made from.
- Talk about why things happen and how things work - investigating how toys work, how they move.
- 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*, *Bee-Bots* and other remote control toys.



MATHEMATICS

- Completing number puzzles - to 10 and 20.
- Singing number rhymes and counting songs.
- Counting to 10 and back again - reciting numbers in order.
- Learning to recognise numbers 1-10 and beyond.
- Use some number names and number language spontaneously - playing dice games, hopscotch, skittles etc.
- Use some number names accurately in play.
- Show interest in shapes in the environment.
- Show an interest in shape and space by playing with shapes - designing a house like Jack from Book 'If I built a house'.
- Using positional language when using *Bee-Bots* and playing stacking toy games.
- Show an interest in number problems - 1 more/1 less.
- Financial capability - recognising 1p coin and being able to use them to buy/purchase items from a shop role-play.
- Measuring and ordering/comparing size - making roads using blocks and ordering/sorting teddies and picnic resources.

EXPRESSIVE ARTS AND DESIGN

- Enjoy joining in with dancing and ring games.
- Sing familiar songs and rhymes.
- Explore musical instruments & how sounds can be changed whilst singing rhymes/songs.
- Explore colour and how colours can be changed.
- Use various construction materials and gain insight into how they join.
- Engage in imaginative role-play based on own first-hand experiences - toy shop.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Listen to variety of classical music and create movements in response to it.