

# Important dates for Nursery this Half Term:

Sheredes Primary School

Book Week 22<sup>nd</sup> – 26<sup>th</sup> February 2021

End of Term: 26<sup>th</sup> March 2021 Summer Term begins 12<sup>th</sup> 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 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!

# Places of interest



Spring 2 2021

## **Nursery:**

**This is a summary of our topic 'Places of Interest' 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, characters and rhymes.
- 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 food around the world.
- Talk about places they have visited, journeys and the area they live in.

### **LITERACY**

- Join in with rhyming activities and learn how to continue a rhyming string by playing rhyming games and reciting rhyming stories including 'Granny went to Market'
- Look at photos & non-fiction texts and make our own mini-books about where we live
- Create labels for paintings and models. Gain an understanding that labels give information.
- Using imaginative language during role play - food around the world.
- Making lists and menus for the role-play.
- Look at and begin to understand how information books are organised.
- Understand that computers can give us information - looking at the world and parts of the UK.

### **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 to and form good relationships with their peers and familiar adults - talking about places they have visited and where they live.

### **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. Make maps of journeys and the school area.
- Making boats and paper aeroplanes as well as helicopters. Observe how they move.
- Create movement in response to music - Time To Move sessions about playground games from around the world.
- 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 significant events in their own experience - journeys or holidays they have experienced.
- Can talk about some of the things they have observed such as weather in different countries, places by the sea, up in the air.
- Talk about why things happen and how things work - investigating how boats float, materials that float/sink, how paper aeroplanes fly, paper helicopters spin.
- 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- Sal got to school, Bee-Bots and children's maps of school and other remote control toys.
- Finding out about the country in which they live - England, Ireland, Scotland and Wales .. All parts of the UK.



### **MATHEMATICS**

- Number puzzles - extend to 20 for those confident to 10.
- 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 games, ordinal numbers - houses,
- Show interest in shapes in the environment.
- Show an interest in shape and space by playing with shapes - making models and shape walk around school.
- Use vocabulary to describe 3D shapes they see.
- Using positional language when creating maps of school area.
- 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 the role-play take-away.
- Capacity - different sizes and shapes .. Which holds more/less.

### **EXPRESSIVE ARTS AND DESIGN**

- Enjoy joining in with dancing and ring games.
- Sing familiar songs and rhymes.
- Explore musical instruments and how sounds can be changed whilst singing rhymes/songs.
- Explore colour and how colours can be changed.
- Use construction materials to create models of different places they have been.
- Engage in imaginative role-play based on own first-hand experiences - take-away.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Listen to variety of world music and create movements in response to it.