

# Important dates for Nursery this Half Term:

Book Week 26 February – 1 March 2024

Parent Consultations: 27 - 29 February 2024

End of Term: 28 March 2024 Summer Term begins 16 April 2024

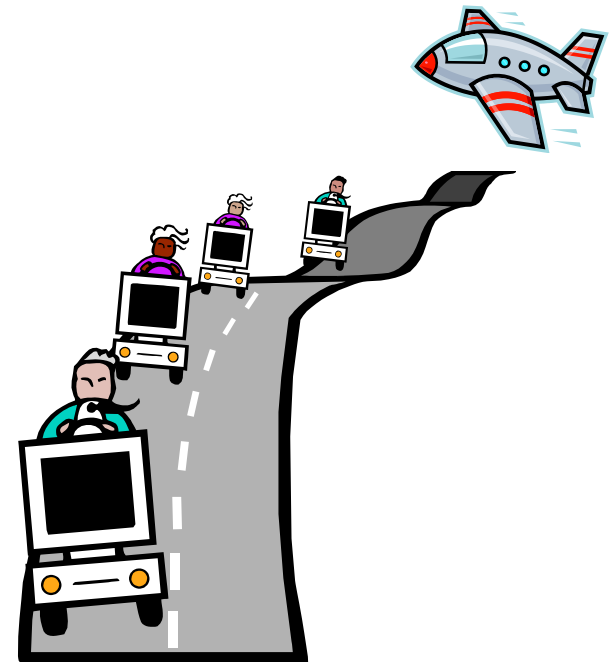
## A note from your teacher

Ways you can help your child:

- Read with your child every day. Ask them questions about the text/ story. Ask them to predict the ending or describe the characters.
- Encourage them to sound out simple cvc words for example c-a-t that are in the story that you are reading.
- Encourage your child to solve simple problems involving 1 more / less for example what is 1 more than 2 lollipops.
- Support your child in writing their name and other simple words - mum, dad etc.
- 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 describe the shapes using mathematical vocabulary - sides, corners, edges etc..
- 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

# Travel



Spring 2 2024

## Nursery:

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

### COMMUNICATION AND LANGUAGE

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think we might need a map?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story, eg

'Journey Home From Grandpa's', or 'My Granny Went to Market'.

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns., e.g. talk about places they have visited, journeys they have taken and the place that they live

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### LITERACY

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.

Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as sea and sun, beach and ball.

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend holiday packing list that starts at the top of the page; writing 's' for swimwear.

Write some or all of their name.

Write some letters accurately.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the train driver or pilot in the game, and suggesting other ideas.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Make healthy choices about food, drink, activity and tooth brushing.

### PHYSICAL DEVELOPMENT

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors. Make boats, planes and helicopters.

Use a comfortable grip with good control when holding pens and pencils.

Be increasingly independent as they get dressed and undressed, for example, getting changed for PE.

### UNDERSTANDING OF THE WORLD

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history. Talk about countries they have been to, holidays and journeys they have experienced. How did they get there?

Look at transport in the past, cars, trains, bicycles etc.

Find out about the country in which they live - England and all of the UK, as well as popular European destinations.

Show interest in different occupations., e.g. train drivers, pilots, sailors.

Explore how things work, investigating how paper aeroplanes fly, how wheels move,

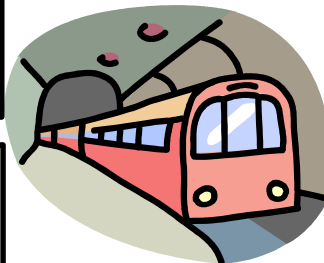
Use the interactive whiteboard and software, e.g. My world 3, Espresso - Sal Goes to School, Bee-Bots and children's maps, as well as other remote-control toys.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.. Investigate what materials float and sink.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



### MATHEMATICS

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners': 'straight', 'flat', 'round'.

Understand position through words alone - for example, "The bag is under the table," - with no pointing. Use positional language to create a map of the school.

Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity. What holds more/less, which is longer, shorter?

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Go on a shape walk around the school.

Combine shapes to make new ones - an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### EXPRESSIVE ARTS AND DESIGN

Take part in simple pretend play, using an object to represent something else even though they are not similar. Base imaginative play on own first-hand experiences, e.g. car wash, train journey.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as an airport, a park, or other places they have been.

Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make maps of journeys and the school area.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Remember and sing entire songs.

Create their own songs or improvise a song around one they know.