

Important dates for Nursery this Half Term:

Sheredes Primary School

Book Week 24th – 28th February 2025

End of Term: 4th April 2025 Summer Term begins Wednesday 23rd April 2025

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. Ask them which is their favourite character and why.
- Count with your child every day. 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.
- Play dice games to encourage them to gain recognition of subitising to 6.
- 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 (see Handwriting Policy).
- 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!

Our Wonderful World



Spring 2 2025

Nursery:

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

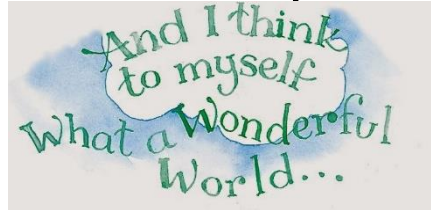
COMMUNICATION AND LANGUAGE

- Enjoy listening to longer stories and can remember much of what happens. Stories to include .. 'What a wonderful World'.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary including words involved in maps – land, sea, mountains, country, continent etc
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why does a map make the world look flat?”
- Sing a large repertoire of songs. Including 'What a wonderful World'.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. For example, when discussing how to look after our world, being eco-friendly etc.
- Start a conversation with an adult or a friend and continue it for many turns whilst discussing places they have visited / enjoyed going to.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
- 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

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
- Engage in extended conversations about stories, learning new vocabulary.
- 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 money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.



UNDERSTANDING OF THE WORLD

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary such as the weather in the counties they have visited, places by the sea, up in the air etc.
- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations including pilots.
- Explore how things work. Investigating how boats float, materials that float/sink, how to make paper planes fly, paper helicopters spin.

MATHEMATICS

- Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers 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’.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- 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.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

PHYSICAL DEVELOPMENT

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

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. Including when creating maps or routes outside.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting. This will involve visitors during Book Week.
- Show more confidence in new social situations.
- 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 Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling. Consider how the world would look if we don’t start to look after it.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

EXPRESSIVE ARTS AND DESIGN

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- 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 a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (‘pitch match’).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.