



Pre-School Teaching and Learning Newsletter

Messages:

All our new children are settling well and getting to know Pre-school staff and our daily routine. The children have been getting used to our carpet time activities and singing our hello song - learning each other's names. We often use signs based on British Sign Language and some of the children have been joining in and learning the sign for their name.

This term our topic will be: I WONDER... All About Me. We will be learning all about ourselves and starting to sing and dance to lots of nursery rhymes.

Peek at our Half Term...

Maths

What we already know

- *We take part in finger rhymes with numbers.
- *We say some counting words randomly.

What we are going to learn

- * About changes of amount in a group of up to three items.
- *To begin to recite number names in sequence.
- *To combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- *To build with a range of resources.
- *To explore and complete inset puzzles.
- *To beginning to categorise objects according to properties such as shape or size

Activities you can do at home

- *Count everyday objects start using numbers 1-5 then move onto 1-10. (You can count socks, vegetables, pegs etc.)
- * Ask your child to help sort objects into the correct boxes.
- * Sing counting rhymes - 5 little ducks, 1,2,3,4,5 once I caught a fish alive etc.
- *Use words such as big, small, more.

Reading

What we already know

- *We have shown interest in books and rhymes and may have favourites.

What we are going to learn

- *Songs and rhymes -tuning in and paying attention.
- *Pay attention and responds to the pictures or the words.
- *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities)
- * To join in sharing books with an adult.
- *Rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
- *To sing songs and say rhymes independently, for example, singing whilst playing.
- To pay attention and respond to the pictures or the words.

Activities you can do at home

- *Read with your child regularly and encourage your child to look at and explore simple picture and story books.
- * Sing your favourite rhymes and explore different sounds you can make with your voice, hands and feet.

Writing

What we already know

- *Early mark making. No specific criteria.

What we are going to learn

- * Copy finger movements and other gestures.
- * Enjoy drawing freely.

Activities you can do at home

- *Let your child explore making marks with crayon and pencils. – its ok if it doesn't look like anything just yet it's their way of learning how to hold a pencil and signs of early writing skills.
- *Children also like making marks in other things like playdough, rice in a tray, mixing cornflour with a little water (if you don't mind a little mess!)



Understanding the World

What we already know

*We are curious about people and show interest in stories about ourselves and our families. And other people.
*We explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.

What we are going to learn

*How repeated actions have an effect. (Exploring how things work)
*To explore materials with different properties.
* To begin to explore natural materials, indoors and outside.
* To explore and respond to different natural phenomena in school and outside. Such as standing in the rain with wellies and umbrellas, jumping in puddles, bugs, local walks etc.

Activities you can do at home

*Talk about your family and look at photos of family and friends.
* When out for a walk, talk about what you see and hear. For example, buses/aeroplanes, traffic lights/signs, birds singing, dogs barking etc.
*Copy and repeat some of the sounds you hear e.g. "beep beep."
*Encourage your child to explore everyday objects to learn about shape, texture and how things work.

Expressive Arts and Design

What we already know

*Explore and experiment through sensory exploration and using whole body
*Move our whole bodies to sounds we enjoy and dance to music.
*Express ourselves through physical action and sound.

What we are going to learn

*To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
*To explore our voices and enjoy making sounds.
*To show attention to sounds and music.
*To explore different materials, using all our senses to investigate them. (cornflour, shaving foam for example)
*To begin to make marks intentionally.

Activities you can do at home

*Experiment with sounds you can make with your body- clapping your hands, patting your knees, stamping your feet along to a song.
* Tapping pots/pans with spoons are a fun and noisy way of exploring sounds.
* Dance around to your favourite music!
* Sing action songs like wind the bobbin up and if you're happy and you know it clap your hands.

*Encourage mark making with pencils, paint and crayons.
* Join in with your child if they are role playing, for example feeding a doll/teddy and talk about what your child is doing.

Personal Social and Emotional Development

What we already know

*Have an increasing desire to be independent.

What we are going to learn

*To find ways of managing transitions, for example from their parents to Greenhill staff.
*To be aware of rules and boundaries.
*To begin to learn about our school bucket rules and pre-school's rules: for example, 'kind hands', 'walking feet'.
*To begin to express preferences and decisions. Also try new things and start establishing their autonomy.
*To begin to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
*To play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
*To feel strong enough to express a range of emotions.

Activities you can do at home

*Support your child when trying something new and build their confidence- **use lots and lots of praise and encouragement.**
*Help your child get to know a daily routine- wake up, get dressed, brush teeth, mealtimes, bed time etc.
* Help your child make choices when you can e.g. "Would you like an apple or banana?"

It helps your child to feel safe and supported if you are clear and consistent in what you do and say.
* Use short simple sentences when asking your child to do something for example "put on your coat." "find your shoes." and use gestures/pointing if they need extra help.
*Be clear and consistent if you have asked your child not to do something.
It's good to explain very briefly why.... "that hurts/it will break."
***Give lots of praise when your child does something well such as good helping/listening.**

Language and Communication

What we already know

*Enjoy singing, music and toys that make sounds.
*Copy your gestures and words.
*Uses single words during play,
*Enjoys laughing and being playful with others.

What we are going to learn

*To listen and respond to a simple instruction
*To recognise and point to objects if asked about them.
*To understand simple instructions like "give to mummy" or "stop"
*To understand single words in context – 'cup', 'milk', 'daddy'.
*To understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
*Begin to talk about people and things that are not present.
*Begin to put 2/3 words together.
*To start to say how they are feeling, using words as well as actions (Begin to express themselves.

Activities you can do at home

*Talk to your child often and give them time to listen and respond.
*Talk about what you are doing and where you are going.
* Sing some rhymes and songs or make up your own words!
* Use your child's name to get their attention, and encourage eye contact.
* Ask simple questions e.g. "What are you drawing?" "Who's that?" "What can you



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| | <p>*To listen to and enjoys rhythmic patterns in rhymes and stories *To begin to ask simple questions</p> | <p>see/hear?" * Talk in clear and simple sentences." * Model the correct words/names of objects. * Repeat and expand what your child is saying for example if they say "car" you can say "red car."</p> |
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Physical Development

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| <p><u>What we already know</u> *To try a wider range of foods with different tastes and textures. *Gradually gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Walk, run, jump and climb – and start to use the stairs independently</p> | <p><u>What we are going to learn</u> *To build independently with a range of appropriate resources. *To begin to develop manipulation and control. (through playdough, threading, puzzles etc.) *To makes connections between their movement and the marks they make. *To begin to sit on a push-along wheeled toy, use a scooter or ride a tricycle. *To clap and stamp to music. *To fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *To explore different materials and tools. (Playdough, real tools, hammers)</p> | <p><u>Activities you can do at home</u> * At mealtimes- encourage your child to feed themselves and drink from a cup. *Introduce new foods to try at home. *Allow opportunities for drawing/mark making to practice pre-writing skills. You could make marks outside by "painting" with just water and an old paintbrush. * Give your child time to safely practice walking up and down steps/stairs. *Play games like football, hopping, running and jumping. *Where possible encourage your child to run and climb, for example in the local park. This gives them time to practice their large motor skills. It will help to develop their coordination, spatial awareness and balancing skills.</p> |
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Reminders:

- Please remember to bring your child's water bottle to school.
- Please label your child's clothes with their name as it is sometimes difficult for us to know who they belong to.

Important events this term:

Please don't forget to create a Parent Pay account so you don't miss out on receiving important school information. Ask for a code if you don't have one.

We are looking forward to this term. Remember, if you wish to speak to your child's class teacher, please ring the office to book an appointment. *Mrs Msahli – Pre School Lead.*