**Nursery Teaching and Learning Newsletter**

Messages:

The staggered starting of nursery is running through very smoothly and we are so happy that all of the children are settling into their new classes so well.

All parents to bring a bag that MUST stay in nursery of spare old clothes. This helps when changing your child if they have an accident.

**Peek at our Half Term...**

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| Maths | | |
| **What we already know**  •Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  •Recites some number names in sequence.  •Begins to make comparisons between quantities. | **What we are going to learn**  •Uses some language of quantities, such as ‘more’ and ‘a lot’  •Uses some number names accurately in play.  •Creates and experiments with symbols and marks representing ideas of number.  •Recites numbers in order to 10.  •Shows an interest in numerals in the environment.  •Shows an interest in representing numbers.  •Realises not only objects, but any | **Activities you can do at home**  •Adults to use number language, e.g. ‘one’, ‘two’, ‘three’, ‘lots’, ‘fewer’, ‘hundreds’, ‘how many?’ and ‘count’ in a variety of situations.  •Practice counting daily. Count random objects, steps, fingers, objects!  Find different numbers in the environment. |
| Reading | | |
| **What we already know**  •Has some favourite stories, rhymes, songs, poems or jingles.  •Repeats words or phrases from familiar stories. | **What we are going to learn**  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Looks at books independently.  • Handles books carefully.  • Holds books the correct way up and turns pages. | **Activities you can do at home**  \*Read with an adult regularly throughout the week.   * Parents to ask children questions about the story. E.g: What happened? Who was in the story? Where was the story set? (setting) |
| Writing | | |
| **What we already know**  •Distinguishes between the different marks they make. | **What we are going to learn**  •Gives meaning to marks they make as they draw, write and paint.  •Ascribes meanings to marks that they see in different places.  •Begin to learn how to write our name. | **Activities you can do at home**  •Listen and support what children tell you about the marks they make.  •Draw daily. Encourage the correct finger position whilst holding a pencil  •Support children in recognising and writing their own names. |
| Understanding the World | | |
| **What we already know**  •Be able to enjoys playing with small-world models such as a farm, a garage, or a train track.  •To be able to notices detailed features of objects in their environment. | **What we are going to learn**  •To comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  •To talk about some of the things they have observed such as plants, animals, natural and found objects | **Activities you can do at home**  Talk to your child about the features in the environment. Simple conversations when walking/driving from home.  (Trees, different coloured leaves, weather changes, pavement, cars, road signs, animals, insects) |

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| Expressive Arts and Design | | |
| **What we already know**  •Experiments with blocks, colours and marks.  • Joins in singing favourite songs  •Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’  •Beginning to make-believe by pretending. | **What we are going to learn**  •Uses various construction materials.  • Joins construction pieces together to build and balance.  •Realises tools can be used for a purpose  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  •Uses available resources to create props to support role-play | **Activities you can do at home**  Use what materials you have at home to create an image of your local environment.  Encourage children’s imaginative play.  Create stories from their play to extend imagination.  Examples: Baby looks hungry, shall we warm her some milk?  “This bear has arrived in the post. He has a letter pinned to his jacket. It says ‘Please look after this bear.’ We should look after him in our room. How can we do that?.” |
| **Personal Social and Emotional Development** | | |
| **What we already know**  • Interested in others’ play and starting to join in.  •Seeks out others to share experiences.  •Separates from main carer with support and encouragement from a familiar adult  •Aware that some actions can hurt or harm others. | **What we are going to learn**  •Confident to talk to other children when playing, and will communicate freely about own home and community  •Shows understanding and cooperates with some boundaries and routines  •Aware of own feelings, and knows that some actions and words can hurt others’ feelings  •Responds to the feelings and wishes of others.  •Aware that some actions can hurt or harm others. | **Activities you can do at home**  Provide activities that require give and take or sharing for things to be fair.  Play board games at home.  Encourage children to think about issues from the viewpoint of others. |
| Language and Communication | | |
| **What we already know**  • Shows interest in play with sounds, songs and rhymes.  • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.  •Uses simple sentences (e.g.’ Mummy gonna work.’ | **What we are going to learn**  •Listens to others one to one or in small groups, when conversation interests them.  •Listens to stories with increasing attention and recall.  •Holds a conversation, jumping from topic to topic.  •Learns new words very rapidly and is able to use them in communicating. | **Activities you can do at home**  Talk with your child while they are doing an activity  •Wait and allow the child time to start the conversation.  •Follow the child’s lead to talk about what they are interested in. |

Reminders: Can all parents who have not already give a big push when toilet training. We do not accept children in nappies or pullups. Encourage your child to use the toilet. Members of staff in nursery will support and assist children to go to the toilet.

Important events this term:

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. *Miss Pervez*