



Pre-School Teaching and Learning Newsletter

Messages:

All our new children are settling well and getting to know our daily routine. The children have been getting used to our Carpet time and singing hello - 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 half term we have been learning about nursery rhymes, and exploring the pre-school room.

Peek at our Half Term...

Maths		
<p>What we already know</p> <ul style="list-style-type: none"> *We know that things exist, even when out of sight. *We are beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. *We say some counting words randomly. 	<p>What we are going to learn</p> <ul style="list-style-type: none"> *Selecting a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *Reciting some number names in sequence. *Creating and experimenting with symbols and marks representing ideas of number. *Beginning to make comparisons between quantities. *Using some language of quantities, such as 'more' and 'a lot'. *Knowing that a group of things changes in quantity when something is added or taken away. 	<p>Activities you can do at home</p> <ul style="list-style-type: none"> *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		
<p>What we already know</p> <ul style="list-style-type: none"> *We have shown interest in books and rhymes and may have favourites. 	<p>What we are going to learn</p> <ul style="list-style-type: none"> *Singing and sharing favourite stories, rhymes, songs, poems or jingles. *Repeating words or phrases from familiar stories. *Filling in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<p>Activities you can do at home</p> <ul style="list-style-type: none"> *Read with your child regularly and encourage your child to look at and explore simple picture and story books. * Sing your favourite rhymes- there are some ideas in our booklet.
Writing		
<p>What we already know</p> <ul style="list-style-type: none"> *Early mark making. No specific criteria. 	<p>What we are going to learn</p> <ul style="list-style-type: none"> *Distinguishing between the different marks we make. 	<p>Activities you can do at home</p> <ul style="list-style-type: none"> *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		
<p>What we already know</p> <ul style="list-style-type: none"> *We are curious about people and show interest in stories about themselves and their family. *We enjoy looking at pictures and sharing stories about ourselves, our families and other people. *We explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. *We remember where objects belong 	<p>What we are going to learn</p> <ul style="list-style-type: none"> * We will be learning about our family and our sense of own immediate family and relations. *In pretend play, we will imitate everyday actions and events from our own family and cultural background. *We will begin to have our own friends. *We will learn that we have similarities and differences that connect us to, and distinguish us from, others. *Enjoy playing with small-world models such as a farm, a garage, or a train track. 	<p>Activities you can do at home</p> <ul style="list-style-type: none"> *Talk about your family and look at photo's 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.



<ul style="list-style-type: none"> *We match parts of objects that fit together, e.g. puts the lid on the teapot. *Anticipate repeated sounds, sights and actions e.g. when an adult demonstrates an action toy several times *Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> *Notice detailed features of objects in their environment. *Seeks to acquire basic skills in turning on and operating some ICT equipment. *Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	
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Expressive Arts and Design

<p><u>What we already know</u></p> <ul style="list-style-type: none"> *Explore and experiment with a range of media through sensory exploration, and using whole body *Move our whole bodies to sounds we enjoy, such as music or regular beat. *Imitates and improvises actions we have observed e.g. clapping or waving *Begin to move to music, listen to or join in with rhymes or songs. *Notice and are interested in the effects of making movements which leave marks. *Expresses self through physical action and sound. *Pretend that one object represents another, especially when objects have characteristics in common. 	<p><u>What we are going to learn</u></p> <ul style="list-style-type: none"> *Joins in singing favourite songs. *Creates sounds by banging, shaking, tapping or blowing. *Shows an interest in the way musical instruments sound. *Experiments with blocks, colours and marks. *Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' *Beginning to make-believe by pretending. 	<p><u>Activities you can do at home</u></p> <ul style="list-style-type: none"> *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.
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Personal Social and Emotional Development

<p><u>What we already know</u></p> <ul style="list-style-type: none"> *Plays alongside others *Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. *Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. *Explores new toys and environments, but 'checks in' regularly with familiar adults when needed. *Gradually able to engage in pretend play with toys. *Demonstrates sense of self as an individual e.g. wants to do things independently, says 'No' to an adult. *Is aware of others feelings, e.g. looks concerned if hears crying or looks excited if hears a familiar happy voice. *Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle e.g. may have tantrums *Responds to a few appropriate boundaries with encouragement and support *Begins to learn that some things are theirs, some things are shared and some things belong to other people 	<p><u>What we are going to learn</u></p> <ul style="list-style-type: none"> *Interested in others' play and starting to join in. *Seeks out others to share experiences. *Shows affection and concern for people who are special to us. *May form a special friendship with another child. *Separates from main carer with support and encouragement from a familiar adult. *Expresses own preferences and interests. *Seeks comfort from familiar adults when needed. *Can express their own feelings such as sad, happy, cross. *Responds to the feelings and wishes of others. *Aware that some actions can hurt or harm others. *Tries to help or give comfort when others are distressed. *Shows understanding and cooperates with some boundaries and routines. *Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. *Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<p><u>Activities you can do at home</u></p> <ul style="list-style-type: none"> *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. For example, "stop." "no throwing/climbing." 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.
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Language and Communication



What we already know

- *Listen to and enjoys rhythmic patterns in rhymes and stories
- *Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- *Rigid attention – may appear not to hear.
- *Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- *Understands simple sentences (e.g. 'Throw the ball'.)
- *Copies familiar expressions e.g. 'Oh Dear', 'All gone'.
- *Beginning to put two words together e.g. 'want ball' 'more juice'.
- *Beginning to ask simple questions.
- *Beginning to talk about people and things that are not present.

What we are going to learn

- *Listen with interest to the noises adults make when they read stories.
- *Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- *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.
- *Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- *Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' *Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).
- *Developing understanding of simple concepts (e.g. big/little).
- *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. *Holds a conversation, jumping from topic to topic.
- *Learns new words very rapidly and is able to use them in communicating.
- *Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- *Uses a variety of questions (e.g. what, where, who).
- *Uses simple sentences (e.g. 'Mummy going work'.)
- *Beginning to use word endings (e.g. going, cats).

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 are they doing?" "What can you 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."

Physical Development

What we already know

- *Beginning to balance blocks to build a small tower
- *Walks upstairs holding hand of adult.
- *Comes downstairs backwards on knees (crawling).
- *Makes connections between their movement and the marks they make
- Shows some awareness of bladder and bowel urges.
- *Shows awareness of what a potty or toilet is used for.
- *Shows a desire to help with dressing/undressing and hygiene routines.
- *Develops own likes and dislikes in food and drink
- *Willing to try new food textures and tastes
- *Holds cup with both hands and drinks without much spilling
- *Clearly communicates wet or soiled nappy or pants

What we are going to learn

- *Runs safely on whole foot.
- *Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- *Climbs confidently and is beginning to pull themselves up on pre-school play climbing equipment.
- *Can kick a large ball.
- *Turns pages in a book, sometimes several at once.
- *Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- *Beginning to use three fingers (tripod grip) to hold writing tools.
- *Imitates drawing simple shapes such as circles and lines.
- *Walks upstairs or downstairs holding onto a rail two feet to a step.
- *May be beginning to show preference for dominant hand.
- *Feeds self competently with spoon.
- *Drinks well without spilling.
- *Clearly communicates their need for potty or toilet.
- *Beginning to recognise danger and seeks support of significant adults for help.
- *Helps with clothing, e.g. puts on hat, unzips zipper on jacket and takes off unbuttoned shirt. *Beginning to be independent in self-care, but still often needs adult support

Activities you can do at home

- *When getting dressed, ask your child to help by trying to put on their own clothes and shoes.
- * At mealtimes- encourage your child to feed themselves and drink from a cup. Can they help by pouring their own cold drink?
- *If your child is already using the toilet-dress them in clothes that they can easily manage by themselves.
- * If your child is in nappies, start to talk about using the toilet and introduce them to a potty/toilet by sitting them on it at changing times. (Using stickers as a reward might help.)
- *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.

Reminders:

- Please remember to bring your child's water bottle to school each day.
- 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:

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.