**Nursery Teaching and Learning Newsletter**

Messages:

A big thank you to all parents with their hard work of home schooling and for uploading daily work on seesaw. We have had an amazing response from all parents and children. Keep up the great work it is always highly appreciated.

Miss Pervez, Mrs Noor, Mrs Middleton & Mrs Hartley.

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

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| Maths | | |
| **What we already know**  •Selecting a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  •Reciting numbers in order to 10.  •Beginning to showing an interest in representing numbers. | **What we are going to learn**  •Uses some number names and number language spontaneously.  • To matches numeral and quantity correctly.  • To recognising numbers in our environment.  •Show an increasing interest in representing numbers. | **Activities you can do at home**  •Use number language, e.g. ‘one’, ‘two’, ‘three’, ‘lots’, ‘fewer’, ‘hundreds’, ‘how many?’ and ‘count’ in a variety of situations.  •Provide number labels for children to use, e.g. by putting a number label on each bike to recognise.  • Include counting money and change in role-play games.  •Encourage children to use of mark making to support their thinking about numbers and simple problems. |
| Reading | | |
| **What we already know**  •Repeating words or phrases from familiar stories.  • To look at books independently  •Describing the main story events and principal characters. | **What we are going to learn**  • To enjoy rhyming and rhythmic activities.  •Show an awareness of rhyme and alliteration.  •Suggesting how the stories may end.  • To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | **Activities you can do at home**  •Provide some simple poetry songs, nursery rhymes, and fiction and non-fiction books.  •Read daily with your child, encouraging them to look at the pictures and what think is happening.  •When reading, discuss with children the characters and main events in the story.  • Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. |
| Writing | | |
| **What we already know**  •To gives meanings to marks when they write and paint.  •Beginning to name write. | **What we are going to learn**  •Ascribes meanings to marks that they see in different places.  •Daily name writing. | **Activities you can do at home**  •Draw daily. Encourage the correct finger position whilst holding a pencil  • When your child is drawing, encourage conversations of what they are drawing.  •Support children in recognising and writing their own names.  • Include opportunities for writing during role-play and other activities. E.g: Lets writing shopping list. |
| Understanding the World | | |
| **What we already know**  •To talk about some of the things they have observed such as plants, animals, natural and found objects  •Can talk about some of the things they have observed such as plants. | **What we are going to learn**  •Talks about why things happen and how things work.  •Developing an understanding of growth, decay and changes over time. | **Activities you can do at home**  •Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.  •Talk to your child about the features in the environment. Simple conversations when walking/driving from home. |

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| Expressive Arts and Design | | |
| **What we already know**  •To uses available resources to create props to support role-play  •The realisation of how tools can be used for a purpose in the classroom.  •To builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. | **What we are going to learn**  •Uses available resources to create props to support role-play  •Beginning to be interested in and describe the texture of things.  •Exploring how colour and how colours can be changed.  •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. | **Activities you can do at home**  •Introduce vocabulary to enable children to talk about their observations and experiences, e.g. ’smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘bumpy’ ‘soft’.  •Talk about children’s growing interest in and use of colour as they begin to find differences between colours  •Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., “This bear has arrived in the post. He has a letter. 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**  • Being aware that some actions can hurt or harm others.  •To confident talk to other children when playing, and communicate freely about own home and community  •An understanding and cooperation with boundaries and routines | **What we are going to learn**  To develop the confidence in selecting and using activities resources with help.  •To develop and accept the needs of others and can take turns and share resources, sometimes with support from others.  •To develop confidence in asking adults for help.  To enjoy responsibility of carrying out small tasks. | **Activities you can do at home**  Provide activities that require give and take or sharing for things to be fair (Board games, pass the parcel)  •Teach children to use and care for materials, and then trust them to do so independently. |
| Language and Communication | | |
| **What we already know**  •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.  •Learning new words very rapidly and is able to use them in communicating. | **What we are going to learn**  •To develop listening to others one to one or in small groups, when conversation interests them.  •To understand ‘why’ and ‘how’ questions.  •To use more complex sentences to link thoughts (e.g. using and, because).    •To develop retelling a simple past event in correct order (e.g. went down slide, hurt finger).    •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | **Activities you can do at home**  Talk with your child while they are doing an activity.  Show curiosity in children’s work, question them on their ideas f play, and story suggestions.  •Wait and allow the child time to start the conversation.  •Follow the child’s lead to talk about what they are interested in.  •Show interest in the words children use to communicate and describe their experiences.  •Help children expand on what they say, introducing and reinforcing the use of more complex sentences |

Reminders:

Parents to carry on completing seesaw activities during Lockdown. Any extra work can also be uploaded also. Teachers love seeing children learn!

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