

Welcome parents and carers

Nursery

Spring 1 Half term.

Nursery topics

This is where we
are right now.



Why do you
love me so
much?



Is It
Shiny?



Do Dragons
Exist?



Are eggs
alive?



Why is
water wet?



How many
pebbles on a
beach?



We use these topics as a stimulus for cross-curricular teaching.

Vocabulary

Each topic introduces new vocabulary. We use this vocabulary regularly.

Here are a few examples of the vocabulary which will be explored:

dragon

safe

castle

bumpy

strong

princess

pretend

friendly

Our current topic



Do Dragons exist?

- Children will learn about castles and compare them and their inhabitants.
- The children will get creative, developing existing skills and learning new ones.
- Explore festivals and celebrations that happen at this time of year.
- Learning about seasonal changes in the weather

January intake

Children are supported to:

- Separate from their families/ main carers... some for the first time-trying to talk about who they are and who is special to them.
- Settle in and learn new routines and boundaries.
- We will be supporting the children to continue to develop the skills that they arrive with as they prepare for the next stage of their learning journey.

i.e. developing social skills to learn alongside their peers, communication and language skills to access the other areas of the curriculum and physical development for the practical skills needed for leaning areas such as Maths and English. Being able to gain some independence.

Expectations

What you can expect from us

- ◇ Weekly newsletters with information for the following week and/or appropriate comment on events and learning of the current week. (These are sent electronically but paper copies are available on request from the office.)
- ◇ Suggestions from us of how to support your child's learning.
- ◇ To keep you informed on your child's progress - KIT, Parents meetings, workshops/ open days.
- ◇ We will correspond with you via the class email.
- ◇ Books sent home weekly with a record book.

What we expect from you

- ◇ Regular attendance - in appropriate school wear uniform (we are out everyday whatever the weather!)
- ◇ Prompt arrival/ and collection- relevant information about designated people .
- ◇ 8.45am for the morning session (after the first 3 settling in weeks) and 12:30pm for the afternoon session –
- ◇ Named belongings - spare clothes and wellington boots.
- ◇ Bottles and bags
- ◇ Co-operation to teach your children good levels of independence and a healthy lifestyle.



Opportunities to get involved at Nursery

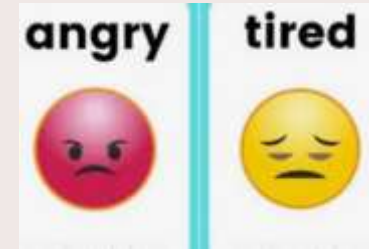


What will be taught within each area?



Personal, Social, Emotional Development: PSED

- Separate from main carers
- Make choices about activities
- Communicate their feelings –
Calm themselves down if they become distressed-
modelling/ role play/stories/ songs/ circle time
- Do age appropriate things by themselves or ask for help and thrive as they develop self-assurance - Learn to use the toilet with help, and then independently. [eric.org.uk](https://www.eric.org.uk)
- Learn to respond to boundaries and follow routines
- Increasingly show interest and join in activities, engage in co-operative play opportunities- turn taking , waiting sharing.

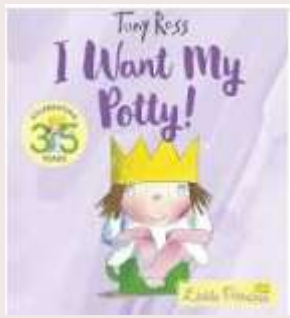


Communication and Language

- ◇ We will support the children to express their needs / feelings simply and then extend their expression
- ◇ We will support them to express themselves clearly giving relevant vocabulary through activities including role-play
- ◇ We will use both the indoor and outdoor classrooms to develop social and communication skills.
- ◇ We will model the skills that we wish the children to develop.
- ◇ We will support the children to understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- ◇ Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- ◇ Poetry basket- e.g. I can build a snowman, Popcorn- Super Starter- Helicopter stories
- ◇ Enjoy listening to longer stories and can remember much of what happens.
- ◇ Pay attention to more than one thing at a time, which can be difficult.

Physical Development

- Classes will take part in a 'Daily workout' and Disco Dough. The children will develop manipulation and control. 'Write dance' supports the development of children's fine motor and pre writing skills
- Explore different materials and tools.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- 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
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.



Literacy



Books we will be sharing – ‘Ten Minutes To Bedtime Little Dragon’, ‘Don’t Wake the Dragon’, ‘Dragon Poems’, ‘When a Dragon Moves In’, ‘The Little Princess’ stories by Tony Ross and other books linked to the theme including information texts.

- The children will have increased opportunities to read and attempt to write their name
- Enjoy sharing books with an adult multiple times, everyday.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- 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
- We will continue to encourage children to build a life long love of reading, as well as sharing songs and rhymes.



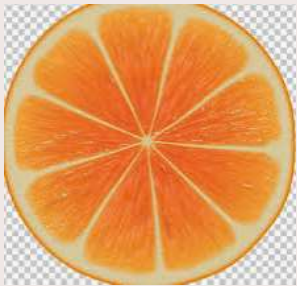
Phonics

- ◇ The children will continue to develop the listening and attention skills that are essential for phonics.
- ◇ They will continue to ‘tune in to sounds’ to prepare them for formal phonic teaching when they are ready.
- ◇ Phonics: Build on understanding of environmental , body percussion , instrumental sounds and learn more about rhythm and rhyme



Maths

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers beyond 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



Understanding the World

- Make connections between the features of their family and other families.
- Notice differences between people.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Plant seeds and care for growing plants.
- Explore how things work.



Expressive Arts and Design

- Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- 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.
- Begin to engage in pretend then imaginative play / role play. Express ideas and feelings through making marks, and sometimes give a meaning to the marks.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Remember and sing entire songs.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Join different materials and explore different textures.



10 tips for sharing stories at home with your child



1. Use different voices for each character, maybe use props.
2. Exaggerate your facial expressions!
3. Emphasise rhyming words or phrases that repeat so your child can join in
4. Talk about the pictures – use your home language if this is easier
5. Turn off the television (and find a quiet cosy place!)
6. Ask questions(remember the 6)
7. Listen to audio books and share songs and rhymes
8. Visit your local library. (Thornton Heath is now open Saturdays 10-4)
9. Read regularly...children love bedtime stories!
10. Have fun and enjoy reading for as long as your child wants to!

Reading isn't just about words, books or story telling.

We read logos and pictorial signs everyday. It is important to teach children this and point out familiar signs/logos to them and they will begin reading them on their own.

This can be done anywhere.



The importance of reading regularly

Reading for pleasure

Developing Confidence

Supporting writing skills

Special Time

**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss**



Questions or queries?

You are able to email your child's class teacher directly.

Potter class: Potterclass@winterbourne-inf.croydon.sch.uk

Ross class: Rossclass@winterbourne-inf.croydon.sch.uk

Carle class: Carleclass@winterbourne-inf.croydon.sch.uk

Cooke class: Cookeclass@winterbourne-inf.croydon.sch.uk