



Dear Parents and Carers,

We welcome our new starters to nursery this term. I know our older children will show them the ropes and be excellent role models for them.

Our topic next term is 'Traditional Tales'. We will be learning lots of tales through 'Talk for Writing' and retelling them through role play and drama.

Our stories for this term will include:

- The Three Little Pigs
- The Gingerbread Man
- Jack and the Beanstalk
- The Three Billy Goats Gruff
- Goldilocks and the Three Bears

When the weather does get warmer, please remember to bring in sunhats and cream. A change of clothes is always useful. Please can we also ask you to encourage your child to leave toys at home. They are easily lost and often result in upset children.

Don't forget, we have a lending library for books and maths games. Please return these before taking out a new one. Also, can you please check you have all the pieces for games before returning these for the next child to lend. We have a lot of games now with missing pieces, please could you check at home and return these. Try to bring your child's reading book in every week so we can swap it. Your child might bring home the one they have previously had, which is to encourage confidence in retell stories, fluency and recognising key words.

Please do not hesitate to come and speak to myself or Miss Ludvigsen if you want any support or advice about your child or if you need to discuss any problems. Our door is always open!

Kind regards

Mrs J Goddard



# CURRICULUM NEWSLETTER

Year Group: Foundation Stage - Nursery		Term: Summer 1	Topic: <b>Traditional Tales</b>
Personal, Social and Emotional Development (Prime Area)		Communication and Language (Prime Area)	
<p><b>30-50 Months</b></p> <ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40 – 60 months</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>		<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span</li> <li>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Uses language to imagine and recreate roles and experience in play situations</li> </ul>	
Literacy		Maths	
<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts</li> </ul>		<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Compare lengths</li> </ul>	
Understanding the World		Physical Development (Prime Area)	
<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Manipulates materials to achieve a planned effect.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately</li> </ul>		<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>	

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
<p style="text-align: center;">Expressive Arts and Design</p>	<p style="text-align: center;">Enriching the curriculum</p>
<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>	<ul style="list-style-type: none"> <li>• Role play for each traditional tale</li> </ul>