

Personal, Social and Emotional Development

What we do at school;

- » provide emotional support for the children as they settle back into the Nursery routine.
- » use our visual cue cards to help remember the rules.
- » continue to explain how to share, take turns and co-operate during play.
- » continue to model the language needed for children to be able to ask others for help.
- » use specific positive praise and acknowledge children's efforts to be responsible in how they use and pack away our resources.
- » continue to support children in learning how to wait and be tolerant of small delays.

CURRICULUM NEWSLETTER

Nursery Spring 1 2019

Our Nursery environment is set up to promote child led play based learning that allows for children to be curious and active learners. We follow the children's interests, provide challenge, risk and allow lots of fun and play!

This Curriculum Newsletter broadly outlines some of the ways we will be covering the seven areas of learning in the EYFS curriculum. We hope that it helps you to further understand what your child is learning at school and how you might be able to support this at home.

Communication and Language

What we do at school;

- » provide opportunities for joining in with repetitive texts and filling in gaps.
- » provide opportunities for ordering and predicting events, especially with familiar stories.
- » orally retell stories using vocabulary from familiar books.
- » use language of thinking such as 'Do you remember when..?' to recall past events and experiences.

Song time and Reading time will mostly focus on

Nursery rhymes & Traditional tales.



Literacy

What we do at school;

- » provide books, props, story sequencing cards and role-play areas to support retelling of stories.
- » encourage children to begin to use different kinds of marks for writing and for drawing/painting.
- » begin to scribe children's stories for them, demonstrating the action of recording their own ideas and teaching them about the process of writing.

Understanding the world

What we do at school;

- » help children to remember and talk about significant events they have participated in.
- » continue to provide small world toys and relevant books to encourage role play and wonder about the world around us.
- » use the outside winter environment to explore rain, ice, frost (and snow).
- » support children's interests in themselves and the world around them through using the class tablet and interactive whiteboard to investigate and find out things they want to know.

Mathematics

What we do at school;

- » realise that anything can be counted such as jumps, claps, hops.
- » use numbers in role play such as ordering how many of something in the café, or paying for food in the shop.
- » when looking at objects, use the language of size, length and weight when comparing them.

Expressive Arts and Design

What we do at school;

- » give the children the opportunity to decide what they want to make and plan how they are going to make it.
- » teach skills and techniques relating to 3D modelling and sculpture.
- » provide junk modelling to enable children to create props to support role-play.
- » continue to learn nursery rhymes and action songs.

Physical development

What we do at school;

- » use the Mud Kitchen to provide opportunities for digging with spades and trowels, developing both large and fine motor skills.
- » practise movement skills through games with beanbags, cones, balls and hoops.
- » teach the children how to dig safely, keeping the spade low and being aware of where others are.
- » develop their understanding of how their body feels through thinking about whether they are hungry or tired and using related vocabulary to describe themselves and their body.