

Nursery Spring Term 1

This half term we are learning all about transport and travel as part of our topic 'All Aboard'. We have a number of key texts which will enable the children to learn all about different modes of transport and talk about how they travel with their families and where they have been. We will also learn all about where they each live and begin to understand that people live in lots of different places and countries. As part of this understanding about different places, we incorporate learning about Chinese New Year and learn about the story of the 'The Great Race'.

Developing a good pencil grip

We are working hard this term to support the children with developing a good pencil grip, ready for when they go to school.

The correct way we teach the children to hold a pencil is using a 'tripod grip'. We call this '3 friends' grip.

We remind the children to use their '3 friends' when holding their pencil as this helps them to correctly position their fingers. Ask your child about this when you are drawing at home and encourage this grip if they are ready.



We have been developing this by following a scheme called Kinetic Letters which encourages children to strengthen their fine motor skills through activities such as play dough, peg boards and using tweezers. Children are always encouraged to use their '3 friends' for these activities.

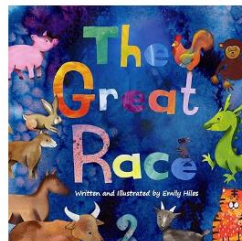
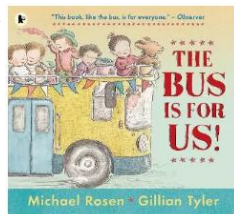
We have also been making our bodies stronger through weekly activities that focus on different areas of strength. This, in turn, will aid the development of children's fine motor skills.

Ask your children about the 5 animal positions (bear, lion, meerkat, penguin, lizard) and encourage them to use them to complete activities at home such as playing with trains or drawing.

Spring 1 topic 'All Aboard'

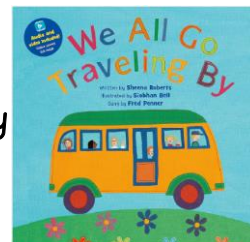
The focus texts this half term are:

The Bus Is For Us



The Great Race

We All Go Travelling By



Things to support with at home..

Recognising numbers to 5 and counting objects to 5

The children are busy learning all about numbers at Nursery and it would be great if you could support them with recognising numbers 0-5 and also counting objects up to 5. This could be as simple as counting the bananas in a bowl or the number of cars they are playing with.

Drawing using different shapes

As the children continue to gain confidence with their mark-making, please practise lots of drawing at home using a variety of different shapes. This will help them when they start writing letters and their name.



Toileting independence

Please continue to support your child to become independent with using the toilet. We would typically like for the children to be out of nappies and using the toilet by the time they start school.

So, it would be good to start this process as early as possible to give them time to become completely independent.

Personal, Social and Emotional Development

Select resources needed for independent activities/play
Talk to and engage with familiar adults and classmates
Approach another child or adult to play
Go to the toilet when prompted and attempt to manage own toileting and hygiene needs
Follow class routines and rules more independently
Play alongside someone else managing to sometimes share and take turns
Begin to identify when they are feeling angry or worried (using symbols to support them)
Confidently say 'no' or 'stop' when needing to be assertive
Brush their teeth with minimal support

Literacy

Count and clap syllables in a word
Match rhyming words (using pictures) e.g. cat and mat, dog and log
Recognise the first letter of their name
Handle books carefully and say what they see
Talk about familiar stories they have heard
Name a favourite story
Holds a book correctly and turns pages
Begin to listen for matching initial sounds of words and matching objects which begin with the same sound.
Use the floor writing position for mark making with increasing confidence.
Using a comfortable grip child to:
Create closed lines in their drawings and use those shapes to represent objects
Pivot from the elbow when mark making
Give meaning to our marks

Understanding the World

Name the town they live in.
Know there are other countries in the world and talk about any differences they have experienced and/or seen in photos.
Make observations of school environment and immediate local environment.
Use photographs to locate familiar landmarks.
Look at signs and symbols on different types of Maps e.g in school and local community.
Talk about what they see.
Begin to name different celebrations around the world (with a particular focus on Chinese New Year)
Turn on and off electronic toys and press buttons to create an action
Notice and correct an error in a repeating pattern

Starfish Nursery Spring Term

There are seven areas of learning. These are the different areas and what children will be learning in each one by the end of Spring.

Physical Development

Use scissors with increasing independence (embedding use of spring assist scissors and introducing small sized typical children's scissors for children when ready) to make snips in paper.
Put own coat on independently (no fastenings)
Use 'holding fingers' (pincer grip) with increasing strength and manipulation to undertake a range of tasks.
Begin to use a comfortable grip when holding pencils and pens.
Embed skills learnt for developing pelvic and shoulder girdle strength.
Begin to develop control of their forearm and wrist movement in isolation.
Continue to develop movement and ball skills.
Use a range of movements with increasing control in their physical play
Throw a beanbag/ball with control to a designated space
Match movements to music
Match movements to adult instruction.
Use paintbrushes/rollers to make large marks moving from the elbow
Cross the midline when mark-making or engaging in planned small scale art activities

Communication and Language

Join in with repeated refrains of familiar stories.
Understand and use recently taught vocabulary in familiar contexts.
Follow a simple instruction.
Start a conversation with an adult or a friend.
Learn and join in with an increasing number of Nursery rhymes and songs.
Engage in self-initiated tasks for an increasing period of time avoiding distractions from others.
Engage in a small group task led by any adult for a short time.
Seek out familiar adults or friends to speak to.
Understand moments of humour in a simple story.
Repeat an action on purpose to cause others to laugh.
Listen to a simple instruction and respond appropriately.
Wait and listen to a response to something they have said to an adult.

Mathematics

Begin to recognise up to 3 objects, without having to count them individually
Begin to recite numbers in order up to 5 and beyond.
Say one number for each item in order: 1,2,3,4,5
Begin to know the last number reached when counting objects tells you how many there are
Begin to show fingers for numbers up to 5
Link numerals and amounts
Begin to share/separate a group of three or four objects in different ways and know that the total will always be the same.
Make comparisons between objects relating to weight.

Expressive Arts and Design

Explain their art work to others
Say what they have drawn/created
Select colours for a purpose
Create closed lines in their drawings and then use those shapes to represent objects
Explore different materials freely in order to develop ideas about how to use them and what to make.
Explain what they are making and which materials they are using.
Describe textures.
Develop increasingly complex stories using small world equipment
Sing a variety of Nursery rhymes and songs with increasing confidence.