

PSED

We will be supported to settle into nursery and separate from our carers. We will meet new friends and play alongside them. We will seek comfort from the people in nursery

Physical Development

We will get used to our nursery and practice washing and drying our hands independently. We will try and put on our coats by ourselves. We will be making a variety of marks using lots of different tools .

Communication & Language

We will start to settle into nursery and begin to learn the names of the people there. We will begin to follow simple instructions. We will enjoy listening to short rhymes and songs together

Literacy

We will listen more to stories and practice handling books carefully in our Story Talk Time and Library sessions. We will tell our own stories using our story maps and think about the main characters, key events and settings. We will have fun with voice sounds.

Bears - Spring Term 3A We're Going On A Bear Hunt



Maths

We will begin to develop our sense of number. We will practice counting objects, completing puzzles and saying number chants and songs. We will practice writing our numerals. We will sort bears by size – small, medium and large and order 4 or more bears in ascending order.

Expressive Arts and Design

We will use props, masks, costumes, construction and small world items to recreate our favourite stories and enjoy imaginative play. We will create paintings and collages of bears.

Understanding the World

We will use technology to help us to find out about different kinds of bears and where they live around the world. We will explore how technology can record our marks and our talking. We will look at how the seasons change and talk about the changes we see. We will explore ice and notice what happens to it in the sun.

Outdoor Learning

We will go on a bear hunt. We will use positional vocabulary and play 'I spy' games to help locate the bears. We will be monitoring the growth of the bulbs we planted in October.

Wow Days

Bear Hunt
Parent meetings
Chinese New Year
Valentine's Day
Pancake Day

Prime area: Personal, Social and Emotional Development PSED

What we do at nursery;

We will take the time to build relationships with your child and get to know them better. We will provide comfort and reassurance to help them feel settled in nursery.

How you can help; This will be the most difficult time of the year for some parents. Some children will find it very difficult to separate from you and you can help by telling us all about your child and suggesting ways we could make them feel safer and happier in nursery. A member of staff will always greet you and your child, so please feel free to talk to us about how you are feeling. Talk about nursery at home is a positive way to help your child feel happy to come in.

Prime area: Physical Development, PD

What we do at nursery;

Children will be introduced to dough disco to help strengthen and develop their fine and gross motor dexterity, hand/eye coordination, proprioception, balance, low load control, grip and self esteem. We will continue to focus on core strength and coordination. Research has proven that children with strong core strength find writing easier.

How you can help;

Provide a range of mark making materials at home of different shapes and sizes, e.g. chunky and thin nibbed pens, crayons and chalks, child friendly scissors, etc. Get your child moving, make big arm swings and dance with them. Try You Tube 'Just Dance' videos and 'Cosmic Kids Yoga' videos to help you child at home.

Prime area: Communication and Language, C&L

What we do at nursery;

We encourage children to talk about EVERYTHING! A child can write with confidence if they can talk with confidence. They will be encouraged to use talk to describe and retell stories and events.

How you can help;

Discuss new words as they appear in stories you read to your child. Attempt to use those words in everyday contexts to allow children to hear them numerous times and eventually begin to add them to their vocabulary. Ask your child to tell you their own story.

Specific area: Literacy

What we do at nursery;

We will take part in lots of games that encourage children to finish a rhyming string, the sillier the better, e.g. the fox wore socks, he lived in a ...BOX! We will play games that help your child focus their listening skills to hear subtle differences between sounds. This is great preparation for when they need to distinguish between similar phonemes (letter sounds) like d and t.

How you can help;

Look out for rhyming stories in your local book store, as you spot a rhyming word point it out to your child. As they become more familiar with the idea of rhyme they may be able to tell you the rhyming word before you finish the sentence.

Focused texts:



Focussed Rhymes:

- Teddy Bear, Teddy Bear
- 5 brown teddies sitting on a wall
- The bear went over the mountain
- Round and round the garden
- Pancake Song

Specific area: Mathematics

What we do at nursery;

We will be using a variety of positional and directional vocabulary e.g. up, down, under, over, through etc. to help find the missing bear. Finding numbers in the environment. Having a try at forming numbers.

How you can help;

Sing number rhymes with your child, encouraging them to hold up the correct number of fingers. Look for numbers in and around your environment (on road signs, number plates, bus numbers, house numbers etc.) and practice writing them. Hide toys and use positional vocabulary to help your child to find them.

Specific area: Expressive Arts and Design, EAD

What we do at nursery;

Children will be encouraged to use shapes like circles and lines to represent objects and people in the simplest of forms. We believe 'Every Child is a artist' We will use this motto to encourage children to want to create beautiful work that can be displayed on our artist board.

How you can help;

Talk to your child about what they have drawn even if at times you are unable to see what it may represent. Display their work around the house to develop their confidence in their art work! Bring in any work

Outdoor learning

This half term we will be exploring big construction outside using loose parts.

We will use our outdoor facilities to retell some of our favourite stories.

We will create a den for the bear in our story.

We will use prepositions/positional vocabulary to find the hidden bears.

Bears – Spring Term 3A

Specific area: Understanding the World, UW

What we do at nursery;

Children will be encouraged to use a range of technology in nursery such as cameras and computers and i-pads. This term children will be focusing on using basic skills to make this equipment work.

How you can help;

Demonstrate that technology is used for a purpose, do they not want to tidy away what they have made? Offer them a camera to take a photo. If they want to find out more about an animal for example, allow them to use technology to search for more information.

Developmental Matters:

Prime area: Personal, Social and Emotional Development, PSED

22 - 36 months

Separates from main carer with support and encouragement from a familiar adult. Seeks comfort from familiar adults when needed.

30 - 50 months

Can select and use activities and resources with help. Welcomes and values praise for what they have done.

Developmental Matters:

Specific area: Literacy

22 - 36 months

Fills in the missing word or phrase in a known rhyme, story or game.

30 - 50 months

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises rhythm in spoken words. Knows information can be relayed in the form of print.

Developmental Matters:

Specific area: Expressive Arts and Design, EAD

22 - 36 months

Experiments with blocks, colours and marks. Beginning to use representation to communicate e.g. drawing a line and saying "That's me". Beginning to make believe by pretending.

30 - 50 months

Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Chooses particular colours to use for a purpose.

Developmental Matters:

Prime area: Physical Development, PD

22 - 36 months

Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools.

30 - 50 months

Can stand momentarily on one foot when shown. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

40 - 60 months

Handles tools, objects, construction and malleable materials safely and with increasing control.

Developmental Matters:

Prime area: Communication and Language, C&L

22 - 36 months

Understands 'Who?', 'What?', 'Where?' in simple questions. Uses simple sentences e.g. "Mummy gonna work". Learns new words very rapidly and is able to use them in communicating. Uses a variety of questions e.g. what, where, who. Beginning to use word endings e.g. going, cats, wanted

30 - 50 months

Listens to stories with increasing attention and recall. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Developmental Matters:

Specific area: Mathematics

22 - 36 months

Uses some language of quantities such as more and a lot. Knows that a group of things changes quantity when something is added or taken away.

30 - 50 months

Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Uses positional language.

Bears – Spring Term 3A



Personal Development

We understand that it is important to develop a child as an individual. Through all our teaching and learning we aim to foster and build up their personal development by focussing on key characteristics that may need supporting.

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|----------------|--------------|
| - Cooperation | - Respect |
| - Creativity | - Curiosity |
| - Resilience | - Tolerance |
| - Enthusiasm | - Confidence |
| - Appreciation | - Integrity |
| - Independence | - Empathy |

Developmental Matters:

Specific area: Understanding the World, UW

22 - 36 months

Enjoys playing with small world models such as a farm, a garage or a train track. Notices detailed features of objects in their environment. Beginning to have their own friends.

30 - 50 months

Developing an understanding of growth, decay and changes over time. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.