

PSED

We will talk about friendly behaviour and recognising this in familiar stories. What are good and bad choices? Goldilocks went into the bears house and ate their food and broke baby bear's chair – was this a good choice? How could she make it better?

Physical Development

We will try core strengthening exercises like stretches and plank balancing to help improve our stability for writing!

We are now making confident marks in our mark making books.

We will use spoons to eat porridge. We will use plastic knives to spread butter on hot cross buns.

Communication & Language

We will share our favourite stories and answer questions about them. We will learn new words from all our nursery rhymes and traditional tales. We will practice having a conversation. We will begin to use more complex sentences to link thoughts using the words 'and' & 'because.'

Literacy

We will practice listening to different sounds in our nursery environment and will enjoy making our own voice sounds. We will go on a sound walk and listen carefully. We will listen to our favourite rhymes. We will re-tell the story of Goldilocks and the Three Bears using props. We will experience activities based on rhythm and rhyme.

Goldilocks and the Three Bears Spring Term 4a



Maths

We will enjoy finding more numbers and numerals in nursery and continue to explore Numberblocks. We will count objects daily and sing number rhymes. We will make sets representing numerals 0-5, then 0-10. We will practice writing our numerals. We will begin to copy patterns and then make our own patterns.

Expressive Arts and Design

We will enjoy making Mother's Day and Easter cards. We will explore mark making in different ways. We will make collages and junk models. We will help set up a role play area called 'The Three Bear's Cottage' and act out the story and other narratives.

Understanding the World

We will look at photos of our families and talk about who is special to us. We will talk special times like birthdays, Mother's Day and Easter.

We will use iPads and the cameras to take photos of ourselves. We will find out about life on a farm, being a farmer, naming farm animals and animals that lay eggs.

Outdoor Learning

We will be re-capping our positional and directional vocabulary by drawing and following maps and routes to the Three Bears House.

We will give each other positional and directional clues to help find the Easter Eggs.

Wow Days

Fun on the farm Day
Easter Egg Hunt
Story Telling Workshop



Prime area: Personal, Social and Emotional Development PSED

What we do at nursery;

We will be talking about our feelings and those of others. We will be exploring different nursery rhymes and repetitive stories. We will talk about the choices the characters make in the story and talk about what we would do in those situations. We will talk about independence 'things we can do on our own'.

How you can help;

As you read stories with your child talk about how different characters may feel using words other than happy or sad i.e. worried, excited, upset, this helps children to express how they feel. When you see your child being independent tell them and explain it means that they have done it on their own.

Specific area: Literacy

What we do at nursery;

Children will be mark making and talking about the marks they make (giving meaning to them). We will be sharing stories in small focus groups and telling the stories from the pictures, using props to help us. We will listen to our favourite Rhymes. We will go on a sound walk and listen carefully. We will learn to make different voice sounds

How you can help;

When mark making at home, talk about the marks they make and to start to recognise their names. Share books together and encourage your child to turn the pages and talk about the pictures. Try a sound hunt on the way to nursery, what can they hear?

Specific area: Expressive Arts and Design, EAD

What we do at nursery;

The children will enjoy painting using different techniques – finger painting, hand printing, sponge printing, printing using found objects. They will paint the 3 bears and Goldilocks from the story. They will make cards, make collages with a range of materials and explore junk modelling.

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 you would like us to display too.

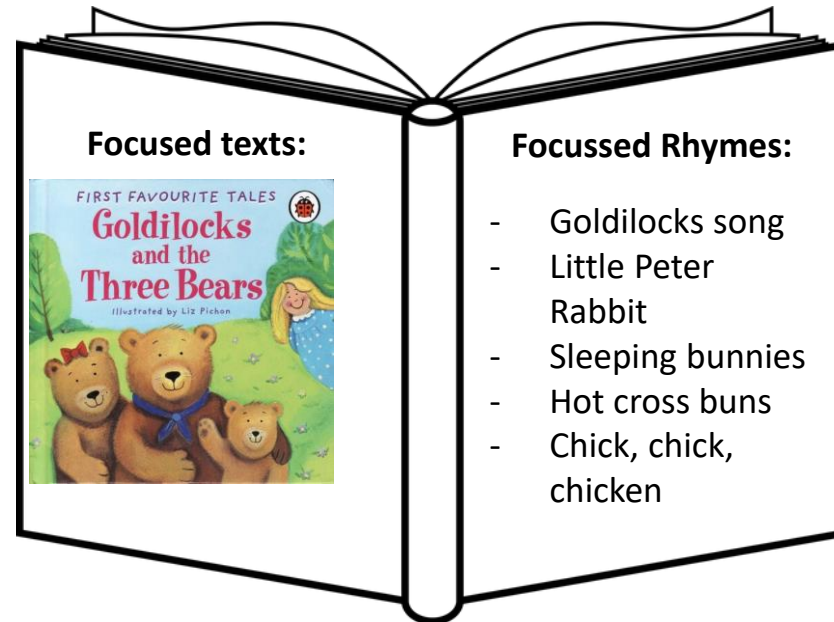
Prime area: Physical Development, PD

What we do at nursery;

Children will be encouraged to handle their own personal hygiene themselves e.g. going to the toilet, washing their hands and using hand gel. We will be encouraging children to put on their own coats, zips and buttons. We will be supporting your child with their pencil grip and mark making skills/name writing skills.

How you can help;

Lots of praise at home when they remember to wash their hands themselves without having to be reminded. Talk to your children about why it is important to wash their hands. Practice with your child taking on and off their coat and doing it up. Encourage your child to use spoons and feed themselves confidently.



Outdoor learning

What we do at nursery;

Encouraging children to pull themselves up on large play equipment. Learn new ways and directions of travelling and moving. Developing our Sensory Garden and mud kitchen.

How you can help;

Visit your local park and encourage climbing, balancing and walking along equipment in different ways. Help your child to learn how to make a swing move or rock a seesaw. Play with balls – throwing, catching, rolling, bouncing, kicking and aiming.

Prime area: Communication and Language, C&L

What we do at nursery;

We encourage children to talk about EVERYTHING! We will ask them 'Why?', 'When?', 'Who?' and 'Where?' questions. We will try to extend their sentences and encourage the use of 'and' and 'because' to join sentences together.

How you can help;

Encourage your child to talk by asking questions at home. 'What colour is the ball?', if they answer with one word 'yellow', enhance their learning further by encouraging sentence talk, 'That's right the ball is yellow.' Talk about today, yesterday and tomorrow.

Specific area: Mathematics

What we do at nursery;

Children will be taking part in daily calendar maths activities and counting aloud, talking about the days of the week and different shapes they can see. We will also talk about the weather outside and the order of our day. We will explore that the same number can be represented in different ways and almost anything can be counted! We will be making sets to represent numerals 0-5/0-10.

How you can help;

Play 'I spy' with your child when shopping or out and about. Can they spot a square shape? A number 3? Etc. Count everything! The steps when walking, how many apples are left in the fruit bowl, toys etc. Try writing numerals with your child.

Specific area: Understanding the World, UW

What we do at nursery;

Children will be talking about themselves and their family. We will talk about special events – Mother's Day, birthdays, Easter. We will try porridge and hot cross buns. We will use the Interactive Whiteboard to play games and learn new things. We will talk about farm animals, the role of a farmer, farm equipment and animals that lay eggs.

How you can help;

Read stories about farm animals and ask questions about the animals. Look at Easter displays in shops and talk about what you see.

Bears - Spring Term 4A

Developmental Matters:**Prime area: Personal, Social and Emotional Development, PS&ED****22 - 36 months**

May form a special friendship with another child. Responds to the feelings and wishes of others. Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't. Growing ability to distract self when upset e.g. by engaging in a new play activity.

30 - 50 months

Can select and use activities and resources with help. Welcomes and values praise for what they have done. Shows confidence in asking adults for help. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.

Developmental Matters:**Specific area: Literacy****22 - 36 months**

Has some favourite stories, rhymes, songs, poems or jingles.

30 - 50 months

Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, one-to-one and also in small groups. Looks at books independently and carefully. Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters.

Developmental Matters:**Specific area: Expressive Arts and Design, EAD****22 - 36 months**

Creates sounds by banging, shaking, tapping or blowing. Beginning to use representation to communicate e.g. drawing a line and saying "That's me".

30 - 50 months

Enjoys joining in with dancing and ring games. Sings a few familiar songs. Developing preferences for forms of expression. Uses movement to express feelings. Uses available resources to create props to support role-play. Engages in imaginative role-play based on own first-hand experiences.

Developmental Matters:**Prime area: Physical Development, PD****22 - 36 months**

Runs safely on whole foot. Squats with steadiness to rest or play with objects on the ground and rises to feel without using hands.

30 - 50 months

Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands. Mounts stairs, steps or climbing equipment using alternate feet.

40-60 months Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Developmental Matters:**Prime area: Communication and Language, C&L****22 - 36 months**

Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door. Identifies action words by pointing to the right picture e.g. who's jumping.

30 - 50 months

Responds to simple instructions, e.g. to get or put away an object. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Beginning to use more complex sentences to link thoughts (e.g. using 'and' and 'because')

Developmental Matters:**Specific area: Mathematics****22 - 36 months**

Recites some number names in sequence.

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

30 - 50 months

Uses some number names and number language spontaneously. Uses some number names accurately in play. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Bears - Spring Term 4A**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**

Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background.

30 - 50 months

Shows interest in the lives of people who are familiar to them. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows interest in different occupations and ways of life such as being a farmer.