

## A few reminders...

### Times

We open our classroom doors at **8.40am** ready for learning to start promptly. Classroom doors close at **8.50am** and any child arriving after that time must do so through the main school office. Your child will receive a late mark. School finishes at **3.00pm**. Please arrive and collect your child on time.

### Uniform

Please ensure your **child's clothes have their name on**. We encourage independence and children will be taking off their own jumpers throughout the day.

### Jewellery

On health and safety grounds we **do not** allow children to wear jewellery in our school. The exceptions to this rule are **ear-ring studs** in pierced ears. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury.

### Independence

Please support your child at home to be more independent i.e. encouraging them to put on and remove their own coat/jumper/shoes, putting their own belongings away i.e. returning a toy to where it belongs, using the toilet and washing and drying their hands etc.

### Spare clothes

If your child may require a change of clothes during the day, a small bag can be left on their peg.

### Winter clothing

Please ensure your child has suitable clothing for the weather i.e. warm waterproof coat, hat, scarf, gloves. **Please label all items.**

### Learning Journal Files

These are kept in your child's classroom and are available for you to look at and comment on. We value all contributions you make to your child's learning and welcome any comments/examples you may have

### Toys from home

Due to the size of the nursery classrooms and resources available for the children, please **do not** bring toys in from home as it can cause distress and disagreements.

### Book Bags & Library Packs

Book bags are handed out each **Monday** and are to be **returned every Friday** so that they can be changed. Please read with your child frequently and remember to fill in their yellow diary. We like to see how your children are engaging in their stories.



## Welcome to Nursery!



Welcome to the Spring term!

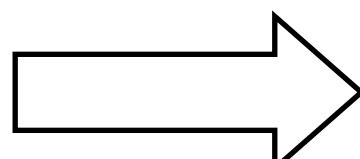
We have been very impressed with how the children have settled during the Autumn term. They have returned back to school after Christmas eager to learn and we have lots to focus on this term.

Some of the topics we will be covering are; traditional tales, Winter, Chinese New Year, Pancake day, Lent, Spring and Easter. We will also be starting Read Write Inc. which is a phonics program we teach at school.

We will continue to follow the children's interests to extend and challenge their learning, also visit the ICT suite to develop the children's computing skills and visit our school library weekly.

We are encouraging the children to be as independent as possible. Allowing children to carry out task for themselves helps them gain more confidence. Please support your child at home to be more independent i.e. encouraging them to put on and remove their own coat/jumper/shoes, putting their own belongings away i.e. returning a toy to where it belongs, using the toilet and washing and drying their hands etc.

Mr Pinkney, Miss Walton & Mrs Pickering  
Class Teachers



Children in nursery learn through play with a balance of planned purposeful adult led and child initiated activities allowing children to learn, develop and practice new skills. We teach literacy, phonics and mathematics through small group time activities. We also participate in PE and dance lessons in our gym. We visit the ICT suite weekly and engage in activities in our Art & DT room.

The areas of the Early Years Foundation Stage curriculum we will be focusing on this term include;

#### Personal Social and Emotional Development

- Be increasingly able to talk about and manage their emotions
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on,
- Safely explore emotions beyond their normal range through play and stories.
- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of the community.

#### Communication and Language

- Start to develop conversation jumping from topic to topic
- Develop pretend play
- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

#### Physical Development

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Develop manipulation and control
- Explore different tools and materials.
- Use one-handed tools and equipment, for example making snips in paper with scissors.
- Show a preference for dominant hand.

#### Literacy

- Sings songs and says rhymes independently, for example, singing whilst playing.
- Notices some print such as first letter of their name, a bus or door number or familiar logo
- Enjoys drawing freely
- Understand five key concepts about print
- Develop phonological awareness
- Engage in extended conversations about stories, learning new vocabulary.

#### Mathematics

- Notice patterns and arrange things in patterns.
- Recites numbers past 5
- Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Links numeral and amounts, for example showing the right number of objects to match the numeral up to 5.
- Experiments with their own symbols and marks as well as numerals.
- Talk about and explore 2D shapes using mathematical language
- Describe a familiar route

#### Understanding the World

- Notices differences between people
- Talk about the difference between materials and changes they notice.
- Use all their senses in hands-on exploration of natural materials
- Talk about what they see, using a wide range of vocabulary.

#### Expressive Art and Design

- Starts to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour mixing
- Remember and sing entire songs
- Play instruments with increasing control to express their feeling and ideas.

