

# 'Everyone valued, everyone challenged, everyone achieving'

## General Information

Within the Nursery we focus on inclusive and fun activities that encourage children to participate and learn how to follow a basic routine.

We expect all children to be as independent as possible and have the ability to use the toilet and follow simple instructions.

Children attending the Nursery should wear school uniform. They should wear a navy blue jumper with the school logo, a white t-shirt and navy blue trousers. In nursery children can wear navy blue jogging bottoms and a plain white polo T-shirt as these are easier for children to put on and take off when going to the toilet. Tights and a dress are also permitted. Children should wear suitable black shoes.

Please make sure all clothes, bags and bottles have the child's name written on them - if it is not named it is likely to get lost.

In case of accidents we have spare clothes in the Nursery but may also recommend sending a spare set of clothes to school with your child.

We encourage children to be as independent as possible when at Nursery. We support them in becoming confident and encourage them to make choices about their own learning and interactions. We provide fruit and milk for children to help themselves to independently but we also encourage children to bring a bottle of water to drink from when needed.



## Nursery Curriculum Newsletter - Spring Term 2018/19

Miss Dover (YGL) - ND  
Mrs Clayden - NC

We continue to thank parents for their partnership with our school and their involvement in their child's learning. Please do not hesitate to speak to your child's teacher if you have any questions or concerns.

## Phonics

From Autumn 2, the children have begun having phonics lessons three days a week. They are taught phase 1 activities to develop their speaking and listening skills. The aim is get children to be familiar with the sounds around them and be ready to begin developing oral blending and segmenting skills.

When ready, children are introduced to phase 2 and phonemes. Within these lessons we are teaching children to recognise, write and say phonemes, identify initial phonemes of a word, to segment and blend words, use phoneme frames and hear rhyming words. We also encourage children and use these skills to develop their early reading and writing skills.

## Spring Term

Our main topic for Spring 1 is **Homes** and for Spring 2 our topic is **Fairy Tales**.

We will be completing activities and reading stories based around these topics.



## Nursery Session Times

Our Nursery sessions are 3 hours long and we run a morning and afternoon session.

AM- session is from 9:00 -12:00 (gates open at 11:45)

PM- session is from 12:30-3:30 (gates open at 3:15)

## Literacy

We read the story to the children and encourage them to talk about and describe what they see. We discuss the characters in the story and what is happening. We expect children to try and answer questions using a full sentence to help develop their speaking skills. We sequence the story and act our parts of the story.



## Mathematics

We cover a variety of maths topics but always begin a lesson with simple counting activities to help develop children's number recognition and counting skills. We try to teach a math's activity related to the story. This can cover number recognition, counting, shapes and measurement.

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## Spring 1 - Homes

### Owl Babies

- Learning about Owls
- Where owls live
- Talking about families
- Feelings

### The Three Little Pigs

- Strength of buildings
- Talking to strangers
- Describing characters

### Different types of homes

- Looking at types of homes/houses around the world
- Children will talk about where they live
- Parts of a house
- Things we do inside a house

## Spring 2 - Fairy Tales

### Goldilocks and the Three Bears

- Large, medium, small
- Making and trying porridge
- Ordering objects by size
- Sequencing the story

### Little Red Riding Hood

- Talking to strangers
- Describing characters
- Counting cakes / more and less

### The Gingerbread Man

- Sequencing the story
- Full and empty
- Making and decorating Gingerbread men

### The Easter Story

- How Easter is celebrated
- Easter traditions
- Making Easter baskets and chocolate nests

## Characteristics of Effective Learning

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

## PE/Music

Every Tuesday each class alternates between a PE and a music lesson. Your class will notify you when it is their turn for PE.

**PE:** Children will be participating in lessons covering movement, balancing and throwing skills.

**Music:** Children learn and sing a song related to the story that we are reading that week. Children learn a basic musical concept such as pulse, beat and rhythm.