

Important Information

Forest School

Forest School continues every Monday and with Mrs Rios. Ms Ravi, and Ms Liv will join on alternative weeks. Forest school will also take place on Thursday with Ms Ravi. This term the children will be looking at the changing season as we move from spring to summer. We are encouraging children to become more independent in their self care skills and think about safety. Please encourage your child to be independent in dressing themselves at home and begin conversations around road safety and being safe at the park. Our safety phrase at Forest School is: 'No pick, no lick' - We do not pick living plants and we do not put objects we find into our mouths. 'No talking to strangers' - If we see someone we do not know we do not talk to them unless our key adult has introduced them to us. 'No touching sharp objects' - If we see a sharp object, we must tell our key adult straight away. All of these rules help our children to stay safe when exploring at Forest School.

Physical Skills Day

Children will continue to be involved in a physical skills day every Friday. On this day the children have access to the main school Multi Use Game Area where they can use large chalks, bikes, benches, hoops and ropes to navigate their developing physical skills. The children will also learn in the hall or the Reception Garden. They will learn how to play simple games with rules to develop team building skills. They will also continue to use the Reception Garden where they can use the large house and slide for climbing, and develop their small motor skills in the large mud kitchen.

Home Learning and Tapestry

In Nursery we continue to use Tapestry to encourage learning at home, linked to the learning within our setting. Ms Ravi and Ms Liv will share observations of your children's interests and developing skills using the Tapestry Journal. These observations may include a next step for learning or an activity which you can encourage your child to engage with at home. We encourage you to share any specific learning experiences and family events with us on Tapestry so that the children can use the visuals and talk about this with their key adults within the setting. We also ask that you read books with your child daily to encourage a love of reading and storytelling at home. If you require any further information, please speak to your child's key adult or Mrs Ravi, our Nursery teacher.

Nursery Curriculum Overview



Summer Term 2024

Personal Social and Emotional Development

As the children develop secure attachments with their key adults in Nursery, they will be able to work together to develop individual strategies in managing feelings and negotiating social and emotional conflicts.

Children will be learning to:

- notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on;
- talk about their feelings in more elaborate ways: "I'm sad because..." or "I love it when..."
- show more confidence in new social situations;
- show an increase in following rules, and understanding why they are important;
- talk with others to solve conflicts;
- develop appropriate ways of being assertive.

Ideas for supporting your child at home:

- Enjoy reading stories where characters' emotions and feelings can be discussed;
- Encourage children to ask questions and talk about differences and similarities and how we are all unique in our own ways;
- Help your child name their feelings by giving them a label. Naming feelings is the first step in helping children learn to identify them. It allows your child to develop an emotional vocabulary so they can talk about their feelings.

Communication and Language

Through purposeful pretend play and exploration of books, smallworld and various environments across the setting, adults will support children in encouraging language rich conversations.

Children will be learning to:

- listen to longer stories and remember much of what happens;
- use a wide range of vocabulary;
- understand 'Why' questions, for example "Why do you think the caterpillar got so fat?"
- develop their communication when they have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam';
- saying tricky sounds: r, j, th, ch and sh- multisyllabic words such as 'planetarium' or 'hippopotamus';
- express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Ideas for supporting your child at home:

- Use smallworld and role play to pretend to be different characters at home eg, a bus driver, a shop assistant, doctor etc;
- Read books of your child's interest, pointing out specific vocabulary which your child needs to build on;-There are lots of games that involve describing and guessing but here are a couple of specific ideas: 1) choose some objects with your child, put them in a bag and get them to take turns feeling and describing them while the others guess what they are; 2) play 'What am I?', in which you describe something and they can work out what it is (eg "I'm red and made of metal, I stand on the pavement and you put letters in me").

Understanding the World and Expressive Art and Design

Through outdoor exploration, discussions on family and local community, pretend playing various community roles, creative activities and exploration, songs, rhymes and dances.

UTW

Children will be learning to:

- Notice differences between people;
- Explore their local area and interest in different occupations;
- Explore how things work and talk about different forces they can feel;
- Understand the key features of the life cycle of a plant and an animal;
- Talk about the differences between materials and changes they notice;
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

EAD

Children will be learning to:

- Make simple models which express their ideas;
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city –Create closed shapes with continuous lines, and begin to use these shapes to represent objects; –Draw with increasing complexity and detail, such as representing a face with a circle and including details; –Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Ideas for supporting your child at home:

- Share non-fiction books together so that your child can find out about real places, people and living things;
- Look at simple maps and globes;
- Look at your child's observations on Tapestry and discuss what they are making, designing or finding out about;
- Taste food from other countries;
- Listen to music from around the world;
- Visit the park and draw pictures of flowers, trees and animals.

Physical Development

This term Nursery Key Adults will be focusing on providing opportunities for children to learn to:

- Continue to develop their movement, balance, riding (scooter, trikes and bikes) and ball skills;
- Take part in some group activities which they make up for themselves, or in teams;
- Use and remember sequences and patterns of movements which relate to music and rhythm;
- Use one-handed tools and equipment, for example, making snips in paper with scissors and cutting around objects;
- Use a comfortable grip with good control when holding pens and pencils;
- Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly; getting dressed and undressed, for example, putting coats on and doing up zips/buttons;
- Make healthy choices about food, drink and toothbrushing.

Ideas for supporting your child at home:

- Provide opportunities for climbing and balancing skills by going on walks to the park, using a bike or scooter;
- Encourage your child to make up their own games and choose which equipment they want to use;
- Provide opportunity for mark making at home with paints, crayons, pencils, pens, chalk etc;
- Provide opportunities for children to practise their cutting skills, e.g making long grass, strips of paper for weaving and cutting out favourite toys from magazines;
- Encourage your child to dress themselves each day, having a try at doing their zips and buttons;
- When you're out shopping, allow your child to explore the different foods and talk about how to make healthy choices.

Literacy

This term the stories will link to the theme or our local area and transitioning.

Children will be learning to:

- Repeat words and phrases from familiar stories;
- Add some marks to their drawings, which they give meaning to; -Make marks on their picture to stand for their name;
- Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Engage in extended conversations about stories, learning new vocabulary;
- Use some print and letter knowledge in their early writing, for example: writing a pretend shopping list that starts from the top of the page; 'm' for mummy; -Write some or all of their name.

Ideas for supporting your child at home:

- Continue to read daily with your child and foster a love of books;
- Talk lots! Children need to speak in clear sentences before they can develop their specific literacy skills;
- Take your child to the local library; it is full of a range of exciting books and is a great place to see what your child enjoys to read.

Mathematics

Through play based maths activities and small group time sessions with their key adults, **children will be learning to:**

- Recite numbers up to 5;
- Develop fast recognition of up to 5 objects;
- Show finger numbers up to 5;
- Continue to experiment with symbols and marks;
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5;
- Solve real world mathematical problems with numbers up to 5;
- Talk about and explore 2D and 3D shapes using informal and mathematical languages: 'sides', 'corners', 'straight', 'flat', 'round';
- Compare quantities using language: 'more than', 'fewer than';
- Make comparisons between objects relating to length, weight and capacity.

Ideas for supporting your child at home:

- Use number in building and play based activities at home, counting amounts, pointing out numbers and shape in your environment;
- Play games and record scores, e.g balls and pins, racing, Jenga; -Use chalks outside to make lines on the floor and talk about length;
- Plan a baking session; let your child weigh the ingredients.