

### Personal, Social and Emotional Development

- To learn how to share resources and play in a group
- To learn to look after resources within the class
- To listen to and follow rules set
- To take turns whilst playing and waiting patiently to have a go
- Begin to show empathy towards people who are special to them
- Play confidently with themselves as well as other children
- Seek comfort from a familiar adult when needed

### Communication and language

- To learn and talk about modes of transportation
- To be able to identify the different types of vehicles they see on the road
- To begin to use a wide range of vocabulary in the correct context
- To talk in short sentences that others can understand
- To listen to, and follow simple instructions and respond to questions appropriately
- Begin to use everyday simple words (nouns and verbs)
- Begin to call adults/ other children by their name
- Begin to join 2 words together

## Acorns Nursery

Spring 1

This half term we are learning to.....

\* 3 and 4 year olds \* 2 year olds

These are our learning objectives this half term. To help support your child's learning and development, please encourage these skills at home too.

### Physical

- To learn about different fine motor activities, e.g. threading, cutting, holding pencils, mark making, Dough Disco etc
- To mark make in sensory trays and also copy different patterns
- To mark make using a comfortable grip when using pencils and pens
- To hold jugs and containers confidently and pour from one container to another
- To show awareness of healthy food choices and impact on our body
- Begin to pedal bikes and use feet to push scooters/ balance bikes
- To move in different ways, e.g. climbing, running, jumping etc in order to develop fine motor skills.
- Begin to climb up equipment more confidently
- Engage in ball games (rolling, throwing, kicking)
- Begin to hold tools/equipment with fingers

### Mathematics

- To count out a group of up to 10 objects.
- One more/less using a number line
- To develop fast recognition of numbers
- To count up to 10
- To show an awareness of how numerals are formed and to experiment with own mathematical mark making
- To talk about and explore patterns in the environment
- To listen to and join in with number stories and rhymes.
- To complete simple puzzles

### Expressive Arts and Design

- To use scissors effectively
- To begin to act out different scenarios using props to enhance imaginative play
- Sing familiar songs or make up own songs
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- To play instruments with increasing control
- To move while singing or listening to sounds/music
- To explore with a range of materials

### Literacy

- To find and identify familiar letters e.g letters in their names
- To talk about and retell a range of familiar stories
- To begin to explore initial sounds in familiar words
- Engage in mark making activities

Please remember as part of our healthy school's policy it should be **water** only in your child's bottle.

Please label  
**EVERYTHING!!**

### Understanding the world

- To learn about modes of transportation and who operates them, how they travel to school, local area and natural environment
- To explore the different jobs that people in our families do. How do these people help us?  
(paramedics/nurses/doctors/firefighters/postman/shop assistant etc)
- To begin to name members of their family
- To explore different materials using their senses

Government research highlights how important **support at home** is for children's early development.

Communication and Language are fundamental to every aspect of young children's thinking and learning. Adult interactions enhance the rate of children's development, which also provide the foundations for later literacy skills (GOV.UK, 2023).

Sharing stories, singing songs, explaining what you're doing and talking about everyday tasks will all help to support your child's learning and development.

## Songs we are learning

- Familiar Nursery Rhymes -**
- Baa Baa Black Sheep
  - Humpty Dumpty
  - Twinkle Twinkle
  - If Your'e Happy and you know it
  - Row, row, row your boat
  - Old MacDonald
  - Wheels on the bus
  - Here we go round the mulberry bush
  - Ring 'O ring 'O roses
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- Stop says the redlight
  - CNY is here again
  - Journey Home From Grandpas
  - Down at the airport (BBC Teach)
  - Down at the station (BBC Teach)

## Stories we are sharing

- Three Little Pigs
- Each Peach Pear Plum
- Polar Bear, Polar Bear
- The Three Billy Goats Gruff
- Stick Man
- Here we go round the Mulberry Bush
- The Gruffalos Child
- We all go travelling by
- The Boy on the bus
- CNY (10<sup>th</sup> Feb)
- Non-Fiction Winter stories

Stories and songs are essential to help your child's speech and language development. Through singing songs and sharing stories there are so many benefits to enrich your child's early development.

Please see the list of songs and stories we will be sharing in nursey. It will really help your child if you can sing these songs and share these stories with your child at home.

## Other ways to help your child at home.....

- \* Talk to them! There is nothing more important and beneficial than talking to and communicating with your child. Talking and modelling language as you complete every day tasks helps your child to understand and make sense of the world around them. It is also vital in supporting your child's brain development.
- \* Share a wide range of stories. We always share lots of stories in nursery and there are so many benefits of sharing stories at home too. Above is a list of stories we will be focusing on this half term. Whilst sharing stories together encourage your child to join in with the repetitive refrain. For example, see if your child can use a gruff, grumpy voice to say "Who's been trip trapping over my bridge?"
  - \* Promote perseverance and resilience by encouraging children to try on their own first. E.g. Open packets themselves and pour their own drinks from a small jug.
  - \* Take turns in conversations - ensuring eye contact whilst conversations take place
- \* Label emotions as they encounter them. "I can see you're feeling angry/ cross/ frightened." Reassure and help them to manage and cope with the different emotions.
- \* Listen to sounds in the environment and talk about what they can hear eg birds tweeting, cars revving, alarms beeping. Can they make that sound too?
  - \* Encourage filling and emptying various sized containers in the bath. Is it full/empty/heavy? Which one has more?
  - \* Help them to be independent eg. getting dressed, putting on their own shoes and coats and having a go to zip it up
- \* Sing nursery rhymes \* Sing number rhymes \* Spot house numbers \* What shape are the road signs? \* Work together to complete a puzzle \* Play turn taking games \* Tell you how many spots are on a die without counting (Subitising) \* Use positional language - "Can you see the ...." under, on, over, in, behind, next to, in front of

And most importantly have lots of fun!!!!

## Keeping healthy

In nursery we talk lots about the importance of keeping healthy. This includes, eating healthily and how we look after ourselves. For example, healthy choices in our lunch boxes and the importance of brushing our teeth twice a day. Please help us to encourage this out of school too. NO chocolate bars or sweets in lunches boxes and ensure grapes are cut into quarters, length ways. Also, we ask that only water is in their bottles. However, they may bring a small juice carton to drink with their lunch.