

Seaham Trinity Primary School Year Group: Nursery - Spring Term 2022

We are a **Rights Respecting** school. Children will be learning about the **UNCRC** (United Nations Rights of the Child) and will begin to be able to talk about some of the rights of the convention.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.


Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.







This term children will continue their learning journey with us by engaging in exploratory play based activities both indoors and out to support them to build their confidence, resilience and foster their natural curiosity within the local community and the wider world.



Our theme is **'Traditional Tales'** and we will be focusing on the stories The Gingerbread Man, The Three Little Pigs and the story of Chinese New Year. We will also be covering **'Growth and New Life'** after Easter. This term your child will be completing tasks and activities on the following.

Area of learning	Nursery children are learning to...
Communication and Language Listening and attention.  Understanding Speaking	<ul style="list-style-type: none"> Maintain attention, concentrates and sits quietly during appropriate activity. Engage in two-channelled attention - can listen and do for short span. Respond to instructions involving a two-part sequence. Begin to use more complex sentences to link thoughts (e.g. using and, because). Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Question why things happen and gives explanations. Asks e.g. who, what, when, how. Use a range of tenses (e.g. play, playing, will play, played). Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations. Link statements and sticks to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play

<p>Physical Development</p>  <p>Moving and handling. Health and self-care.</p>	<ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off a range of objects and land appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Show a preference for a dominant hand. • Begin to use anticlockwise movement and retrace vertical lines. • Eat a healthy range of foodstuffs and understands need for variety in food. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Practices some appropriate safety measures without direct supervision.
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. • Initiate conversations. • Explain own knowledge and understanding, and asks appropriate questions of others. • More outgoing towards unfamiliar people and more confident in new social situations. • Be confident to speak to others about own needs, wants, interests and opinions. • Be aware of own feelings, and knows that some actions and words can hurt others' feelings. • Be aware of the boundaries set, and of behavioural expectations in the setting. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
<p>Literacy</p>	<ul style="list-style-type: none"> • To join in with rhyming and rhythmic activities. • To join in with repeated refrains and phrases in stories. • Listen to story with increased attention and recall key features. • To talk about characters in stories. • Suggest how a story might end. • Recognise and begin to write my own name. • Recognise some letters from my own name.
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Ask for 1 more. • Count and order numbers 0-5. • Use number names in order and in familiar contexts up to 5 including '0'. • Count reliably up to 5 objects. • Count out sets of objects from a larger set. • Compares two groups saying when they have the same. • Compare quantities using language: 'more than', 'fewer than'. • Use common shapes for a purpose. • Use shapes to make pictures and patterns. • Use simple mathematical language to describe size.
<p>Understanding the World</p> 	<ul style="list-style-type: none"> • Know some of the things that make them unique, and can talk about some of the similarities and differences to friends or family. • Talk about and enjoy joining in with family customs and routines • Talk about why things happen and how things work. • Show care and concern for living things and the environment • Look closely at similarities, differences, patterns and change.

Festivals/ celebrations:

Chinese New Year, Mother's Day, St. Valentine's Day, Red Nose Day, Internet Safety Week, Children's Mental Health Week, World Book Day.

Expressive Arts and Design

Exploring and using media and materials.



Being imaginative.

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Explore what happens when colour is mixed.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapts work where necessary.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Create simple representations of events, people and objects.
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Choose particular colours to use for a purpose.
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play co-operatively as part of a group to develop and act out a narrative.



There are some very easy ways for you to support your child at home which do not require a lot of resources or money and can slot seamlessly into daily life:

- Visit the library to borrow books; share a story with your child, encouraging them to turn the pages themselves and talk about what they can see in the pictures.
- Look for shapes around the house and outside such as a rectangle door or TV, triangle roof outline, circle road sign, make it into a game- see who can spot and name the most shapes.
- Ask your child to help set the table, encourage them to count cutlery, sweets, socks etc.
- Encourage your child to get dressed and undressed by themselves, let them put their own coat and shoes on.
- Encourage your child to 'write' as often as possible; they could write a shopping list, it may look like scribbles, circles or lines- this is emergent writing and is a very important step in your child's development.
- Play board games together, it is one of the best activities that can be done to support learning in maths and their personal development. It encourages children to count, to start to think about problem solving and encourages turn taking, sharing and increases awareness of others.
- Talk to your child about anything and everything; explain what you can see and hear when you are out and about and encourage your child talk about what they can see and hear and notice in the world around them. Explain how things work. The more words children hear the more familiar they become with them and the more likely they are to use them in their own conversations.
- Encourage your child to speak by asking questions or their opinions. Even very young children can tell you what they like and dislike and can have a good go at saying why.

Thank you,

Miss Clayton Nursery Teacher, EYFS Lead.