

# Nursery Curriculum Information

## Autumn 2nd Half 2022



### Welcome to Ducklings class

**Our teacher is Mrs Cooper.**

**Our teaching assistants are Mrs Butt and Mrs Ross.**

#### **Understanding the world:**

I am making sense of my own life-story and family's history.

I am interested in different occupations.

I continue to develop positive attitudes about the differences between people.

#### **How can I support my child?**

Look at family photos and talk about who those people are in the photos and how they're related to your child. Talk to them about occupations and how different people enjoy working in different jobs. Ask your child what they think they might want to do when they grow up.

#### **Expressive Arts and Design:**

I can take part in simple pretend play, using an object to represent something else.

I can create closed shapes with continuous lines and begin to use these shapes to represent objects.

I can remember and sing entire songs and rhymes.

#### **How can I support my child?**

Offer flexible resources for your child to play with. These can be natural and/or found items such as pinecones, conkers or shells that they can stir in a pan, for example, whilst pretending to make food.

Encourage your child to develop their creative and drawing skills and show an interest in the meanings they give to their creations.

#### **General reminders**

- Please ensure your child arrives equipped and ready to start nursery on time every day.
- Please keep us informed of anything which may affect your child within school.
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home.

Please remember					
	Monday	Tuesday	Wednesday	Thursday	Friday
water bottle	✓	✓	✓	✓	✓
Library book bag					✓

All clothing, bags and items must be clearly labelled with your child's name. We go outside in all weathers so please ensure your child brings a sunhat/warm/waterproof coat as needed.

A named pair of wellington boots should also be kept in school for wet and muddy weather play.

## Welcome back to a new half term!

Please see below some information about what your child will be learning in each area this half term.

### Personal, Social and Emotional Development:

I can talk about my feelings using words such as happy, sad, angry and worried.

I can play with one or more children, sharing ideas about how we can extend our play.

I can use the toilet and wash my hands independently.

#### How can I support my child?

Encourage your child to try something for themselves before they ask for help, for example putting on their coat or using the toilet.

Help your child to understand and name their feelings by telling them 'I can see you are upset/cross/worried.'

### Physical development:

I can skip, hop, stand on one leg and hold a pose for a game like musical statues.

I can use one-handed tools and equipment, for example, making snips in paper with scissors with increasing confidence and independence.

I am becoming more independent in getting dressed and undressed.

#### How can I support my child?

Play games together encouraging your child to move in different ways, jumping, skipping, hopping in puddles and beginning to balance on one leg.

Provide opportunities for your child to use scissors, paintbrushes and a range of mark making materials such as crayons, pencils, chalks and felt tipped pens.

Encourage your child to put on their shoes, socks and coat by themselves, do up their own zip and begin to dress themselves.

### Communication and Language:

I can start a conversation with an adult or friend and take turns in talking.

I can talk about what I have done using simple full sentences.

I understand and follow instructions that have 2 parts e.g. get your coat and wait at the door.

#### How can I support my child?

Talk to your child about what they are doing, modelling back what they say in a sentence e.g if your child tells you 'went park' - you could say, 'That's right, we went to the park.'

Give you child simple instructions to follow in your daily routines - get your trousers and put them on the bed. Play games such as 'Simon Says'

Encourage your child to wait their turn and listen when you are having a conversation.

### Literacy:

I can clap out and count the syllables in words e.g. ti-ger, e-le-phant.

I can hear when words rhyme e.g hat, cat, bat and am beginning to suggest rhyming words.

I can hear when 2 words start with the same sound e.g. mummy and mat.

#### How can I support my child?

Read or listen to stories together which contain rhyming words such as 'Oi Dog', 'Shark in the Park' or stories by Julia Donaldson. Emphasise the rhyming words.

Clap out syllables together e.g. mu-mmy, ba-by, so-fa, te-le-vi-sion.

Play silly word games together like giving each other names that start with the same letter - Marvellous Mummy, funny Florence, Topsy-Turvy Thomas.

### Mathematics:

I can recognise amounts of up to three without counting them individually.

I know that the last number reached when I'm counting a small set of objects tells me how many there are in total.

I can experiment with simple marks to record when I am counting.

#### How can I support my child?

Play games where you need to count e.g how many ball you get into a bucket and show your child how you can record this by drawing lines or marks.

Check they understand that the last number counted is how many items there are and ask them to show you the number using their fingers.

Sing counting/number songs and rhymes regularly together such as 1,2,3,4,5, once I caught a Fish Alive, and This Old Man.