

## Nursery Curriculum Information Autumn 2 – 2020

### What we are learning this half term and how you can help

#### **Personal, Social and Emotional Development:**

I can initiate play, offering cues to peers to join me.

I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

I enjoy the responsibility of carrying out small tasks.

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

Involve your child in activities that require collaboration at home, such as tidying up or helping to cook.

Ask your child to take responsibility for something at home, such as watering the plants or making their bed each morning.

#### **Physical development:**

I like to move in different ways such as slithering, rolling, crawling and hopping.

I can hold my pencil between my thumb and two fingers, no longer using a whole-hand grip.

I can go to the toilet by myself and wash my hands.

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

Look at stories about animals and see if your child can move like those animals. They could hop like a frog, or pounce like a tiger for example.

Encourage physical activities, such as walking, running or playing on equipment in playgrounds.

Encourage independence with toileting, washing hands, dressing and undressing.

Encourage using a pencil and holding it correctly to make large and small lines and circles.

#### **Communication and Language:**

I can listen to others one to one or in small groups.

I am able to follow directions.

I respond to simple instructions.

I am beginning to understand how and why questions.

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

Share stories, rhymes and songs.

Give your child opportunities to follow instructions and carry out tasks as independently as possible.

**Literacy:**

I can begin to understand how stories are structured.

I can describe main story settings, events and main characters.

I can give meaning to marks as I draw and paint.

**How can I support my child?**

Read every day with your child. Talk about what happened in stories and ask if they can remember who the main characters were and what role they played.

Model writing for a purpose to encourage your child. Write out a shopping list with them or a birthday card, for example.

**Mathematics:**

I can try to represent numbers using fingers, marks on paper or pictures.

I can compare two groups of objects, saying when they have the same number.

I realise that not only objects can be counted, but anything can be counted, including steps, claps or jumps.

**How can I support my child?**

Talk about numbers and counting during everyday activities such as shopping and cooking.

Look for numbers in your immediate environment. See if you can spot numbers if you go for a walk on doors or cars, for example.

Practise careful counting of things.

**Understanding the world:**

I can recognise and describe special times or events for family or friends.

I can remember and talk about special events in my own life, such as my birthday.

**How can I support my child?**

Talk to your child about family celebrations and tell them about the plans for the day.

**Expressive Arts and Design:**

I enjoy joining in with dancing and ring games.

I explore and can use different construction materials.

I can build stories around toys.

**How can I support my child?**

Introduce your child to a range of music, painting and sculptures.

Offer different materials to build and make things with, such as playdough, clay and cardboard boxes.

Help your child set up small-world toys such as farm animals or dolls and encourage them to tell you a story using their toys.