

<p>The children in Nursery and Reception follow the Early Years Foundation Stage Document.</p> <p>This is split into seven areas of learning:</p> <p><u>Prime Areas</u></p> <ul style="list-style-type: none"> personal, social and emotional development communication and language physical development <p><u>Specific Areas</u></p> <ul style="list-style-type: none"> literacy mathematics understanding of the world expressive arts and design <p>RE is taught as a separate subject. We are following the 'Year of Faith' this year to support our RE curriculum. Parents will receive a termly RE newsletter giving full information.</p>	<p>Home Learning</p> <p>To develop literacy skills:</p> <ul style="list-style-type: none"> Encourage the children to use the initial sounds of letters rather than the letter names when pointing out objects, looking at words in books etc. Lower case letters should be used for any writing the children do at home. <p>Reception children should read every night and an adult should sign their reading record book. To encourage mathematical skills the children should practise touching and counting everyday objects and start to recognise numbers both at home and outside. Playing games (card/memory/pairs) will also support their learning and encourage turn taking. They should also start to write numerals to represent sets of objects. Talking about everyday things in terms of e.g. big/little, heavy/light will develop their mathematical vocabulary.</p>	<p>Teachers are always grateful for topic related resources. Please ask your children and look out for notices.</p> <p>Please ensure that your child is properly prepared for school by providing the following equipment for use throughout the school year.</p> <p>Nursery</p> <ol style="list-style-type: none"> Indoor shoes. Book bag. Named water bottle (to be washed and refilled each evening). Wellington boots <p>Library book returned on appropriate day. Maths games, Fischer Family Trust etc. returned as appropriate</p> <p>Reception</p> <ol style="list-style-type: none"> Indoor shoes. Reading book and reading record book in school reading folder. P.E. kit in a school P.E. bag (including a soft hair band for long hair.) Named water bottle (to be washed and refilled each evening). Wellington boots <p>Library book and maths games returned on appropriate days. We request that all articles of clothing and possessions are named. This saves so much time and ensures that lost property is returned to its owner.</p>
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Long Term Plan – Nursery and Reception

	Autumn 1st		Autumn 2nd		Spring 1st		Spring 2nd		Summer 1st		Summer 2nd	
Religious Education	Westminster Diocese Programme of Study											
TOPIC	Ourselves		Opposites		The Natural World		Distinguished Authors		Living Things		People and Places	
Understanding the world	NUR	REC	NUR	REC	NUR	REC	NUR	REC	NUR	REC	NUR	REC
Wk 1	Settling in	Myself	Big and Small	Big and Small	Weather	Weather	Mick Inkpen		Growth	Living/non living	Walk around the school	Our School
Wk 2	Settling in Myself	Myself	Hard and Soft	Push and Pull	Seasons	Seasons	Nick Butterworth		Growth	Minibeasts	Post Office	Our School – people
Wk 3	Myself	Family	Old and New	Old and New	Land – hot	Land – hot	Oliver Jeffers		Animals	Minibeasts	People Who Help Us	People who help us
Wk 4	Family	Bodies	Loud and Quiet	Loud and Quiet	Land – cold	Land - cold	Julia Donaldson		Animals	Animals	Interesting Places	Interesting places – hospital, dentist, doctor
DWk 5	Homes	Homes	Fast and Slow	Fast and Slow	Sea/ oceans	Water	Michael Rosen		Plants	Plants	Interesting Places	Interesting Places – airport, garage
Wk 6	Senses	Senses	Night and Day	Night and Day	Air	Air	David McKee		Plants	Plants	Journeys/ Transport	Journeys/Transport
Wk 7	Senses	Favourite things	Shiny and Dull	Shiny and Dull	Food	Food	David McKee		Habitats	Habitats	Holidays	Holidays
Things to bring from home	Family Photos Home Address		Push and Pull Toys Old and New Objects Shiny and Dull Objects		Holiday Photos of Hot and Cold Places Traditional Dishes from Different Countries		Any books by the above Authors		Seeds Minibeast Books/toys Binoculars		Postcards Parents who are nurses, police officers etc. to come in and talk to the children about their job	

EXPECTATIONS FOR NURSERY AND RECEPTION CHILDREN TO ACHIEVE BY THE END OF THE YEAR

SUBJECT	NURSERY	RECEPTION
Personal, Social and Emotional Development	<p>Making relationships</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas e.g. building up a role play activity Demonstrates friendly behaviour – forms good relationships with peers and familiar adults <p>Self Confidence</p> <ul style="list-style-type: none"> Can select and use activities and resources with help Welcomes and values praise for what they have done Confident to talk to other children when playing <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings, knows some actions and words can hurt others’ feelings Can take turns and share resources, sometimes with support from others 	<ul style="list-style-type: none"> Making relationships Children play cooperatively, taking turns with others. They show sensitively to others’ needs and feelings and form positive relationships with adults and other children. <p>Self Confidence and self awareness</p> <ul style="list-style-type: none"> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group and will talk about their ideas. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language	<p>Listening</p> <ul style="list-style-type: none"> To be able to listen to and talk about stories. Listens to stories with increasing attention and recall Joins in with repeated refrains and phrases in rhymes and stories <p>Understanding</p> <ul style="list-style-type: none"> Understand use of objects (e.g. what do we use to cut things) Begins to use prepositions such as – under, on top, behind, by carrying out an action or selecting correct picture Responds to simple instructions e.g. to get or put away an object <p>Speaking</p> <ul style="list-style-type: none"> Use speech to explain their ideas To build up their vocabulary Beginning to use <i>and</i>, <i>because</i> and link sentences together Can retell a simple past event incorrect order Questions why things happen and gives explanations e.g., <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> 	<p>Listening and attention</p> <ul style="list-style-type: none"> They listen to stories, accurately anticipating key events and respond to what they hear. They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. <p>Speaking</p> <ul style="list-style-type: none"> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	<p>Moving and handling</p> <ul style="list-style-type: none"> Move freely and confidently in a range of ways. Can catch a large ball Draws lines and circles using gross motor movements Holds pencil between thumb and two fingers, no longer using whole hand grasp Can copy some letters e.g. from their name <p>Health and self-care</p> <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play Observes the effects of activity on their bodies Understand that equipment and tools have to be used safely Gains more bowel and bladder control and can attend to toileting needs most of the time themselves 	<p>Moving and handling</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Health and self-care</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	<p>Reading</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities Listens to and joins in with stories and poems Suggests how the story might end Looks at books independently Holds books correct way up and turns pages <p>Writing</p> <ul style="list-style-type: none"> Sometimes gives meanings to the marks as they draw and paint Ascribes meanings to marks they see in different places 	<p>Reading</p> <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>Writing</p> <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others can be understood even if spelt incorrectly.

Mathematics	<p>Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously • Uses some numbers names accurately in play • Recites numbers in order 1-10 • Begins to represent numbers using fingers, marks on paper or pictures • Compares two groups of objects • Realises that anything can be counted, steps, claps or jumps <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes • Uses positional language • Shows interest in shape by sustained construction activity 	<p>Numbers</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing. <p>Shape, space and measure</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • They recognise, create and describe patterns. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	<p>People & Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Recognises and describe special times or events for family and friends <p>The World</p> <ul style="list-style-type: none"> • Can talk about some of the things that they have observed such as plants, animals, natural and found objects • Talks about why things happen and how things work • Shows care and concern for living things and the environment <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment – turns on cd player, uses remote control • Shows an interest in technological toys with knobs, pulleys or real objects such as cameras or mobile phones • Knows that information can be retrieved from computers 	<p>People and communities</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • They know that other children don't always enjoy the same things, and are sensitive to this. • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Technology</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes.
Expressive Arts & Design	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games • Sings a few familiar songs • Begins to move rhythmically • Taps out simple repeated rhythms • Explores colour and how colour can be changed • Beginning to be interested in and describe the texture of things • Uses various construction materials • Beginning to construct • Joins construction pieces together to build and balance <p>Being Imaginative</p> <ul style="list-style-type: none"> • Uses movement to express feelings • Sings to self and make up simple songs • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there 	<p>Exploring and using media and materials</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance and experiment with ways of changing them. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Being Imaginative</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Creates simple representations of events, people and objects • Chooses particular colours to use for a purpose • Introduces a storyline or narrative into their play • Plays alongside other children who are engaged in the same theme • Plays co-operatively as part of a group to develop and act out a narrative

Notes to Parents

We hope that you find this information useful in enabling you to support your child's learning, perhaps through the use of the library and your choice of outings this will broaden your child's experiences. Whilst staff will try to keep to their plans, it may become necessary to make slight alterations in order to accommodate the children's own interests and topical events as they occur.

Any parents willing to work with small groups or undertake other jobs throughout the school, are welcome.