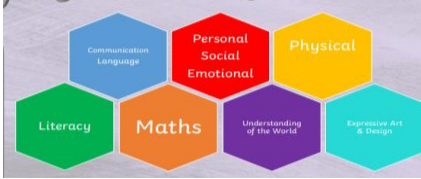




<p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Original'. Please follow us on X @GCPSNursery, Instagram @muddybairnsgcps and Seesaw to continue to see your child's learning.</p> <p>Kind Regards, Miss Ware</p>	<p>What will my child be learning in the Early Years?</p> <p>There are three prime areas of learning: -Communication and Language Development -Personal, Social and Emotional Development -Physical Development.</p> <p>There are four core areas of learning: Literacy, Maths, Understanding the World and Expressive Arts and Design</p>	<p>In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are: -Playing and exploring-engagement -Active learning-motivation -Creating and thinking critically-thinking.</p> 	 <p style="text-align: center;">Nursery</p>
<p>In Personal, Social and Emotional Development we are learning to:</p> <ul style="list-style-type: none"> - Say 'Stop, I don't like that' when someone does something they do not like. - Follow rules with simple verbal prompts or visual reminders. - Develop appropriate ways of being assertive. - Take turns with verbal prompts from adults to pass over equipment. - Choose and collect the resources they need to achieve a goal. - Carry out simple tasks requested to help someone else 	 <p style="text-align: center;">~never stop asking questions... seek out the answers~</p> <p style="text-align: center;">The raised hands represent fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt.</p>	<p>In Communication and Language we are learning to:</p> <ul style="list-style-type: none"> - Join in with longer sections of favourite rhymes and stories – some lines, words and actions. - Respond to rhymes and stories with enjoyment. - Talk about their own play, responding to comments or questions from others. - Talk about and/or retell familiar stories with some accurate detail. - Sequence some main events from stories. Follow adult cues to help innovate stories 	

<p>In Physical development we are learning to:</p> <ul style="list-style-type: none"> - Stand on one leg for a few seconds, with developing stability. - Hop with support – e.g. holding partner’s hand or onto furniture Bowl, roll, chase and collect, tyres and cable reels. - Use the toilet independently, managing clothing and washing hands without a reminder. - Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. - Use a developing fine-pincer grasp when picking up small objects - Make marks with different size pens with a digital grip or emerging tripod grip when supported . - Jump forward with 2 feet together - Jump down from a higher to a lower height. - With an adult-hand, travel above floor height by walking or crawling. - Use sugar tongs or tweezers to pick up objects - Drive tricycles by pedalling. - Pick up small objects with toes 	<p>In Literacy we are learning to:</p> <ul style="list-style-type: none"> - Locate familiar books within a larger collection. - Choose books independently and spot things of interest within the pages. - Remain engaged from the beginning to end of short books. - Begin to participate in the repetitive features of very familiar books. - Focus on marks as they are being created by a range of tools. - Give simple meaning to the marks they make - Use words and actions to engage in familiar rhymes - To join in with Talk-for-Writing, performing with the pace and rhythm of the group - Begin to add marks to outlines to represent their initials - Comment on or answer questions about illustrations. - Join in with clapping the beats in new words 	<p>In Maths we are learning to:</p> <ul style="list-style-type: none"> - Identify ‘circle’, ‘square’ and ‘triangle’ from a small collection of shapes - Subitise within 3. - Show sets on fingers within 5. - Process and use positional vocabulary accurately in small world scenes and when building. - Make pictures and patterns with 2-D shapes, talking about their choices and using their own words to describe shape properties - Make a ‘set’ by collecting items with some commonality from a larger collection. - Use everyday language to compare size - Use terms day and night in relation to stories, and explain how they know <p>In Expression Art and Design we are learning to:</p> <ul style="list-style-type: none"> - Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. - Take part in simple dialogue as part of a role-play situation - e.g. shopping, going on a journey - Use figures from familiar stories and films to recreate short episodes. - Use mark making tools to make enclosed shapes. - Talk about choices of materials they use to help create an agreed outcome. 	<p>In Understanding the World we are learning to:</p> <ul style="list-style-type: none"> - Respond appropriately to adult guidance to treat living things with care. - Collect particular materials for a purpose. - Actively explore the properties of everyday materials through spontaneous experimentation. - Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials - Construct with simple mechanisms such as axles and wheels - Make simple maps to represent real and imagined journeys - Make mechanisms in simple construction kit components such as wheels and axles work to a particular end. - Understand that some materials change when they get wet or are heated
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