|  |  |  |  |
| --- | --- | --- | --- |
| Dear Early Years Parents and Carers,  This half term is all about our school value ‘Be Amazed’. Please follow us on twitter @GCPSNursery, Instagram @muddybairnsgcps and Seesaw to continue to see your child’s learning.  Best wishes,  Miss Ware | **What will my child be learning in the Early Years?**  There are three prime areas of learning: Communication and Language Development Personal, Social and Emotional Development Physical Development.  There are four core areas of learning: Literacy, Maths, Understanding the World and Expressive Arts and Design | 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. | H:\New Logo\GCPS Main logo\GCPS Main logo\RGB files\GCPS_RGB logo.jpg.jpg  **Nursery** |
| In **Personal, Social and Emotional Development** we are learning to:     * Form a secure bond with a key worker and play in parallel, observing others and copying ideas * Understand and join in with some familiar routine activities, led by an adult * Know who to ask for help * Use different areas and resources safely and appropriately (e.g. that some resources stay in a particular area) * Follow adult directions to assist in tidying routines * Be aware of their own physical characteristics * Select from a small range of resources on offer within a single activity * Use some resources safely and appropriately * Recognise when they, others or characters feel happy and sad | **...be amazed...**   ~ stay curious and follow your dreams... never lose your sense of wonder ~  This is shown by the light-bulb; this will remind you to never stop having those ‘light-bulb’ moments. The world is a fascinating place and we never want you to stop being amazed by it. | | In **Communication and Language** we are learning to:   * Know some nursery rhymes by heart * Sit still and listen at story time * Play alongside other children in self-chosen activities * Choose some of our own activities during ‘free choice’, sometimes with adult support * Know that ‘who’ refers to a character and ‘where’ to a place when talking about pictures from a story. * Play alongside an adult, as play is narrated. * Know colour names and uses accurately * Join in with favourite rhymes – some lines, words and actions. Imitate hand gestures and anticipate some words and join in with them. * Begin to ask simple questions. |
| In **Physical development** we are learning:   * Some action rhymes * Names of different movements- jump hop run gallop, and respond by demonstrating (May not be competent)   To drive scooters, bikes and trikes by pushing feet.   * To climb steps or stairs with alternate feet, using a hand or handrail for support. * To travel by galloping with a leading foot. * To run safely and at speed in the outdoor space. Kick, Roll, chase and collect a ball. * To copy some aspects of whole body action rhymes.   **Health and self-care** the children should:   * Know they need to use the toilet and can ask adults to help them with clothing * Begin to know about hand hygiene * Know that we should clean our teeth twice a day * Develop appropriate independence in going to toilet when needed * Wash hands with guidance. * Snip with scissors or snips * Begin to mark-make with purpose when given adult support * Take off own coat, with some support * Take off own shoes | In **Literacy** we are learning:     * That at story time we try to sit still and listen * That we handle books carefully * The names of appropriate features and objects within stories * To begin to answer who and where questions * Maintain focus on a short picture book shared with an adult until the end.   **Writing**   * To make marks on a range of scales with a range of tools and grips.   In **Expression Art and Design** we are learning to:  -Create with materials and know that we make marks on paper and easel, not walls, furniture etc.  -Make marks with a wide range of tools and grips.  -Explore mark-making with a range of media  -Move while singing/ listening to music  -Be imaginative and expressive  -The names for everyday items in role-play area - e.g. mop, cloth, kettle etc.  -Use props, similar to the items they represent, appropriately, during simple domestic role play.  -Use small world props in short non-verbal narratives and create sound effects and movements | In **Maths** we are learning:   * That more means ‘lots’ or a bigger number * To process simple positional vocabulary in the run of child-initiated play. * To know that round things can roll * What ‘same’ means knows numbers 1-3 in order when counting * To compare small sets of objects by processing the language “more” and “more than”. * To build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. * To match pairs to demonstrate a secure grasp of commonality - e.g. by colour or shape Says number names to 5 in songs and rhymes | In **Understanding the World** we are learning to:   * Be interested in stories about people and animals * Be interested in photographs of familiar people * Investigate materials by using senses * Understand that materials and objects must not be put in mouth, ears etc. * That we take care of living things * Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. * Engage in joint attention with adults for short periods of time in respectful observations of living things. * Transport materials safely and appropriately (eg sand, water, toys in play) * Actively collect and enjoy transporting materials. * Sustain interest in action and reaction toys. |