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| 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.
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| 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.
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