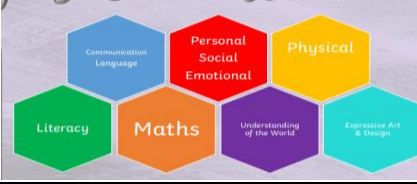




<p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Original'. Please follow us on X @GCPSNursery, Instagram @muddybairnsgcps and Seesaw to continue to see your child's learning.</p> <p>Kind Regards, Miss Ware</p>	<p>What will my child be learning in the Early 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>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>~never stop asking questions... seek out the answers~</p> <p>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 	

In Physical development we are learning to:

- 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.
- Travel above floor height by walking or crawling with an adult-hand.
- Use sugar tongs or tweezers to pick up objects
- Drive tricycles by pedalling.
- Pick up small objects with toes

In Literacy we are learning to:

- 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
- 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

In Maths we are learning to:

- 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

In Expression Art and Design we are learning to:

- 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.

In Understanding the World we are learning to:

- 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.
- That some materials change when they get wet or are heated