



| | | | |
|---|---|---|--|
| <p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Bold'. Please follow us on X @GCPSNursery, Instagram @muddybairnsgcps and Seesaw to continue to see your child's learning.</p> <p>Best wishes, 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.</p> <p>The Characteristics of Effective Learning are: Playing and exploring, engagement, active Learning, motivation, creating and thinking and critically-thinking.</p> |  <p>Nursery</p> |
| <p>In Communication and language we are learning to:</p> <ul style="list-style-type: none"> - talk about events now and in the past using appropriate tenses. - generate and complete causative sentences. - follow two part instructions. - begin to "read along" with very familiar books. - comment on books as they are being read. - add own ideas to orally innovate familiar stories |  <p>...be bold</p> <p>~you are capable of changing a situation... become the explorer of tomorrow~</p> | | <p>In personal, social and emotional we are learning to:</p> <ul style="list-style-type: none"> - Articulate simple rules to other children. Use a wider range of adjectives to describe feelings of friends and characters in books and films. - Help other children by directing them towards activities and resources and solving simple practical tasks for or with them. - Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. - Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. - Take a role in domestic play and speak from another point of view. |

| | | | |
|--|--|--|---|
| | | | |
| <p>In Maths we are learning to:</p> <ul style="list-style-type: none"> - Link numerals to sets within 5. - Predict changes in amounts in stories and rhymes, counting forwards and backwards - Use a few of their own symbols and marks to represent mathematical experiences. - Combine 2D and 3D shapes to make new shapes and narrate the effects created. - Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller - Participate accurately in ABAB repeated patterns of actions. - Join in making AB patterns. Recognise ABC patterns - Talk about things that have already happened and things that are going to happen. | <p>In Literacy we are learning to:</p> <ul style="list-style-type: none"> - Name and locate favourite books and give very brief descriptions of plot elements or characters. - Re-enact very short excerpts from favourite texts using puppets or small world figures. - Use the structure of the text to anticipate when to join in. - Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. - Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. - Complete a phrase with the final rhyming word. - Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers - Use imitative writing during role play. Demonstrate a hand preference. - Write symbols in an order which approximate to their name. - Use a modified tripod grip, sometimes with support. - Clap the beats in a word - Begin to identify initial sounds from a choice of 2 or 3 - Begin to join in with Fred-talking activities | <p>In physical development we are learning to:</p> <ul style="list-style-type: none"> - Move pompoms or marbles by flicking - Drive ride on toys at speed, using the pedals and steering round obstacles. Drive a 'hand bike' - Collaborate with others to transport large items safely. - Copy adults to move in a variety of ways. - Use a knife and fork independently for some foods. Use a modified tripod grip to make marks, including enclosed spaces. (some support with gip) - Repeat the same mark making movement with control and ascribe meaning to marks. - Play follow my leader in a small group, imitating a range of gross motor movements. - Skip to travel (no rope) Begins to cut around a shape Hop a very short distance, alternating legs | <p>In Understanding the world we are learning to:</p> <ul style="list-style-type: none"> - Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. - Answer closed and anticipatory questions in simple adult led experiments about the properties of materials - Begin to make simple predictions in adult-led experiments, sometimes with scaffolding from an adult - Use remote control toys to a particular end and explain how to do it. Work alongside adults imitating their actions as they care for living things. - Narrate a stage at a time the way a growing plant or animal is changing. - Describe and enact some of the roles of community figures <p>In expressive art and design we are learning to:</p> <ul style="list-style-type: none"> - Generate simple stories inspired by props. Create original stories with small world figures, including dialogue - Use mark making tools to make very simple representational drawings. - Accurately match instrumental sounds to familiar percussion instruments. |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none">- Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. |
|--|--|--|--|