

Understanding the World

The World - Children notice detailed features of objects in their environment.

People and Communities - Children learn that they have similarities and differences to others. Children talk about their family.

Technology – Children operate simple equipment. Children show an interest in technological toys.

Physical Development

Moving and Handling – Children can negotiate space successfully. They begin to develop movement skills, rolling, slithering, running, hopping, jumping. Children to develop fine motor skills.

Health and Self-Care – Children dress with help. Children go to the toilet independently. Children begin to learn how to use equipment safely.

Personal, Social and Emotional

Making Relationships – Children start to join in with others' play. Children can play nicely in a group. Children keep play going by responding to others. Children initiate play.

Self-Confidence and Awareness - Children are confident to talk to others. Children ask adults for help. Children are confident to access activities.

Managing Feeling and Behaviour -Children can accept the needs of others and take turns. Children are aware of their own and others' feelings. Children can cooperate with routines. Children can inhibit own actions/behaviours.

Literacy

Reading – Children get to hear and explore lots of stories. Children make predictions about a story, can answer questions about a story and can recall key facts from a story.

Writing – Children have lots of sensory mark making experiences. Children give meaning to marks they make e.g. talking about the house they have drawn and identifying its features.



Every half term the children in Nursery develop their skills through our cross curricular topic. This half-term we will be learning through the Topic:

Through My Window

This topic aims to develop children's knowledge of themselves, such as families, homes, their body, senses and feelings, and most importantly how everybody is different!

Communication and Language

Listening and Attention – Children can sit quietly and listen.

Understanding – Children understand prepositions e.g. 'under', 'on top' and 'behind.' Children begin to understand simple questions.

Speaking - Children use language as a powerful means of sharing thoughts. Children begin to use more complex sentences to link thoughts e.g. using 'and' and 'because.'

Mathematics

Number – Children can join in with counting songs. Children can verbally count in the correct order to 10. Children can count small sets of objects with good 1:1 correspondence.

Shape, Space and Measure – Children can sort objects by size (big and small). Children begin to recognise simple 2d shapes: circle, square, triangle and rectangle. They begin noticing these in the environment.

Expressive Arts and Design

Exploring Media and Materials – Children will explore sounds through musical instruments. Children will explore colour change. Children can use different construction materials and make models. Children construct with a purpose in mind.

Being Imaginative – Children build stories around toys. Children carry out imaginative role play. Children play alongside others engaged in the same theme.

Things you could do at home to support our topic

These activities are designed to enhance your child's learning and development. Please share with your child's class teacher any wonderful experiences that link with this half-term's topic. We would love to see examples of what you have done at home, please email photographs to nursery@st-nicholas.staffs.sch.uk or send work into school for your child to celebrate with their peers. Completing these tasks is optional.

- Crafts – There are lots of craft ideas on Pinterest (or you may have your own ideas) that you may wish to complete with your child. Some examples include: paper plate faces; face pizzas; playdough faces; fruit printing (talking about keeping healthy); junk modelling houses; painting themselves etc.
- The children could draw a picture of their face/themselves. Ask them if they know the names of the different features/body parts.
- When children mark make or draw a picture, ask them what they have drawn or written. This will encourage giving meaning to marks.
- Explore colour mixing. This could be done by using paints, cellophane, coloured water or the walking water experiment (coloured water and kitchen roll)!
- Share stories - fairy tales, traditional stories, stories you had as a child - talk about the stories, ask questions e.g. what can you see, what are they doing, what might happen next etc.
- Ask children simple who, what, where questions at home and out and about to extend their vocabulary.
- Play turn taking games to encourage sharing and waiting their turn.
- Encourage children to help with getting dressed to aid independence.
- Sing number songs and talking about the amount getting smaller/bigger. Encourage counting in real life e.g. counting as you walk up the stairs and counting when playing e.g. how many trains have you got?
- See if the children can spot simple 2d shapes in the environment. Ask questions e.g. what shape is the window?
- Talk about the language of size e.g. big, huge, enormous, small, tiny, little.
- Fine motor activities – Pinterest have a lot of ideas for fine motor activities. Some examples include: using fingers to transfer a variety of objects; using plastic tweezers to transfer a variety of objects; squeezing, rolling and pinching playdough; threading etc.

