



Brookland Infant & Nursery School

Topic - Favourite Stories

Foundation Stage Curriculum Planning		Information for Parents & Carers
Year Group: Nursery	Classes: Cherry (am & pm group)	Term: Spring 2017
<p>The curriculum is divided into 7 areas of learning and is taught using a topic approach. Teachers may ask you for various resources or artefacts by putting a <u>note on the window or board in the cloakroom at the appropriate time.</u></p> <p>It would help if you could extend the children's own interest in this topic by using resources that you may have at home or can access in the local area (e.g., Grandparents, museums / library).</p>		
Area of Learning	Learning in School	Home-learning / How you can help
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Showing confidence and developing trust • Making goals and having a positive image of themselves • Have pride in their work and achievements 	<ul style="list-style-type: none"> • Try new things - go to places, try new food - talking about what might happen or how it might make us feel. • Make plans and goals at home, about achievements and concentrate on success - getting dressed for bed quickly and independently, eating fruit and vegetables at dinner time, riding a bike etc.
Physical Development	<ul style="list-style-type: none"> • Moving freely, exploring the available space safely and with confidence • Exploring moving in different ways • Using apparatus and climbing equipment • Moving with control when climbing and around apparatus or when developing ball skills 	<ul style="list-style-type: none"> • The children will be having a P.E. session in small groups on a weekly basis. They will remove socks and shoes and jumpers and cardigans. Please help them to manage this independently.
Communication & Language	<ul style="list-style-type: none"> • Talking with confidence in a group, starting to pretend situations, and using talk to connect ideas, explain what is happening and anticipate what might happen next. • Joining in with stories and refrains • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Ask your children about their day giving them time to talk to you about what they have experienced at school or on visits to different places. • Sing nursery rhymes and tell stories.
Literacy	<ul style="list-style-type: none"> • Show an interest in stories, thinking about text and illustrations, remembering settings, characters and events • Joining in with stories and refrains • Learning about rhymes and alliteration, blending and segmenting simple words in preparation for reading. 	<ul style="list-style-type: none"> • Read stories together talking about what the pictures show and what might happen next. Let your child look through the pages and start to point to letters that they might know. • Practise writing your child's name (with a capital first letter, lower case the rest)

	<ul style="list-style-type: none"> • Give meaning to marks they see and draw 	<ul style="list-style-type: none"> • Play 'I spy' games, listening to the sound of letters not the name e.g. N as nnnnnnnn, instead of 'en'. • Play 'Simon says put your finger on your....n-o-se' • Enjoy singing nursery rhymes
Mathematics	<ul style="list-style-type: none"> • Using number names in play and counting with one-to-one correspondence • Knowing that a numeral represents a set of items, and starting to recognise and match to numerals 0 to 9 • Starting to solve maths problems in their own ways • Use mathematical language, such as number names, shape words, and positional language 	<ul style="list-style-type: none"> • Give instructions with positional language clues - finding items and giving some independence e.g. hide and seek with toy animals • Allow your child to lay the table, matching plates, cutlery or biscuits to each member of the family. Do they need one more, or do they have too many?
Understanding the World	<ul style="list-style-type: none"> • Sorting items by children's own criteria, talking about how items are similar or different • Constructing for a purpose in a range of materials. Starting to build horizontally and vertically, learning to balance pieces together. • Using and exploring ICT -role-play cash register, cameras, computer mouse and keyboard, interactive white board, programmable toys 	<ul style="list-style-type: none"> • Tidy away or group items, talking about how items are the same and where they go e.g. kitchen cupboards, the washing, children's toys • Learn about / get involved in a 'fixing project' at home with an adult that might be happening - a broken chair, a shelf putting up, the car and talk about what might need doing, which tools or materials you might be using and how to keep safe or create a vehicle to play with
Expressive Arts and Design	<ul style="list-style-type: none"> • Tidy away or group items, talking about how items are the same and where they go e.g. kitchen cupboards, the washing, children's toys • Learn about / get involved in a 'fixing project' at home with an adult that might be happening - a broken chair, a shelf putting up, the car and talk about what might need doing, which tools or materials you might be using and how to keep safe or create a vehicle to play with 	<ul style="list-style-type: none"> • Celebrate your child's work, and display if possible, even if only for a short amount of time • Talk about music/dance/art/television/stories that you and your child like or don't like and talk about why. Discuss what makes your child's own work great. Perhaps visit a gallery and find your favourites. (Tate modern have activities for children, some may be for older children).

Mrs N Dant

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Mrs S Watson

Miss A Noto