



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 2018
<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> It would help if you could extend the children's own interest in this topic by using resources 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"> • Awareness of own feelings • Developing awareness that some actions and words can hurt feelings of others • Enjoying simple responsibilities • Gaining independence 	<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. • Name emotions your child is feeling e.g. cross, sad, disappointed • 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 • Noticing changes to my body when I move e.g. getting out of breath, getting hot, tired muscles • Moving with control when climbing and around apparatus or when developing ball skills • Holding a pencil with correct pencil grip • Using one handed tools safely e.g scissors 	<ul style="list-style-type: none"> • When out on scooter or bike talk to your child about the space they have and how to steer or stop to avoid obstacles or people. • Have fun making obstacle courses in the garden or at the park where your child has to run around benches or chairs, crawl under a blanket or through a tunnel (cardboard box) and over some climbing equipment. • Talk to your child about changes in their bodies e.g. pink cheeks • Support your child in holding the pencil between thumb and 2 fingers rather than in fist • Provide regular opportunities for your child to snip paper with child scissors and talk to them about safety.
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 • Understand 'why' and 'how' questions 	<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 that are familiar. • Read stories from books and talk about events using 'how' and 'why' questions

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. • Give meaning to marks they see and draw 	<ul style="list-style-type: none"> • Read stories together talking about what the pictures show and what might happen next or at the end. 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) • 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? • Point out numbers in the environment e.g. house numbers and number plates
Understanding the World	<ul style="list-style-type: none"> • Sorting items by children's own criteria, talking about how items are similar or different • To understand about growth, decay and change over time • 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 • Talk about how things grow and change especially the seasons. Notice when things begin to decay e.g. leaves on ground, old food, rusty metal etc. • Learn about / get involved in a 'fixing project' at home with an adult that might be happening - a broken chair, a shelf putting up, mending the car. 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"> • To join in with and create movement in response to feelings and music • Explores colour and how colours can be changed • Using lines on paper to draw shapes which make objects they know such as a face or a rocket 	<ul style="list-style-type: none"> • Encourage your child to join in with dancing to music your family enjoys • Talk about colours in the environment and use different media to mix colours e.g. crayons, playdough, food colouring, paint • 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 D Marshall

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