

<p><b>Personal Social and Emotional Development</b>  Continue to play games which help form relationships with other children and adults.  Learn to share and take turns when playing.  Talk about how we make sure our nursery is a fair and safe place- write some rules.  Celebrate our differences, linked to Elmer.  Make links to 'British Values'.  Learning to consider the feelings of others and starting to read facial expressions.  Discussing how we can deal with emotions such as anger, sadness, excitement and feeling worried.</p>	<p><b>Physical Development</b>  <b>Muscle Time:</b> children move to music- big movements to develop gross motor skills.  Daily fidgety fingers activities focussing on cutting skills, using pens (as appropriate), building finger muscle strength as a pre-cursor to holding a pen- eg. using tweezers, etc.  Begin to copy letters from name, (if ready), refine letter formation with those children who already do this.  <b>Weekly P.E. session in the hall- Flex 1 and am Tuesdays and Flex 2 and pm Thursdays.</b> Travelling on apparatus in a range of ways, throwing/ catching, ball control (football), negotiating space and moving with confidence. Discuss why we exercise/ healthy choices.</p>	<p><b>Communication and Language</b>  Learn the nursery <b>Top Tips for Listening</b> (good sitting, eyes looking, hands still, lips quiet), and use them in small group work and at story time.  Role-play activities: Castle, cottage, house.  Learn to talk about ourselves with increasing confidence.  Ask questions about things that interest us and ask for things we need.  Talk about families, friends and important events in our lives, share magic moments.</p> <p>Please bring objects in for our "Show and Tell" on Wednesdays- please label to avoid any confusion.</p>
<p><b>Literacy</b>  Sharing and retelling traditional tales in a variety of ways- putting on puppet shows, reading a range of texts, using the interactive whiteboard, sequencing the story, etc.  Opportunity for parents/ carers to come in and read to small groups of children.  Phonics: (phase 1) regular sessions aimed at tuning into rhyme, hearing initial letter sounds in words, segmenting words and blending, playing with sounds, etc. Additional information re: teaching phonics to follow.</p> <p><b>Library:</b> Please leave library books in their book bags on Wednesdays.</p>	<p style="text-align: center;"><b>'Stories'</b>  <b>Curriculum overview: Spring 1 2017</b></p>  <p style="text-align: center;">Please note, these activities are subject to change as we are led by the ideas, interests and needs of the children.</p>	<p><b>Mathematics</b>  Daily use of counting and number rhymes. (mini-maths). Go on a number hunt.  Various cooking activities- amounts, measuring, weighing, comparing.  Problem solving- real life contexts, where possible, e.g. helping to share out the fruit at snack time, sort socks/ washing, count pencils back in to the pot.  Recognition of numbers, learning to match quantity to numeral and using Numicon and comparing quantities/ size Positional language- on, under, next to, beside etc.  Shape- making patterns with 2-D shapes (Elmer inspired). Talking about properties, e.g. A triangle has three sides, three corners.</p>
<p><b>Understanding the World</b>  Learning about Chinese New Year and how this is celebrated.  Observing change- cooking activities; making gingerbread biscuits and mini pizza muffins.  Outdoor learning- using nature and the world around us to learn and create.  Computer sessions with Mrs Doherty.</p>	<p><b>R.E.</b>  To continue to join in class prayers and begin to add our own prayers, e.g. thinking about people who are poorly, etc Add to our RE table. Learning about Candlemas and Jesus as the light of the world, Anna and Simeon.</p>	<p><b>Expressive Arts and Design</b>  Make Chinese lanterns  Construction: castles (teaching joining techniques).  Pattern and texture: creating a whole class Elmer.  Decorating gingerbread people.  Daily opportunities to paint and create with a variety of media. Weekly music sessions.</p>