



Nursery Newsletter
Spring

Well done to all the children during the autumn term. We have seen amazing progress and have been blown away by the children's efforts and determination. Nursery did an amazing job at performing the nativity, all the staff were very proud of all their hard work to put on such a brilliant show.

Maths

Nursery 1 children (January starters) will be working in a small group completing more practical activities for the first half term.

Spring 1



During spring 1, children will be consolidating what they know about 1 and 2 and begin learning about number 3. Children will learn to recognise 3 dots, like they see on a die, without counting them, they will also look at 3 in different arrangements and sizes. They will count 3 with 1.1 correspondence and be introduced to what the numeral 3 looks like and what it represents. Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of. In addition to this, children will learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides. Following this, children will move into the number 4 and explore squares and rectangles, understanding they have 4 sides. As above they will also explore composition, counting and what the numeral 4 looks like, including what it represents.



Spring 2

As we enter Spring 2 children will learn about the number 5.

They will explore 1.1 counting, the numeral 5 and the 5 sided shape- Pentagon. The following week, children will look at the composition of 5 and how it is made up of smaller numbers and amounts. In week 3 we will learn the number 6 and introduce a tens frame.



In the last few weeks, we will explore height and length using the language, tall and short/ long and short. Children are then introduced to balance scales as we learn about mass. They will explore what happens when they put different objects in them and begin to use the language heavier and lighter. Finally, as we move onto capacity, children will explore containers that are full, empty, nearly full, and nearly empty, both practically and pictorially. Children will compare the capacity of different containers by directly pouring from one to the other.

How could you support your child?



- Spot the numbers whilst on walks, on car number plates/ door numbers



- Find pebbles/ leaves outside and arrange them in different patterns. Discuss different sizes still showing the same amount.



- Dominoes- spot the dominoes with 3/4/5 dots on them.

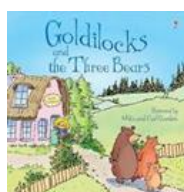


- Children to help by getting 'three' or 'four' of an object. E.g. 'Could you bring me 3/ 4 books/ apples/ pencils please?'

Talk for Writing

Please see below the books we will be using as our focus texts in literacy. We will be learning to retell the stories through text maps, story maps and S maps. We will sequence the events and learn new vocabulary through Makaton to support our oracy development. Children will be provided with a range of opportunities and experiences that are linked to the key texts to inspire independent writing/mark making and storytelling.

Spring 1



Spring 2



Topic

In Spring 1 we are looking at the Topic, 'Story of my life...'. We will be looking at a range of cultural events such as, New's resolutions, Lunar New Year and Pancake Day. In our SMSC, we will focus on children establishing their 'Dreams and goals'.

In Spring 2 we are looking at the Topic, 'I heard it through the grapevine...'. We will be looking at the season of spring, growing plants and be inspired by the changing weather. In our SMSC, we will focus on becoming resilient and 'Healthy me'.

Throughout the term we have a key artist: Henry Moore (Spring 1) and Anthony Gormley (Spring 2). We will also look at our inspiring role model, Nadiya Hussain.

Phonics

In Nursery we learn daily pre phonics skills, this is the first stage of the phonics teaching programme. At this stage, the focus is primarily on developing speaking and listening skills. Pre phonics also lays the foundation for reading and writing in reception.

The phonics skills that we will be developing in the spring term are:

Environmental sounds, Instrumental sounds, Body percussion (e.g. clapping and stamping), Rhythm and rhyme, Alliteration, Voice sounds and Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog').

Examples of Pre Phonics

Aspect 1 - Environmental Sound Discrimination

Aspect 2 - Instrumental Sound Discrimination

Aspect 3 - Body Percussion Sound Discrimination

Aspect 4 - Rhythm and Rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice Sounds

Aspect 7 - Oral Blending and Segmenting (Introduced in Spring 2)

The purpose of these different aspects is to develop children's language abilities in the following ways:

- Learning to listen attentively
- Developing their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different sounds

How could you support your child?

Read to your child every day.

Ask questions about the stories you read and point out images within the book to discuss vocabulary.

Sing a range nursery rhymes.

Rhyming games

Play games and complete short activities together to encourage listening and attention skills.

Key information:

Please bring **book bags every Friday** to change reading for pleasure books.

Please ensure children bring **water only** to school.

Please ensure all clothing is labelled including shoes.

Children are encouraged to bring named wellies that can remain at school for water and mud play.

Upcoming Events

Wednesday 24th January & Thursday 25th January – Nursery Stay and Play

WC 29.01.24 LGBT History month

WC 05.02.24 Children's mental health week

11.02.24 International Day of Women and Girls in Science

WC 19.02.24 Luna New Year

WC 19.02.24 Stand up to bullying

WC 04.03.24 Women's History month

WC 04.03.24 Holi Festival

07.03.24 World Book Day

WC 11.03.24 British Science Week

WC 18.03.24 Easter Egg/ Easter bonnet decoration

While we always endeavour to stick to specified days and time. Changes may occur outside of our control. We will always communicate changes via weekly newsletters or our messaging system.

Thank you for your continued support with your child's progress and learning.
Mrs Pearson, Mrs Richardson and Miss Glasby