

Dear Parents,

Welcome back! We hope you have had a great Christmas (and didn't eat too much chocolate!). Over the coming weeks we will be learning about Nursery rhymes! You could really help by sharing nursery rhymes with your children at home.

We will be starting our dough disco this half term! Each child will have their own pot of play dough and will take part in daily hand exercises to funky music! The aim of this is to strengthen their hands in preparation for developing a secure pencil grip in readiness for writing. The dough disco is sure to be enjoyed by the children (and the staff too!).

This half term we are continuing to recognise numerals 0-5, moving on to 10 and beyond as the children are ready. We will also be beginning to introduce letters and the sounds they make. The first few sounds we will learn are s, a, t, p and i. We will be sending home ideas for activities you can try at home to support your child's learning in these areas in the coming weeks.

Please ensure your child has appropriate PE kit in school every week and that earrings are removed and long hair tied back. If children are wearing earrings they cannot join in PE sessions.

As always doors open from 8.55 and we will be available any day, if you wish to speak to us, after Nursery.

Many thanks for your continued support
Mrs Teal and Mrs Brown

Useful websites

www.ashcroftinfantandnursery.com

<http://www.topmarks.co.uk/Search.aspx?q=rhyme>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.letters-and-sounds.com/phase-1-games.html>

Nursery

Learning Challenge

Planner Spring 1

How many Nursery Rhymes do I know?



WOW: Nursery Rhyme competition! How many nursery rhymes do you know?	
LC1	How many currant buns are in the bakers shop?
LC2	Who lives on Old McDonald's farm?
LC3	What made the little dog laugh?
LC4	Where have you been Pussy Cat?
LC5	What time is it mouse?
LC6	What's in your garden Mary?
LC7	Does Incy Wincy spider like the rain?

COMMUNICATION AND LANGUAGE

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Understands humour, e.g. nonsense rhymes, jokes.

Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Can select and use activities and resources with help.

Aware of the boundaries set, and of behavioural expectations in the setting.

PHYSICAL DEVELOPMENT

Holds pencil near point between first two fingers and thumb and uses it with good control.

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

LITERACY

Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Continues a rhyming string.

Hears and says the initial sound in words.

MATHEMATICS

Compares two groups of objects, saying when they have the same number.

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Recognises numerals 1 to 5.

Uses everyday language related to time.

UNDERSTANDING OF THE WORLD

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Shows care and concern for living things and the environment.

Completes a simple program on a computer.

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

EXPRESSIVE ARTS AND DESIGN

Begins to build a repertoire of songs and dances.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Explores the different sounds of instruments.

Explores what happens when they mix colours.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.