

Communication and Language

- Children can listen to familiar stories and have some recall of the story e.g. the monster climbed a mountain and the stairs in 'Bedtime for Monsters'.
- Children are beginning to understand two/three word level instructions such as; hang your coat up and choose a book.
- Children use what, where, when questions e.g. where's Mummy, what's the snack today or when is it home time?

Personal, Social and Emotional Development

- Children are confident to play alone, alongside and with others and can invite others to join them.
- Seeks out the company of adults and children to share their ideas, experiences and ideas e.g. I like the trains, do you? Shall we make a track together?
- Children can identify similarities and differences between themselves and their friends and is able to talk about their friends and key worker groups.
- Children can listen to others say 'well done' or 'I don't like that' without getting upset or by feeling proud of themselves.
- Children express wider emotions in play and interactions with familiar adults/friends e.g. excitement/ disappointment/ anxiety/ guilt and self-doubt.
- Children identify others' emotions by their actions or facial expressions and can understand their needs and wants and may assist them.

Physical Development

- Children are climbing on the pencils, buckets and up the stage. They are traversing the climbing equipment using heel to toe feet.
- Children can use their hands to balance themselves.
- Children walk down steps, slopes while carrying small objects such as; a ball, toy or other outdoor resources while maintaining their balance.
- Children can stand on one foot or squat for a short time, shifting their body weight to balance more.
- Children are willing to explore a range of texture, tastes and express likes and dislikes.
- Children can mimic others actions or movements playfully
- Children are beginning to identify danger and find a familiar adult for comfort or help.

Literacy

- Children start to talk about events and characters in stories and suggest how the story might end.
- Children are interested in illustrations and words in books and on screens in the classroom environment e.g. they see their favourite cartoon logo.
- Children enjoy looking at books and digital print independently
- Children confidently handle books and ipads carefully and the correct way up.
- Children make up stories and act out role play scenes based on their own experiences e.g. Mummy feeds the baby and Daddy cooks dinner. Children start to imitate adults' writing by making continuous squiggles, lines, circles, some letters shapes (early writing) from left to right.

Nursery Half Term Overview

Spring 2

Topic:

Mini Beasts/Spring/Easter

Mathematics

- Children use number names and counting in play and show a fascination with larger numbers e.g. I have lots - seventeen.
- Children can recognise up to 3 objects without the need for counting them.
- Children begin to recognise numerals 0 to 10.
- Children count up to 5 objects recognising the last number they say is how many are there e.g. I have 5 orange pieces.
- Children are beginning to recognise common 2D and 3D shapes.
- Children are talking about similarities and differences in shape properties e.g. round, 3 sides.
- Children enjoy separating and joining shapes together to create new arrangements to create

arches, enclosures using trial and error to select the appropriate blocks.

Understanding the world

- Children talk about events and experiences in their own lives such as; a birthday party or a trip they have been on or if Mummy is not well.
- Children describe special events in their lives e.g. All the family get together at Christmas or they go to church at Easter.
- Children talk about what they notice about seasonal changes and how it works with new leaves growing on trees, flowers springing up and nature coming back to life.
- Children develop an understanding of growth, decay and change over time using personal experiences of growing plants and vegetables in the school garden.
- Children use technological toys with knobs or pulleys, cameras, and ipads or tablets.
- Children can use simple equipment, e.g. uses a remote control, operates an ipad selecting the correct app.

**As we are looking at the change in weather, it would be helpful to chat about the seasonal changes on the way to and from school
E.g. New grass and flowers are growing, the leaves appearing on the trees - these are signs of Spring!**

Expressive Arts and Design

- Children join in with actions, nursery rhymes, songs and ring games.
- Children sing familiar songs from their favourite cartoons or bands seen/heard in school or at home.
- Children develop their skills of making sounds intentionally e.g. keep the beat to a nursery rhyme.
- Develops an understanding of how to create and use sounds intentionally.
- Children mirror, mimic or copy the actions of others adding their own changes spontaneously.
- Children are imaginative in their play based on their own or their friends' experiences and ideas.

Useful information

Ways to help your child

Encourage your child to be as independent as possible this includes:

- Putting on and taking off jumpers or cardigans.
- Taking shoes off and putting them back on.
- Putting on and taking off their coats and starting to zip them up.
- Toileting/hand washing and drying.
- Tidying away their toys.

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.

Shared Reading

We actively encourage parents/carers to read to their child regularly. As you read, your child can look at the pictures and start to point out familiar features e.g. a big, black dog.

To help with this, every Monday your child will have the opportunity to choose a library book from the classroom box. They will need to have a blue book bag in school so they can transport the books safely to and from school.

Along with the library book, they will have a log book that we encourage you to write in e.g. Bob loved this story as he has a teddy that looks similar or they showed no interest.

Every Monday your child will bring home a reading book. This book has no words but tells the story through pictures. If you can model this first then encourage your child to tell this story in their own words. Ideally they should be encouraged to do this two or three times per week.

At Cathcart Street Primary we strive to develop a love of reading from an early age and this can often help with the bedtime routine; bath, PJ's then bedtime story with their Mummy/Daddy or Grandparent.

All library and reading books will be sent home on Monday and should be returned to school on Friday.

Diary Dates & Learn Together sessions

Polite Reminder

Please can all clothes, including coats and bags be clearly labelled with your child's name.

Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>