**Foundation Stage Nursery**

**Class 1 Willow & Oak**



**Spring Term 1 2025**

**We are learning about ….**

**Our Fascinating World**

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**Things to do to help your child:**

* Share books regularly with your child
* Ask your child what they have been learning
* Support your child with independence with their coats and shoes
* ****Promote independence with toileting and eating with cutlery

**Useful Websites**

On our school website there are lots of activities for your child to do.

Other useful websites that may help your child are:

<http://www.bbc.co.uk/schools/bitesizeprimary/>

<http://www.primaryinteractive.co.uk/>

<http://www.crickweb.co.uk>

<http://www.ictgames.com/>

https://whiterosemaths.com/homelearning/early-years/

**Remember to send your photos of activities that you do at home to us:**

[**THP-Class1@nclt.ac.uk**](mailto:THP-Class1@nclt.ac.uk)

**This term we will be learning:**

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| **Area of learning** | **Objectives to be covered** |
| Communication and Language | * Use a wide range of vocabulary * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books and be able to tell a long story.   Acorns   * Generally, focus on an activity of their own choice and find it difficult to be directed by an adult * Understand single words in context – ‘cup’, ‘milk’, ‘daddy’ * Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. |
| Personal, Social and Emotional Development | * Play with one or more other children, extending and elaborating play ideas. * To become more outgoing with unfamiliar people, in the safe context of their setting. * To increasingly follow rules, understanding why they are important. * To remember rules without needing an adult to remind them.   Acorns   * Find ways of managing transitions, for example from their parent to their key person. * Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. |
| Physical Development | * To skip, hop, stand on one leg and hold a pose for a game like musical statues. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * To start taking part in some group activities which they make up for themselves, or in teams.   Acorns   * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Build independently with a range of appropriate resources. |
| Literacy | * To understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing   Acorns   * Pay attention and responds to the pictures or the words. * Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. |
| Maths | * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * To know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal Principle) * To show ‘finger numbers’ up to 5. * To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * To experiment with their own symbols and marks as well as numerals. * To understand position through words alone – for example, “The bag is under the table,” – with no pointing. * To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.   Acorns   * Take part in finger rhymes with numbers. * Combine objects like stacking blocks and cups. Put objects inside others and take them out again. |
| Understanding the World | * To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * To talk about the differences between materials and changes they notice.   Acorns   * Repeat actions that have an effect. * Explore materials with different properties. |
| Expressive Arts and Design | * To create closed shapes with continuous lines and begin to use these shapes to represent objects. * To sing the pitch of a tune by another person (Pitch Match) * To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.   Acorns   * Respond emotionally and physically to music when it changes. * Explore their voices and enjoy making sounds. * Explore a range of sound-makers |

**Focus for learning**

**Our Fascinating World**

**Lots of exciting learning will take place, including:**

* Learning about the different animals that live in Africa and Polar Regions.
* Finding out information about Africa and Polar Regions.
* Learning about the differences in culture including clothing, music and stories.

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**Homework Challenge**

* Can you plan and build a box model of an African animal?
* Can you box model a polar bear or penguin?
* Share some stories about Africa.
* Listen to African music.
* Make your own igloo out of sugar cubes
* Make an African Mask