**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**

**This term we will be learning:**

|  |  |
| --- | --- |
| **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’.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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
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**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