

# Foundation Stage Nursery

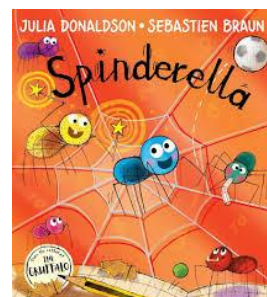
## Class 1 Willow, Oak & Acorns



**Summer Term 1 2026**

We are learning about ....

## Story Time



## 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. Check it out at

**THPOffice@nclt.ac.uk**

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
<p><b>Communication and Language</b></p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p><b>Acorns:</b></p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Find solutions to conflicts. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p><b>Acorns:</b></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>
<p><b>Physical Development</b></p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Acorns:</b></p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>
<p><b>Literacy</b></p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Acorns:</b></p> <p>Have favourite books and seek them out. To share with an adult, with another child, or to look at alone.</p>

	Repeat words and phrases from familiar stories.
<b>Maths</b>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p><b>Acorns:</b></p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Build with a range of resources.</p>
<b>Understanding the World</b>	<p><b>Acorns:</b></p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Notice differences between people.</p> <p>Make connections between the features of their family and other families.</p>
<b>Expressive Arts and Design</b>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p><b>Acorns:</b></p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>

## Focus for learning

### Story Time

Lots of exciting learning will take place including:

- Exploring minibeasts in their environment
- Exploring Thorpe Hesley and looking at the environment we live in
- Listening to lots of stories and building story language in our play. Focusing on Goldilocks and the Three Bears, The Hungry Caterpillar and Spinderella
  - Telling our own stories in small world using props.
- Re-enacting our favourite traditional tales to perform to all our friends.

### Homework Challenge

- Can you make some props to retell your favourite story?
- Create a reading den to retell a familiar story with your grown-ups.
  - Paint or draw pictures of your favourite characters
    - Bake some gingerbread cookies
    - Make a spoon character

Don't forget to share your photos or videos via our class email!