

Nursery Autumn 2
6th November 2017 – 20th December 2017


Every day your child enjoys a broad range of different subjects and learning experiences. We follow a similar timetable every day, so that we can embed our classroom routines and master skills that are important within subjects, such as English and Maths.

8:30-9:00am	Morning Meeting and Sounds
9:00-10:20am	Choosing Time
10:20-10:30am	Snack and Story Time/Character Virtue
10:30-10:50am	Talk for Writing*
10:50-11:10am	Big Play
11:10-11:25am	Music/Dance/Drama/Yoga
11:25-11:30am	AM students: Reflection/ Going Home (PM students: washing hands)
11:30-1:00pm	Family Dining/ Big Play (PM students: Afternoon Meeting and Sounds 12:30-12:50pm)
1:00-1:20pm	Maths Meeting*
1:20-3:00pm	Choosing Time
3:00-3:10pm	Snack (PM)/Milk and Story Time/Character Virtue
3:10-3:25pm	Music/Dance/Drama/Yoga
3:25-3:30pm	Reflection/ Going Home

*Alternated throughout a two week period to ensure AM and PM students have equal sessions of Talk for Writing and Maths Meeting.

Subject	What is my child learning about at school?
English Literature <i>Talk 4 Writing</i>	Your child is continuing with their learning of how to retell a story using a Confident Voice . A Confident Voice means that when speaking they are heard clearly by their audience. The story that we will be using is <i>The Little Red Hen</i> by Mary Finch. We will begin by retelling this story as a class using actions with our bodies. The children will work towards retelling the story individually and independently. Your child will also learn about the structure of a story (beginning, middle and end) and make predictions about what might happen next within the story.
Reading - <i>Sounds-Write (Phonics)</i>	Your child is learning to recognise and write initial sounds. Your child is also learning blending and segmenting skills which will support them as they move on to reading and writing independently. The sounds we are focusing on this term are: <p style="text-align: center;">a i m s t n o p b c g h</p>
Writing - <i>Nelson Handwriting</i>	Your child is continuing to learning how to use a 'Perfect Pencil Grip' to form their sounds correctly and has lots of opportunities within the classroom to develop their fine motor skills. For example, using tweezers, threading, playdough. Pupils will begin to write initial sounds during their sounds time and have opportunities for writing everyday around the classroom. For example, within the role play area, at the writing table, using their name writing template.
Mathematics - <i>Maths No Problem</i>	Your child will be learning to recognise the value of numbers to 10, whilst developing their one to one correspondence. We will continue adding two groups of objects together by counting and we will also represent numbers using our fingers or other objects, matching the correct numeral to the quantity. Each day the children will continue taking part in a Maths Meeting where they will revise and be introduced to new concepts, such as addition, shapes, positional language and patterns. We will be learning about the language associated with measuring size. Your child will be sorting objects according to size (big and small) and talking about things which are 'bigger' or 'smaller', 'taller' or 'shorter' and will use non-standard units of measurement to help us. For example, teddy bears, blocks, feet and hands.
Core Knowledge <i>History, Geography and Science</i>	Our unit this term is 'People and Communities'. Your child will be learning about the local community and people in the local community who help us. Pupils will learn not only about their immediate community, but also about our capital city, London. We will be looking at different London landmarks with specific links to Geography and History. Pupils will also be learning about the purpose of maps and creating their own maps of London. Alongside this we will think about how we can use our 'helping hands' to help the school community.

<p>Character</p>	<p>Your child is learning about leadership and teamwork, fairness and service to others. We will be reading stories about these character virtues and putting them into practice in the classroom and around the wider school community.</p>
<p>Art</p>	<p>This term we will be looking at Claude Monet's 'London Landscapes', which supports our current topic. We will study some of Monet's work and then create our own London landscapes using a range of different media.</p>
<p>Design and Technology</p>	<p>In Design and Technology your child is continuing to use junk modelling materials to create their own inventions. They are learning how to use glue and masking tape to stick things together, and to use scissors carefully. We will also be going up to the kitchen to practise cooking skills, personal hygiene, following a recipe and taking turns.</p>
<p>Music</p>	<p>Your child sings with their class every day. They will start preparing for the Nativity, during which they will need to demonstrate their bravery singing in front of others. We will also be using instruments to practise copying a rhythm and to look at tempo, pitch and volume. Some of the songs your child has learnt for our Daily Calendar sessions are listed below. If you are not sure of the tune, just ask your child to teach you.</p> <p>What's the Weather? What's the weather, what's the weather, what's the weather like today? Cloudy, raining, snowing, sunny? What's the weather like today?</p> <p>Great Day! Great day! Great day and the sun is shining. Great day! Great day and the sun is shining. The sun is going to shine on everyone!</p> <p>It's Raining Outside It's raining outside, But I don't mind, I've got everything that I need. It's raining outside, But I don't mind, I've got everything that I need. I've got my hat, an umbrella, wellington boots and a scarf. I've got my hat, an umbrella, wellington boots and a scarf. (You can omit the items and replace with humming for an extra challenge!)</p> <p>Days of the Week (to the tune of 'The Adams Family') There's Monday and there's Tuesday, There's Wednesday and there's Thursday, There's Friday and there's Saturday, And then there's Sunday!</p> <p>Months of the Year (to the tune of '10 Little Fingers') There's January, February, March and April, May, June, July and August, September, October, November, December, Twelve months in a year!</p>
<p>P.E.</p>	<p>Your child is learning to move freely with pleasure and confidence in a range of different ways. For example, skipping, crawling, slithering. We will also be practising running skilfully and negotiating space successfully, adjusting speed and/or direction to avoid obstacles.</p>

Subject	How can I support my child's learning at home?
Reading	Please read with your child every day. This will support their phonic knowledge and build a broad and rich vocabulary, which will support their reading comprehension. You can practise blending skills with your child by gathering together a small group of simple objects and sounding out the word, allowing your child to blend the sounds together and pick the correct object (p-e-n, d-o-g).
Writing	Although we are practising writing initial sounds, it is very important that your child practises writing their own name, using correctly formed letters. Encourage your child to practise their 'Perfect Pencil Grip' when writing at home using a pencil and paper.
Mathematics	<p>To help your child with number recognition, you could put a number line in their bedroom and practise the numbers together in the morning whilst getting ready for school or before bedtime.</p> <p>You can use different objects to compare size, for example ask your child to point out the 'bigger' or 'smaller', 'shorter' or 'taller' objects. Other language you can use at home during your daily interactions are 'biggest', 'smallest', 'shortest' or 'tallest'. You can also talk about objects that are the 'same size.'</p> <p>To practise using fingers to represent numbers, you can sing simple number songs at home. For example, '5 Little Speckled Frogs', '5 Little Monkeys', '10 Green Bottles', 'Johnny Works with Five Hammers', '1,2,3,4,5, Once I Caught a Fish Alive'. If you are unsure of how the tune goes, just ask your child to teach it to you.</p>
Core Knowledge	There are an enormous number of activities you can do with your child to support their understanding of the concepts we're focusing on this term, including history, mapping and London. You could spend time with your child looking at and talking about old photo albums. Your child could even 'interview' a family member from an older generation about what it was like when they were a child. Make maps of your journey to school, the local shops and weekend outings. Your child could learn the names and functions of famous London landmarks and you could visit these places on weekends. For example, the Houses of Parliament are where 'rules' are made; St Paul's Cathedral is a place of worship; Wembley Stadium hosts big sports games and concerts.
Character	Your child is learning to say 'please' and 'thank you', especially during fruit time and family dining. Please help them practise using good manners at home during breakfast and dinner time.
Art, Design and Technology 	<p>Let your child explore making new colours using a range of media you have at home, such as poster paint or watercolour paints. Encourage your child to describe each of the colours they are making using different words or identify whether it is a primary or secondary colour.</p> <p>Claude Monet's paintings of London landscapes are available to see at the National Gallery, including one of his most famous paintings 'The Thames below Westminster'.</p>
Music	<p>You can do lots of singing at home, particularly during morning/evening routines. For example, "This is the way we brush our teeth, this is the way we wash our hands, this is the way we eat our breakfast" (to the tune of 'Here We Go Round the Mulberry Bush').</p> <p>Provide opportunities for your child to listen to different types of music. You can ask which is their favourite type and talk about whether the music is slow or fast and loud or soft.</p>
P.E.	Ensure your children have the opportunity to take part in different physical activities such as catching and throwing balls or climbing at the park. You can further support your child's understanding of their own body by talking about changes that they notice after exercising, for example, feeling hot, sweaty, thirsty or 'out of breath'.