

Dear Early Years Parents and Carers,

This half term is all about our school value 'Be Amazed'. Please follow us on X @GCPSNursery and Seesaw to continue to see your child's learning.

Kind Regards,
Miss Ware

What will my child be learning in the Early Years?

There are three prime areas of learning: Communication and Language Development, Personal, Social and Emotional Development and Physical Development.


There are four core areas of learning: Literacy, Maths, Understanding the World and Expressive Arts and Design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are: playing and exploring, engagement, active learning, motivation, creating and thinking critically.



In Personal, Social and Emotional Development we are learning to:

- Form a secure bond with a key worker and play in parallel, observing others and copying ideas
- Understand and join in with some familiar routine activities, led by an adult
- Know who to ask for help
- Know how to use different areas and resources safely and appropriately (e.g. that some resources stay in a particular area)
- Follow adult directions to assist in tidying routines
- Be aware of their own psychical characteristics
- Select from a small range of resources on offer within a single activity
- Use some resources safely and appropriately
- Recognise when they, other or characters feel happy and sad



...be amazed...

~ stay curious and follow your dreams... never lose your sense of wonder ~

This is shown by the light-bulb; this will remind you to never stop having those 'light-bulb' moments. The world is a fascinating place and we never want you to stop being amazed by it.

In Communication and Language, we are learning to:

- Know some nursery rhymes by heart
- Sit still and listen at story time
- Play alongside other children in self-chosen activities
- Choose some of own activities during 'free choice', sometimes with adult support
- Know that 'who' refers to a character and 'where' to a place when talking about pictures from a story.
- Play alongside an adult, attentive as play is narrated.
- Know colour names and uses accurately
- Join in with favourite rhymes - some lines, words and actions. Imitate hand gestures and anticipate some words and join in with them.
- Begin to ask simple questions.

In Physical development we are learning:

- Some action rhymes
- Names of different movements- jump hop run gallop, and respond by demonstrating (May not be competent)
- To drive scooters, bikes and trikes by pushing feet.
- To climb steps or stairs with alternate feet, using a hand or handrail for support.
- To travel by galloping with a leading foot.
- To run safely and at speed in the outdoor space. Kick, Roll, chase and collect a ball.
- To copy some aspects of whole-body action rhymes.

Health and self-care the children should:

- Know they need to use the toilet and can ask adults to help them with clothing
- Begin to know about hand hygiene
- Know that we should clean our teeth twice a day
- Develop appropriate independence in going to toilet when needed
- Wash hands with guidance.
- Snip with scissors or snips
- Begin to mark-make with purpose when given adult support
- Take off own coat, with some support
- Take off own shoes

In Literacy we are learning:

- That at story time we try to sit still and listen
- That we handle books carefully
- The names of appropriate features and objects within stories shared
- To begin to answer who and where questions
- To maintain focus on a short picture book shared with an adult until the end.

Writing

- To make marks on a range of scales with a range of tools and grips.

In Expression Art and Design we are learning:

- To Create with materials and know that we make marks on paper and easel, not walls, furniture etc.
- To make marks with a wide range of tools and grips.
- To explore mark-making with a range of media
- To move while singing/ listening to music
- To be imaginative and expressive
- The names for everyday items in role-play area - e.g. mop, cloth, kettle etc.
- To use props, similar to the items they represent, appropriately, during simple domestic role play.
- To use small world props in short non-verbal narratives and create sound effects and movements

In Maths we are learning:

- That more means 'lots' or a bigger number
- To process simple positional vocabulary in the run of child-initiated play.
- To know that round things can roll
- What 'same' means knows numbers 1-3 in order when counting
- To compare small sets of objects by processing the language "more" and "more than".
- To build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.
- To match pairs to demonstrate a secure grasp of commonality - e.g. by colour or shape Says number names to 5 in songs and rhymes

In Understanding the World we are learning:

- To be interested in stories about people and animals
- To be interested in photographs of familiar people
- To investigate materials by using senses
- That materials and objects must not be put in mouth, ears etc.
- That we take care of living things
- To follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.
- To engage in joint attention with adults for short periods of time in respectful observations of living things.
- To transport materials safely and appropriately (eg sand, water, toys in play)
- To actively collect and enjoy transporting materials.
- To sustain interest in action and reaction toys.