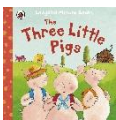


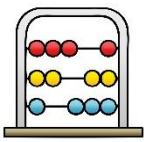








Nursery Autumn 2  
2<sup>nd</sup> November 2020 – 17<sup>th</sup> December 2020

8:30am-9:00am	Morning Meeting (incl. washing hands/days of the week/visual timetable) and Sounds
9:00am-9:45am	Choosing Time
10:00am-10:20am	Break Time
10:20am-10:35am	Fruit and story
10:35am-11:05am	Maths or Talk for Writing*
11:05am-11:30am	Knowledge or Character and Milk Time for AM children/Choosing for FT children
11:30am-12:30pm	Family Dining/ Break Time
12:30pm-1:00pm	Maths or Talk for Writing*
1:00pm-2:00pm	Choosing Time
2:00pm-2:20pm	Knowledge or Character
2:20pm-3:00pm	Choosing time
3:00pm-3:20pm	Sounds and snack for PM chn
3:20pm-3:25pm	Reflection and Milk Time

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.

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

Subject	What is my child learning about at school?
<b>English Literature</b> <i>Talk 4 Writing</i> 	Your child is continuing with their learning of how to retell a story using a <b>Confident Voice</b> . A Confident Voice means that when speaking they are heard clearly by their audience. The story that we will be using is <i>The Three Little Pigs</i> . 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.
<b>Phonics</b> <i>Sounds-Write</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</p>
<b>Writing</b> <i>Nelson Handwriting</i> 	Your child is continuing to learn 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 and cutting. Pupils will begin to write CVC words during their Sounds Time and will be writing their name every day. There will also be lots of daily opportunities for writing around the classroom. For example, within the role play area and at the writing table.
<b>Mathematics –</b> <i>Number and Shape, Space and Measure</i> 	Your child will be learning to recognise the value of numbers to 10, whilst developing their one to one correspondence. 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.
<b>Knowledge</b> <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. Alongside this we will also be looking at who is in our community and how we help each other. For example, firefighters and doctors.
<b>Character</b> 	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>PSED</p>	<p>We will also be teaching your child about the caring service Mary Seacole provided as a British-Jamaican nurse as we learn about the important people who help us in our community. We will also be focusing on 'Being Me in My World'. We will be teaching your child self-identity, understanding feelings, being in a classroom, being gentle and our rights and responsibilities.</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 and hears music every day. They will start preparing for the Nativity, during which they will need to demonstrate their bravery singing in front of a camera. 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 will be learning 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><b>What's the Weather?</b> 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><b>Great Day!</b> 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><b>Months of the Year</b> (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>This term we are focusing on ball skills. Your child will be taught how to throw a ball using both an under and over arm throw. We will also be teaching your child to catch a ball using two hands.</p>
<p>Spanish</p> 	<p>This half term your child will be learning how to ask 'How are you?' in Spanish and how to respond with "I am well" or "I am tired".</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	It is very important that your child uses the correct 'Perfect Pencil Grip' from the very beginning. If you notice that your child is not using this please move the pencil so that it sits between the index finger and thumb. Please encourage your child to practise writing their name every day. A great way to start this is by using dots (as shown on their name cards) and then moving onto one or two sounds at a time by modelling where to start the sound and how it is formed.
Mathematics	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. 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'. 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', '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.
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 plan to visit these places. 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  PSED	Your child is being encouraged to say 'please' and 'thank you', especially during fruit time and lunch time. Please help them practise using good manners at home during breakfast and dinner time. Your child has been showing great perseverance in developing their independence at school. Please support this by encouraging them to put their own coats and jumpers on. Your child is learning about feeling safe and happy at school and identifying their feelings. Please support this process by spending time asking how they are feeling and reminding them that their actions affect others.
Art, Design and Technology	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.
Music	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'). 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.E. Please can you ensure that your child comes in to nursery wearing trainers on Friday for PE.	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'.