

**Your child's learning journey...**

*Towards Reception*

**This year we will be 'explorers' in Nursery**

We recognise parents as the first teachers of their child and we seek to support you in this role.

The purpose of this booklet is to support parents understanding  
of what is expected of you and your child in Nursery

**Love – Serve – Heal – Bless**



**Red Lines:** In nursery we are expected to achieve the following:



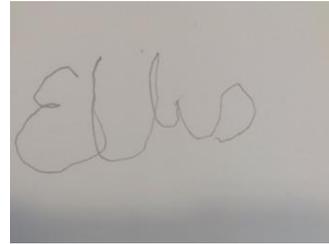
**I can name my numbers to 10.**

Name all numbers correctly in order to 10,

Match numeral and quantity in any order.

Recognise a quantity without counting (cardinality)

Recognise a numeral.



**I can sign my name.**

Write name in cursive.



**I demonstrate a sense of curiosity.**

Observe the world around them.

Ask questions and find things out.

Respond to 'how' and 'why' questions.

**I can hold my pencil in a tripod grip with good control.**

Correct grip every time including writing name, colouring in and drawing.



**I have completed phase one phonics.**

Identify rhyming words.

Hear and say initial sounds.

Blend and segment simple words (talk like a robot).

**I can sort objects based on my own criteria.**

Anything and everything!



**I can sit strongly.**

Straight back, shoulders back, still, lips closed for 10 minutes.



**I know metaphors for God from reading stories about Jesus.**

God is love. God is a shepherd.

## Curriculum

What your child can expect in nursery

### COMMUNICATION AND LANGUAGE

#### Listening and Attention

- I listen to the stories that you tell me and talk about it later.

#### Understanding

- I can listen to what you tell me you want me to do (involving 2 things) and then I can do it.
- I am beginning to understand when you ask me questions like, "How can we mop up the juice?" and "Why do you want to wear your boots today?"

#### Speaking

- I can tell you about something that happened yesterday, like, "Remember when we went to the park and had a green apple and came home."
- I can talk about what we are doing now and what might happen later to tomorrow.
- I can ask lots of questions and answer your questions too.
- I can use a range of tenses correctly when I am speaking (e.g. play, playing, will play, played).
- When I talk to you sometimes I talk like a grown up to make myself clear like, "I really, really need the toilet now."
- I can use lots of words about things that interest me. Like brontosaurus and diplodocus and I like to learn lots of new words.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I can run around stopping, changing direction and slowing down so I don't bump into things.
- I can use child scissors to make snips in paper to cut a straight line.
- I can push, pat, throw, catch or kick things like a large ball, a balloon or a scarf.
- I can cut in a straight line

### Health and Self-Care

- I notice that when I am running I get hot and I pant a bit.
- I understand that I have to be careful when I am using scissors or my knife to spread jam.
- I can go to the toilet by myself.
- I can independently put on my coat, shoes and socks.
- I know how to keep myself safe.

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

### Self-Confidence and Self-Awareness

- I like it when you celebrate my achievements
- I am beginning to talk to grownups I don't know and join in new things
- When I will chat to my friends I will chat to my friends about myself and my family.
- I can ask adults for help when I need it
- I can tell my friends and adults what I need, I want, what I like to do and if I like or don't like something.



### Managing Feelings and Behaviour

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad.
- I know that sometimes I can't do things that I want to. (like running around in Collective Worship, or talking through learning time.)

### Making Relationships

- I can play in a group with my friends, I can make up ideas for things to do and games to play
- I talk to and make friends with other children and adults that I know.



## LITERACY

### Reading

- Read and understand simple sentences
- Segment words and blend sounds to read.
- Read tricky words
- Talk about what they have read.



### Writing

- Write words in which match their spoken sounds
- Write tricky words
- Write sentences that others can read.



## MATHEMATICS

### Number

- Count reliably with numbers from one to 20
- Place numbers in order
- Say which number is one more or one less than a given number.
- Add and subtract two single digit numbers
- Count on or back to back the answer
- Solve problems



### Shape, Space and Measure

- Talk about size, weight, capacity, position, time and money
- Compare quantities and solve problems
- Recognise, create and describe patterns
- Explore characteristics of everything things and describe thing



## What can I do at home to help?

### In the bath

- Encourage your child to dress and undress, wash their hands and face, brush their teeth, and comb their hair.
- Talk about health and hygiene such as why we wash our hands and face, brush our teeth.
- Practice pouring, washing, spraying & wiping up.
- Investigate what floats or sinks in the bath.
- Fill containers - use spoons/measuring spoons, cups & bottles of various sizes, talk about full & empty and encourage good hand-eye co-ordination.
- Feel and talk about different textures- soft cotton, hard soap, smooth wall, slippery sink.
- Smell different things-toothpaste, soap.

### In the kitchen

- Talk aloud about what you are doing in your daily routines and explain why.
- Let your child help with jobs around the home e.g. set the table for dinner and talk about how many places are needed.
- Bake cakes or make healthy snacks, talking about how much is needed, show how we use tools in the kitchen to cut, peel and measure.

- Invite friends over to play and share together and work out conflicts.
- Let your child figure out how to open a container or how to do other things without your help.
- Cut open different fruits - cut them open from different angles. Always look for the seeds and talk about how those seeds help make another tree or bush that will grow that fruit.

### In the garden

- Go on a mini beast hunt; ask your children where they think the animals live, how the insects build their homes, where they get their food.
- Look after and take care of the plants in the garden
- Look at changes throughout the year. What leaves are on the trees? Talk about the colours? What animals can you see?
- Plant seeds, take care of them and watch them grow.
- Pick a flower - Count the number of petals and leaves on the flower. Look at whether the petals and leaves are jagged around the edges or smooth.
- Toy Washing -fill a large bucket with water and a bit of dish soap. Bring a bunch of your child's washable toys and "give them a bath".

### Walking to nursery

- Talk about the buildings you pass.
- Spot colours, numbers and shapes in the environment or up in the sky, near the house -bright sun, moon, people, cars, signs, shapes, dark clouds, houses.
- Talk about the sounds they hear and where they might be coming from.

### Games together

- Train your memory and observation - play the card game "Pairs"
- Complete a jigsaw, talk about the corners, edges and middles.
- Play word games. "I spy with my little eye something that is 'red', Let's name things begin with 'c'. I'm thinking of 'something you would find in a park'.
- Play the memory game I went to market and bought - Who can remember the most objects? Who can think of objects with the same sound?
- Make up silly rhymes/sentences with the same sounds, 'Macie monkey munches melon'

### **With grandparents**

- Look through photo albums and talk about how people and things have grown / changed.
- Enjoy sharing a story or singing your favourite nursery rhymes
- Tell stories. Children love it when you make up stories that involve them.
- Take time to make things together.

### **At the beach**

- Look for changes over time-how are the plants different? Are there more or less birds in the sky now than there were last month?
- Encourage your child to describe all the things they feel or experience e.g. look at the colours, textures and patterns in different shells
- Make marks in the sand with sticks and fingers
- Construct with wet and dry sand
- Go rock pooling and talk about the animals you can and can't see.

### **At the park**

- Take it in turns to use equipment with other children
- Help your child understand words related to position, direction, size and comparison. For example, "like" and "different;" "top" and "bottom," "first" and "last;" "big" and "little;" "up" and "down."

### **At the shops / supermarket**

- Label things. For example, name the foods you put in the trolley.
- Look at coins - their value, size in relation to each other, the rim around the edge and all the little letters and numbers.
- Discuss each food item as you put it in the trolley: its size, shape, colour, and texture.

### **At bedtime**

- Say a night time thank you prayer together.
- Read aloud to your child every day. Make it part of your daily routine. Find a comfortable position so they can see the printed words and pictures. When you are reading to your child read with lots of enthusiasm and emotion.

### **Daily Anytime Activities**

- I Love You - Tell your child things that you love about him/her.
- Sing songs together, nursery rhymes, silly songs
- Say, "Today's name is (Monday). Tomorrow's name is (Tuesday)." Show him or her the day's names at the top of the calendar.
- Circle special days on the calendar and count how many days until each special day arrives.
- Talk to your child...a lot. Children learn words more easily and build their vocabulary when they hear them often.
- Teach your child new words.
- Help your child become aware of rhyming words (through songs, nursery rhymes, poems, books with rhyming patterns such as Dr. Seuss books).
- Let your child put away their own toys.

## **We expect our youngest children to make the right choices:**

### **Safety**

- Keep hands and feet to them self
- Walk inside
- Use classroom equipment safely
- If hurt seek an adult's support
- Tidy up when finished

### **Learning**

- Share and take turns
- Stop and respond when an adult says their name
- Listen carefully
- Use appropriate voice to communicate with adults and peers
- Allow peers to make their own choices and be independent

### **Dress**

- Wear uniform or other suitable clothing, all of which is labelled with their name
- Style hair moderately, with long hair tied back
- Leave toys at home
- Bring PE kit / change of clothes each week
- Leave jewellery, including earrings, at home (a wrist watch may be worn).

### **Social**

- Respect each other and be gentle
- Always tell the truth
- Learn to flush the chain and wash their hands, after visiting the toilet
- Use please/thank you and begin to use 'excuse me'
- Celebrate each other's achievements

## **General Information**

### **Checklist:**

- Coat every day as we will be outside whatever the weather, if possible try and bring wellingtons too- we love to splash in puddles!
- Is it hot? Remember to put suntan lotion on.
- Spare clothes, including socks and pants - Useful if your child has accidents.
- Been sick or had diarrhoea? Don't come back to nursery until 48 hours after the last attack.
- Tuck money is £1 per week. This is used for batteries, supplementary snacks, malleable resources e.g. playdough, pasta, jelly, shaving foam.
- Donate a box of tissues each term and a bottle of sun tan lotion each year for use in class.
- Ensure that clothing (everything and we mean everything!) is labelled clearly with your child's name or initials. Things can be misplaced, this will help us find any missing clothing.