Important Events

Parent Reading is on Friday Mornings from 9:00 am to 9:15am.

Reading books will be changed every **Thursday** and children will be given **one book** to take home. Please bring your book bags daily.

We really encourage reading opportunities for our children. Please continue to ensure that your child is reading daily and that you comment in the home reading diary. It is nice to see the little comments from you all.

Grandparents/Significant Older Person Afternoon Tea: Friday 3rd May 2019

Bank holiday: Monday 6th May 2019

Half term: 27th May – 31st May 2019

Return back to school: 3rd June 2019

The full P.E. kit includes a white t-shirt, green shorts and trainers. Please ensure your child brings their P.E. kit on the correct day:

Acorn Class- AM and FT children Monday mornings.

Sapling Class- AM and FT children Tuesday mornings.

Sapling and Acorn PM children: Thursday afternoons.

Please label all items of P.E. kit and school uniform, especially your child's book bag.

Nursery Summer Term 1 Curriculum Newsletter



Dear Parents and Carers,

Welcome back! We hope you had an enjoyable break and are ready for the summer term in Nursery at Orchard Primary School.

We have a brand new and exciting topic to cover this half term with the focus on 'New Life!'

Please remember to bring in book bags, books and home reading diaries to school every day. Please ensure that you are checking your child's home diaries daily.

Reminders: AM/FT children should arrive at 8:55am, ready to line up for learning to begin at 9am. To support with this, please give the children all of their belongings ready to come in.

Afternoon children should arrive to school by 12.30pm.

Should you have any concerns or wish to talk to us about your child's progress, please feel free to speak to us.

Please look overleaf for information about what your child will learn this half term!

Kind Regards, Mrs Gujral & Miss Dahir I can use blocks vertically and horizontally, making different structures.

I can enjoy joining in with dancing and ring games for example 'ring-a ring a roses, or duck, duck goose.

I can explore colour and how colours can be changed by mixing them.

I can describe the texture of things for example, hard, soft, rough or smooth.

I can realise that tools such as scissors can be used for a purpose, for example cutting.

I can build stories around available props and toys.

I can use available resources to create props to support role play.

I can move freely and with pleasure and confidence in a range of ways such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hoping.

I can use a tripod three finger grip when mark making with a pencil.

I can understand that scissors and other equipment have to be used safely.

I can copy some letter e.g. letters from my name.

I can adapt to changes in behaviour and routine.

I can talk about what I 'am good at.

I can begin to be aware of my own feelings and to know that some actions and words can hurt others.

I can carry out small tasks to help an adult and be responsibility for carrying out small tasks.

I can take turns and share my toys, sometimes with support of others.

I can begin to accept the needs of others and can take turns and share resources.

I can show friendly behaviour, start conversations and form good relationships with peers and familiar adults.

I can retell a simple past event correctly, in order.

I can use talk to connect ideas, explain what is happening and say what might happen next.

I can begin to use more complex sentences.

I can ask questions about why things happen and give explanations as to why they happen.

I can answer 'why' and 'how' questions.

I can retell a past event in the correct order.

I can join in with repeated words and anticipate key events and phrases in rhymes and stories.

Personal Social and Emotional

New Life

Communication and Language

Literacy

events and rhymes come up in a story.

I can show awareness of rhyme and words.

I can join in with repeated words and know when key

I can give meaning to marks I draw, write and paint.

I can tell how the story might end.

I can begin to be aware of the way stories are structured.

I can describe main story settings and key characters, for example: The Gruffalo lives in a forest. The Gruffalo has a black tongue with a prickly back.

Physical Development

Expressive

Arts and

Design

Understanding of the World

Mathematics

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I can talk about how my friends and family are different and similar.

I can use ICT hardware to interact with age appropriate computer software.

I can remember and talk about special events in my own life and show care and concern for living things and the environment.

I can show an interest in the lives of people who are familiar to me, for example doctors and nurses.

I can talk about some of the things I have seen such as: plants, animals, natural and unnatural objects.

I can use positional language such as 'on top, next to, behind'.

I can order two or three items by length or height.

I can show an interest in representing numbers by using my fingers or writing them down.

I can show an interest in number problems for example one more or less than a $% \left(n\right) =\left(n\right)$ number.

I can find the total number of items in two groups by counting all of them.

I can separate a group of objects in different ways and know that the total is still the same.

I can begin to talk about the shapes around me and describe them e.g. round and tall.