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| C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7EKQAYX6\Marsupialia_collage[1].png Physical development- fine motor and gross motor skills C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MDMPA91\1200px-Scissors_icon_black.svg[1].png  |
| Activity for **3-4s** | Draw some lines on paper- zig-zags, wavy, straight. Use scissors to cut the lines, or cut images from used catalogues/brochures. |
| Modifications for **2s** and **3s** | Rip paper from big sheets to small (used newspaper or scrap paper will do!)Let your child stick pictures you have pre-cut. |
| **Extension** ideas | Use the images to make a story or to make a plan for a bedroom/holiday. Make a landscape with animals that you cut out- design the background.Develop skills with manipulating and managing sticky tape. |
| Focus on *language* development | Speaking: Describing and explainingListening/attention: Following instructionsUnderstanding: 2-part instructions, “First…then…” |
| Information for parents | Scissor skills support drawing and writing control and skills.Creating and retelling stories is a crucial skill in Reception Class. |
| Cross-curricular links | Maths: Shapes and sizes Literacy: stories Personal/social: confidenceUnderstanding: using tools/thinking about places/animals/homesExpressive: ideas and design  |
| End of nursery ‘goals’ for those going to Reception in September | * Good pencil and scissor control
* Connect and join materials
* Represent ideas
* Language of measures
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| C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QPZBHHDT\Snakes-and-Ladders-Pic-300x246[1].jpg Personal, Social and Emotional development  |
| Activity for **3-4s** | Play a game/ board game/card game (such as Snap!) |
| Modifications for **2s** and **3s** | Play hide-and-seek or a treasure hunt with a favourite toy |
| **Extension** ideas | Play ‘I-Spy with my little eye’ (using sounds), ‘I went to the shops..’ , Jane’s (memory) game (explanation below!) |
|  Focus on *language* development | Speaking: Using tenses –past/futureListening/attention: Respond to directionsUnderstanding: Sequences |
| Information for parents | Turn-taking, waiting, sharing and not winning or being first are important life-skills for school! (Even though it’s difficult- it builds resilience).Jane’s memory game- Make a selection of 5-7 items. Let your child have a good look. Cover them. Remove one item from under the cover. Uncover them. Can your child identify the missing item? |
| Cross-curricular links | Maths: Counting/numbers/same/position/memory  Literacy: Sounds/words/sequences  |
| End of nursery ‘goals’ for those going to Reception in September | * Co-operative play
* Respond to others’ feelings
* Friendly behaviour
* Maintain attention
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|  C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QPZBHHDT\Car-Wheel-PNG[1].png Mathematical Development C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MDMPA91\refrigerator-148332_960_720[1].png C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B09L76RR\lu8WL[1].jpg |
| Activity for **3-4s** | Go around the house and collect all the square, circular, rectangular, triangular items you can find. Sort them into groups and talk about how you know it’s a triangle. What about bigger items around the house? |
| Modifications for **2s** and **3s** | Play with blocks/bricks Do jigsaw puzzlesCut shapes from paper/card use them to make patterns or collage |
| Focus on *language* development | Describe and explain Learn new words- sides/corners/pointsIncrease vocabulary Use comparative language |
| **Extension** ideas | Do the same with 3-D shapesMake a shape pattern Can you make a repeating pattern? |
| Cross-curricular links | Literacy: draw the shapes you found Personal/social: having a goUnderstanding: Explain thinking, listen to the ideas of others, change their mind |
| Information for parents | Being able to recognise and visually discriminate between shapes helps children when it comes to recognising numbers and letters. |
| End of nursery ‘goals’ for those going to Reception in September | * Describe the features of a shape.
* Use everyday language, “It’s like a pizza!”
* Recognising and creating patterns.
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| C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B09L76RR\pencil-1[1].png Literacy Development: Writing **Name** |
| Activity for **3-4s** | Can you write your name with a capital letter at the beginning and then all small-case? |
| Modifications for **2s** and **3s** | Lots of drawing, painting, chalks on the floor in the garden, playdough activities. |
| **Extension** ideas | Can you write your surname? Or ‘Mum’, ‘Dad’, ‘To’, ‘Love’, ‘From’ or the names of other family members? |
| Focus on *language* development | Talk about the way in which you form a letter- the position you start and the direction the pen goes. Most ‘start at the top’ (except d and e) and go ‘straight down’ or ‘towards you’ only a few ‘go away from you’ (e, x, z) |
| Information for parents | Children often draw in a clock-wise direction- it is harder to go right to left (anti-clockwise)- even harder is to ‘retrace a vertical line’ like in ‘m’ that starts at the top, goes down, then back up the same line to the top and over and over. |
| Cross-curricular links | Personal/emotional: Persistence Physical: Pen controlMaths: Direction, shape, position Expressive: Tools for purpose |
| End of nursery ‘goals’ for those going to Reception in September | * Write their name so that it is recognisable
* Write other letters/letter-type shapes
* Draw a person with head, body and some detail
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|  **Literacy Development: Reading** C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SKB68AR7\free_clown_bw-vector-jf[1].png C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7EKQAYX6\ear-25595_640[1].png |
| Activity for **3-4s** | Make silly rhyming names or words- we do this at the end of storytime and the children like it very much! Make a silly rhyme of someone’s name in your family- for example, “Pusan, Dusan, Fusan, Lusan!” and the child has to guess the name, “Susan!” See if your child can rhyme a name or word into a silly string. Make nonsense words! |
| Modifications for **2s** and **3s** | Singing songs like ‘The wheels on the bus’ or ’Old McDonald had a farm’ and our sound songs allow children to hear and make different sounds. |
| **Extension** ideas | Rhyme simple words like- cat, dog, tin, bun, cap to make new words and silly/nonsense words. |
| Focus on *language* development | Following instruction Focus on the main word Explore and play with wordsOrganise and modify words |
| Information for parents | Being able to hear the initial sound in the word and then words that rhyme will help the children with their writing in Reception Class. |
| Cross-curricular links | Personal/emotional: Trying new things Understanding: Notice similarities differences and patterns Expressive: Make up own songs and rhymes |
| End of nursery ‘goals’ for those going to Reception in September | * Linking some sounds to letters
* Hearing rhymes
* Recalling rhymes
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|  **Understanding the World** C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\P2UQTQO6\Redwiggler1[1].jpg C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QPZBHHDT\IMG_2586[1].jpg C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B09L76RR\5614487067_fe317cf9f0_z[1].jpg |
| Activity for **3-4s** | Find a minibeast in your garden or on your daily walk. Treat it gently and put it back outside after you have had a close look and good chat about it. Notice details and features and observe behaviours. |
| Modifications for **2s** and **3s** | Look at some pictures and sing songs such as ‘Insey Wincey spider’, ‘There’s a worm at the bottom of my garden’, ‘I’m a funny little caterpillar’.  |
| Focus on *language* development | Does your child ask ‘how?’ and ‘why?’ questions? Can they answer them if you ask them? Do they use ‘because’? |
| **Extension** ideas | Can they explain their thinking and give reasons? Can they argue if they disagree with you? Do they change their mind if you convince them? |
| Information for parents | Reasoning and explaining language is very important for maths in Reception Class. |
| Cross-curricular links | Personal/social: Collaboration, listening to othersLiteracy: Can you draw a picture/record you ideas?Maths: Count how any legs/body parts. Talk about shapes/sizes/patterns.Expressive: Can you make up a minibeast song? |
| End of nursery ‘goals’ for those going to Reception in September | * Care of living things
* Explain thinking
* Notice features
* Share ideas
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|  C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7EKQAYX6\yrqim7bpw7ftk7yhfiib[1].jpg **Expressive Arts and Design** C:\Users\susans\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SKB68AR7\landscapes-near-spook-cave-iowa[1].jpg |
| Activity for **3-4s** | Make a landscape for your favourite small-world toy or character- for example, a dinosaur land, a moonscape, a beach party or a jungle hide-out. Use boxes, egg cartons, paper, fabric, foil, towels etc. |
| Modifications for **2s** and **3s** | Place a green towel or t-shirt down to represent grass for farm or wild animals, use a blue towel for water. |
| **Extension** ideas | Design and make a space-ship. Create story lines. |
| Focus on *language* development | Think about planning language- ‘I need..’. Plan sequences-‘First…then…after...’ Explore ideas- ‘It could be…’ ‘How about…?’ ‘Maybe…’ |
| Information for parents | Using representation (pretending)- “This is my jungle” - is important because we use symbols to ‘stand for’ letter sounds an number amounts. |
| Cross- curricular links | Personal/social: Solve problemsPhysical: Manipulate materials, use tools, combine materialsLiteracy: Representing. Draw your story.Maths: Measures of size, height, length. |
| End of nursery ‘goals’ for those going to Reception in September | * Represent people, objects and experiences
* Combine materials
* Use experiences
* Organise
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