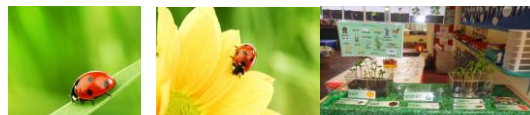




Why do ladybirds have spots?  
Mini-beasts



### Personal, Social and Emotional Development

#### Basic Knowledge:

I may start to form friendships with other children in my class and may join in their play i.e. pretending to be a shopkeeper. I will increasingly follow the nursery rules. I will begin to understand why they are important and how they keep us safe and happy. I will explore my own feelings and will begin to understand how others might be feeling.

#### How to help:

Talk about your child's and others feelings at home. Use books and play scenarios to explore how to support others who may be upset or worried. Draw attention to and label feelings as they occur. For example, 'I can see that you are sad as you are crying.....your face tells me that you are feeling angry.' Explain to your child why rules are important and why they have to be followed.

#### Key Vocabulary:

- Rules
- Happy
- Safe
- Sad
- Worried
- Angry
- Shy



### Physical Development

#### Basic Knowledge:

I will enjoy music and movement. I will explore moving around in a variety of different way, such as skipping, hopping, jumping etc. I will learn to balance and hold a pose for a song. I will stand momentarily on one foot when demonstrated by my teachers. I will explore sequences and patterns of movement using different musical instruments.

#### How to help:

Encourage your child to explore moving their bodies to different types of music. Enjoy using household objects as musical instruments. For example bowls and spoons. Create sequences and patterns of movement i.e. hit the bowl twice with the spoon and then table. Repeat the pattern and encourage your child to copy. Can they create their own pattern using their body? i.e. clap, clap, jump, clap, clap jump.

#### Key Vocabulary:

- Skip
- Hop
- Jump
- Pose
- Freeze
- Balance
- Sequence



### Communication and Language Development

#### Basic Knowledge:

I will begin to listen carefully to stories and offer comments about the text. I will learn to use a wider range of vocabulary and will begin to use it to talk about what I have learnt. I will become more confident to initiate conversations with my peers and teachers and will continue it for many turns. I will begin to follow two part instructions i.e. go to the cloakroom and get your bag and/or shoes.

#### How to help:

Share favourite stories regularly with your child. Read several pages and as you reach an important part of the story, ask questions, 'What do you think will happen next?' 'Why do you think that will happen?' 'How do you know?' Have your child retell the story to you.



#### Key Vocabulary:

- What
- When
- How
- Tell me



## Literacy

### Basic Knowledge:

I will be aware of different parts of the book, spine, front cover, title and author  
I will enjoy rhyming and rhythmic activities.  
I will show an awareness of rhyme and may suggest or spot rhyme in activities and books.  
I will begin to copy some of the letters from my name.  
I will be supported to hold my pencil between my thumb and first two fingers

### How to help:

Make up silly nonsense rhyming words with your child and encourage them to make up their own e.g. tummy/bunny, silly/billy. Regularly point out rhyming words in books. Point out the parts of books as part of the story time routine. Support your child with their early mark making. Point out letters from their name in the environment. Practice scribing letters from their name – use paper or if your child prefers, in different media such as flour on a baking tray or with chalk on the flagging outdoors.

### Key Vocabulary:

- Rhyme
- Rhythm
- rhyming words
- front cover
- author
- title
- page number
- spine



## Mathematics

### Basic Knowledge:

I will know that numbers identify how many objects are in a set and that the last number counted is the total.  
I will say one number name for each item in order up to number 5.  
I will make comparisons between objects relating to capacity (full/empty).  
I will begin to extend ABAB patterns using natural resources (leaf, stick, leaf, stick).  
I will begin to discuss routes and locations, using words like 'in front of' and 'behind'

### How to help:

Count the steps together as you walk up the stairs. Talk about quantities of objects at every opportunity i.e. 'Oh look! You have one, two three..... three raisins left to eat'. Emphasise the total amount in a group of objects i.e. 'one, two, three, four, five, so you have five teddy bears.' Allow your child to explore water play with jugs, bottles and containers in the bath. Talk about the quantities, 'Oh look that bottle is empty, use the jug to fill it up.' Make patterns with natural resources that excite and interest the children, i.e. button, coin, button, coin.'

### Key Vocabulary:

- How many?
- Altogether
- One, two, three, four, five
- Full/empty/half full/half empty
- Pattern
- In front of
- Behind

## Understanding of the World

### Basic Knowledge:

I will know that a mini-beast is a small animal without a backbone  
I will name some mini-beasts i.e. spider, worm, bee, snail, ladybird, caterpillar, butterfly, ant, millipede.  
I will know that mini-beasts live all around us in different habitats.  
I will know that plants need water, food and sunlight to survive.  
I will use my senses to explore parts from the plant i.e. roots, stem, leaves, flower  
I will explore how things work

### How to help:

Use the outdoors to extend your child's experiences of the world. Go on walks around your locality e.g. make visits to the park. Go on a mini-beast hunt. Introduce vocabulary to enable them to talk about their observations and to ask questions. Involve your child in taking care of plants in your home and outdoors.

### Key Vocabulary:

- Mini-beast
- Habitat
- Water
- Food (nutrients)
- Sunlight
- Root
- Stem
- Leaves
- Compost
- Flower

## Expressive Arts and Design

### Basic Knowledge:

I will show different emotions in my drawings such as happiness and sadness.  
I will freely explore different art and craft resources.  
I will enjoy singing and will experiment with pitch and tone

### How to help:

Sing along with your child to help them explore copying your pitch and tone. Talk about the emotions that different pieces of music might make you feel i.e. sad music or happy music.

### Key Vocabulary:

- Happy
- Sad
- Angry
- Scared
- Excited
- Surprised
- Frustrated