

Spring Term 1

SEAL Programme - Going for Goals - Having aims & seeing them through to a satisfactory end. (Things you can do together to help your child are in blue.)

Personal, Social & Emotional Development

- SEAL - Talking about, "When I was a baby I could...Now I can...When I am older I will be able to..."
- Talking about their families. What do different members of the family do? Family role-play.
- Avoid spending time on your mobile when with your child. "Greet your child with a smile, not a mobile". Personal, social, emotional, speech and language development rely on personal interaction.
- Share baby photos & talk about when they were babies. What they could do then, now and what they would like to be able to do in the future?
- Discuss who you love and ask who they love. Encourage being kind and helpful to family and friends.

Communication and Language

- SEAL - Introduction time. Ask children to plan what they want to do during the session.
- Model activities. How do they feel when they finish a task?
- Talking about babies - babies visiting nursery.
- Role play - baby care. Talking about jobs.
- Plant growth-explain what happens (bulbs/seeds/roots/shoots/leaves etc.)
- Talk about who you love.
- Encourage your child to make plans. You may need to make suggestions or give them ideas.
- Model caring baby play.
- Talk to your children about growing. What do vegetables and plants need to grow?

Physical Development

- SEAL - Pass an action. Song - "Everybody do this"
- Riding wheeled toys and exploring our garden safely. Balancing.
- Refining hand-eye skills.eg. using scissors, pincers, hole punches, pipettes etc.
- Draw lines and circles outside, using big chalks on the floor, ribbon twirling etc.
- Football training for some groups.
- Encourage your child to climb, run or slide in a safe environment.
- Throw and catch (A large ball is easier to begin with).
- Dance together
- Use safety scissors.
- Encourage your child to dress themselves.
- Make play-dough to use at home. Use our cheap and easy recipe. (Strengthens hands for pencil control)

Literacy

- Writing in cards for Valentine's Day
- Mark making in sand trays/chalking/dance/frost etc
- Portraits - writing own name to label work
- Story - 'The Enormous Turnip' - Pie Corbett style
- Read 'The Enormous Turnip' together
- Make a rhyming string of real or made up words together
- Play 'I spy' together at home or when you are out in the bus or the car.
- Encourage card making.
- Let children attempt their name if they are confident or add kisses xx & hugs OO to cards you are sending.

Mathematics

- SEAL - Ages, numerals, ordering by size, weight, height etc.
- Revisit stories about 3. Ordering by size (3 Bears, 3 Billy Goats Gruff)
- Number and shape songs
- Sorting and matching Pairing socks and sorting out clothes
- Looking at shape and pattern. What can you see in the environment eg road signs could be circles or triangles. Give your child the opportunity to use building blocks at home.
- Counting how many children are at nursery today.
- Number sets in the sand and water trays.
- You can use foam numbers in the bath or magnetic ones on the fridge.
- Look at car number plates and door numbers as you walk to school.
- Make excuses to count - how many steps, jumps, bounces etc. Record with a tally chart.

Understanding the World

- Cooking and tasting - for example vegetable soup (including turnip)
- Exploring percussion instruments
- Observe - Growing bulbs and changing weather
- Celebrations - Chinese New Year and Valentine's Day
- Encourage your child to talk about significant events in their own experience eg. holidays, birthdays etc. so that they will feel comfortable talking to the staff at Nursery.
- Limit the amount of time your child looks at screens (TV, computers, mobiles, tablets, games) Personal, social, emotional, speech and language development rely on personal interaction.

Expressive Arts and Design

- Making up stories. Observe your child's small world /role-play. Join in if they need help getting started.
- Capture experiences and responses using a varied range of media and materials. The children can use the self-service areas and work on their ideas.
- What can you make at home together? (Glue sticks and masking tape are not too messy!)

- If your children have ideas, encourage them to tell their key-worker or bring in something they are already working on. They/you could take photos.
- Sing and dance together. How does different music make you feel? How would you move to different music?
- Explore textures - what do things feel like? Ask your child how they could use them in a game, story or picture.
- Clapping and using instruments to tap out simple repeated rhythms.
- Make simple rhythms up. You can clap, make a simple shaker or use pots and a wooden spoon instead of instruments.