

## Communication and Language

- Use a wider range of vocabulary
- Understand why questions "why did the cloud owl not play?"
- Sing a large repertoire of songs – know many rhymes
- Talk about familiar books and know longer stories (Recap Three pigs / Gingerbread man)
- Use talk to organise themselves "let's go outside..."
- Start a conversation with an adult or friend
- Express a point of view – "do you think his idea was a good idea?"



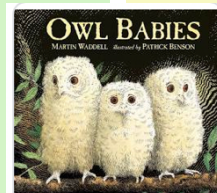
## Literacy

- Repeat words and phrases from familiar books (repeat story text for the week – enabling children to join in)
- Ask questions about the book – make comments and share own ideas
- Story props – puppets/masks
- Notice some print, such as the first letter of their name, a bus door number or a logo (letters/numbers on stars)
- Open ending drawing opportunities – adding marks for meaning
- Make marks to stand for their name

**Key Texts:** One snowy night / The Polar Bear and the snow cloud / It was a cold, dark night / Owl Babies / How to catch a star / Three billy goats gruff /

## Key Vocabulary

- Feelings, happy, sad, angry, cross, tired, hungry, upset, excited, frightened, scared, nervous, worried, ok, hug, cuddle, feel better
- Night time, woods, dark, black, cannot see, nocturnal,
- Bats, badger, owls, hedgehog, fox, rabbits,
- Snow, ice, white, cold, freezing, melt, ice cubes, settles, snowflakes
- Owl babies – mummy, I miss you, come back, perch on a tree, talons, beak, twit twoo
- Catch, stars, get there, reach, high, look up, night, sparkle, twinkle, bright, reflection, shiny, special, points, triangles, star, gold, yellow, beams,
- Traditional Tale / Once upon a time
- Troll – green, ugly, grumpy, scary, fat, big,
- Goats, big, middle, little, sized, horns, brave, bigger than
- Bridge, fresh green grass, other side
- Who's that trip trapping..... Then I'll eat you up....



## PSED

- Develop their sense of responsibility (coat back on peg, tidy up the area they were playing in, wash up snack things)
- Become more outgoing with unfamiliar people in the safe context of their environment (group sessions vary children / library/hall school visits)
- Adults to model / circle time discussions around resolving conflicts and rivalries – get the children involved in this) talk with others to solve
- Remember rules without adults needing to remind them – visuals on whiteboard – carpet expectations
- Healthy movers Munch Crunch 5 a day
- Continue to promote and support independence
- Awareness of others feelings – book – display – feelings choice

## Little Owls

## The world outside



## Special Events

- Winter welly walk
- Healthy Movers Parent workshop
- Pyjama bedtime story event
- Farm visit

## Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan / Use comfortable grip when holding pens and pencils
- Be increasingly independent as they get dressed/undressed

- Ice mark making in snow
- Cutting snowflakes
- Stick weaving and threading
- Balancing on bridges

Healthy Movers



## Maths

- Understand position Where are the animals hiding?
- Counting to 5 and beyond
- Say one number for each item in order 1,2,3,4,5 (counting owls on a branch)
- Compare quantities between objects relating to size (size of owls, length of branch)
- 2D shapes – combining shapes to make them bigger
- More triangles to make a bigger star
- Compare quantities between objects relating to length, size weight and capacity
- Link to the characters and props in the goats gruff story
- What is the heaviest object – how do you know?
- Will the toy bridge hold this weight? Why not?
- Let's fill the stream – does this container have enough water? Lets fill it up – is the jug full, empty etc.

## Understanding the World

- Ice / melting Do all things melt? What does melt?
- talk about the differences between materials and changes they notice
- Begin to understand the need to respect and care for the natural environment and all living things – make a hedgehog house / bat house / bird house
- Walk around the woodland area and look for litter / things that could harm animals
- Talk about different occupations – people who work at night – why they need to work at night
- Make a bridge out of different materials / real bridges

## Expressive Arts and Design

- Tones of blue using white – snowflake painting
- Drawing hedgehogs (zigzag spikes) owls – closed circle shape
- Draw an owls face – eyes beak
- Star colours / colour mixing
- Develop complex stories using small world (bridge, goats)
- Build bridges – explore different materials to use
- Join materials
- Take part in simple pretend play, using object to represent things
- Remember and sing entire songs
- Play instruments with increasing control to express their feelings and ideas

## What you can do to support your child's learning:

- Talk to them about the things they bring home
- Read books together – you can borrow books from our Nursery Library
- Help them become independent – shoes on/off, coat zips / toileting
- Go for a walk and talk about what you see
- Parent part – Healthy Movers
- Show them the Friday newsletter photos so they can talk about their time at nursery this week.