

Beaufort Community Primary School
Early Years Foundation Stage (Nursery)
Spring 2 2017-18



Our big question
Can you
imagine a
monster?



Our big aim is:
To be able to
describe what
a monster
might look like.



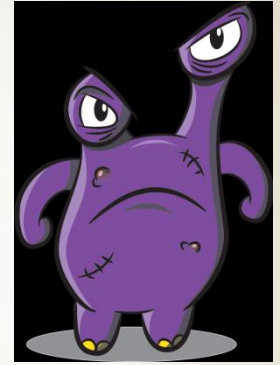


Beaufort Community Primary School

Early Years Foundation Stage

Nursery – Magical Monsters!

2017-18 Spring 2



Communication and Language

- Listens to stories with increasing attention and recall.
- Understands use of objects (e.g. “What do we use to cut things?”)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Personal, Social and Emotional Development

- May form a special friendship with another child.
- Enjoys responsibility of carrying out small tasks.
- Tries to help or give comfort when others are distressed.

Physical Development

- Beginning to use three fingers (tripod grip) to hold writing tools.
- Can catch a ball.
- Understands that equipment and tools have to be used safely.

Literacy

- Shows awareness of rhyme and alliteration.
- Beginning to be aware of the way stories are structured.
- Ascribes meanings to marks that they see in different places.
- Hears and says the initial sounds in words.

Mathematics

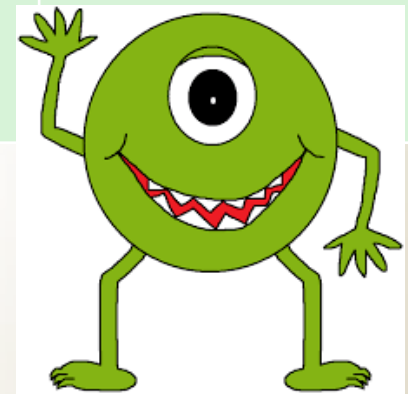
- Uses number names and number language spontaneously.
- Shows an interest in representing numbers.
- Uses positional language.
- Shows interest in shapes in the environment.

Understanding the World

- Learns that they have similarities and differences that connect them to and distinguish them from others.
- Talks about why things happen and how things work.
- Knows how to operate simple ICT equipment.

Expressive Arts and Design

- Sings a few familiar songs.
- Uses various construction materials.
- Creates movements in response to music.
- Notices what adults do imitating what is observed and then doing it spontaneously when the adult is not there.



Monster Hokey Pokey

You put your claws in, you take your claws out.
You put your claws in, and you shake them all about.
You do the wild rumpus and you turn yourself around.
That's what it's all about!

(continue with horns, tail, big foot, and hairy self)

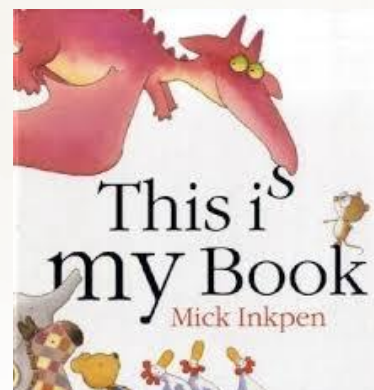
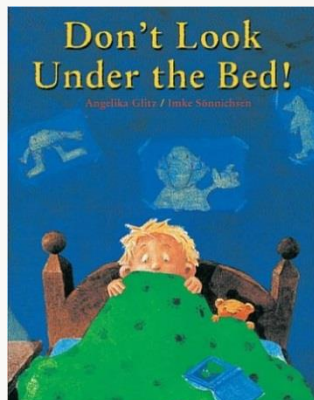
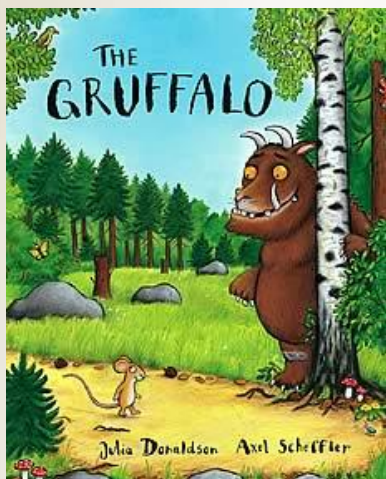


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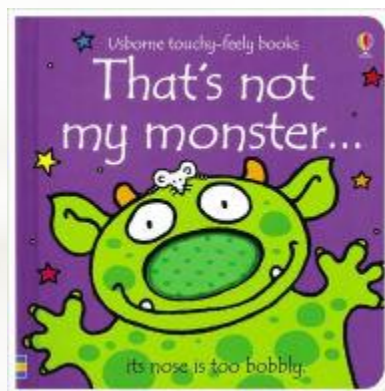
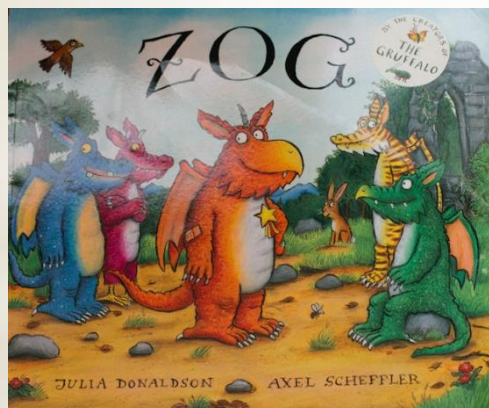
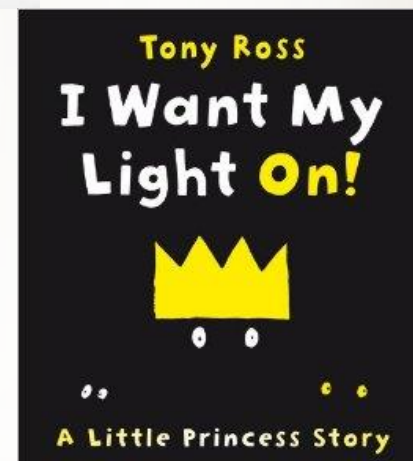
Five Little Monsters

Five little monsters sitting on the floor.
The first one said, "Let's knock on someone's door!"
The second one said, "Let's act a little scary!"
The third one said, "Why are we so hairy?"
The fourth one said, "I hear a funny sound!"
The fifth one said, "There's no one else around!"
Then "WOOSH" went the wind and "EEK" someone said.
So five little monsters ran under the bed.





These are the books we are learning about within our topic of Magical Monsters.



We will sing Nursery Rhymes on a daily basis too.

Snuggle down with a book.
Children who have a bedtime story succeed in school.

Enjoy spending time outdoors, eg have a walk on the park.

Talk, talk, talk - every word matters.

How can I help my child at home?

Look at photos together and talk about special events.

Enjoy drawing a picture together, eg draw your family.

Special events this half term

We will be holding an event for parents to come and see what their children have been learning.

Dates and letters will be sent out nearer the time.

Beaufort Community Primary School

Early Years Foundation Stage

Early Years is an essential time in preparing children for school, getting them ready for more formal learning.

Within the Foundation setting (Nursery and Reception) it is recognised that there are three **Prime Areas** of learning which need to be achieved before other learning can be accelerated:

- CL - Communication and language (speaking, listening and understanding).
- PD - Physical development (moving and co-ordination, health and self-care).
- PSED - Personal, social and emotional development (self confidence, managing feelings and behaviour, making relationships).

Other areas of learning include:

- R - Reading.
- W - Writing.
- M - Mathematics (numbers, shape, space and measures).
- UW - Understanding the world (people and communities, the world, technology).
- EAD - Expressive arts and design (exploring materials, being imaginative).

Any, or all, of these aspects of learning can take place within a given task, but to ensure a **broad and balanced curriculum** we have set out topics which guarantee children make good progress in their learning. Topic areas are differentiated between Nursery and Reception, ensuring progression within learning.

All learning takes into consideration the needs of the **individual child**, allowing them to become independent learners with the capacity for critical thinking, recognising these factors are essential to meaningful learning for the young child. The **Learning Goal** effectively defines what children are working towards and are expected to achieve by the end of the Reception school year.