

Dear Parents,

Studies consistently show that the following home learning activities support children's early language development:

• Going to the library • Painting and drawing • Playing with/being taught letters
Playing with/being taught numbers. Songs/poems/rhymes.

In particular, studies show that the quality of caregiver-child interactions taking place during these activities are a better predictor of school attainment at age seven, than is children's exposure to computers or other learning technologies during the early years.

Chat, Play, Read summarises how parents can create a positive Home Learning Environment.

Chat: encourage talking but crucially, reciprocal communication;

Play: language thrives when children interact and explore in a playful and creative manner;

Read: sharing books, parents and children talking together.

We aim to cover the following list of activities with our pre-school children this term. Working together with the children practicing these activities at home and nursery will aid to a smooth transition to school.

DEVELOPING SOCIAL AND PERSONAL SKILLS.

Remembering to say please and thank you.

Taking turns and **waiting to take turns**. sharing, working co-operatively.

Working independently and in groups,

Gaining confidence in Nursery. Tidying up. Practical life activities.

COMMUNICATION and LANGUAGE

Respond to instructions.

Listen and respond to ideas expressed by others in conversation.

Extend concentration and sit quietly during appropriate activity.

LITERACY.

Listening to stories and joining in with rhymes and poems, extending vocabulary.

Recognise some sounds using the Montessori sandpaper letters and the Jolly Phonic books.

Choosing and looking at books **independently**.

Describe story settings, events and principal characters.

MATHEMATICS.

Continuing to recognise early numbers.

Grouping and matching, sorting and comparing objects.

Recognising shapes.

Ordering items by length and height,

Numbers and pairs

Sensorial activities, dice games, jig-saws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD.

Learning the days of the week.
Growing, planting and healthy eating.
Chinese New Year.
Taking part in the weekly projects.
Montessori cultural activities, floating and sinking.

CREATIVE DEVELOPMENT.

Water/sand play, cooking.
Growing plants, making collages, sponge painting, colour mixing,
junk modelling, playdough, finger painting, flower arranging,
sticking using a variety of materials.
Roleplay at the shoe shop and airport.

PHYSICAL DEVELOPMENT.

Scissor practice

Developing pencil control, recognising and writing names using cursive letters.

Beginning to form some recognizable letters.
Rugby tots and yoga.
Following rhythms, Dancing to music.
Throwing and catching balls, parachute games.
Riding trikes and balance bikes.

Cursive writing from the start

We have introduced cursive writing this term.

Research shows that children benefit from learning this from the start. Please find attached a cursive writing sheet for your information.

Traditionally, children have learnt to print letters when they first start writing, then they have to learn a new style of handwriting when the time comes to move on to joined writing. If cursive writing is taught from the start, only one style is needed.

Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.

Letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q.

Because of the smooth flow, writing soon becomes quicker and easier.

There is no messy transition stage when children move from print to a joined style.