

Welcome parents and carers

Nursery

Summer 1 Half term.

Nursery topics

This is where we
are right now.



Why do you
love me so
much?



Is It
Shiny?



Do Dragons
Exist?



Are eggs
alive?



Why is
water wet?



How many
pebbles on a
beach?



We use these topics as a stimulus for cross-curricular teaching.

Vocabulary

Each topic introduces new vocabulary. We use this vocabulary regularly.

Here are a few examples of the vocabulary which will be explored:

water

wet

dry

pour

full

empty

splash

puddle

drink

Our current topic



Why is water wet?

Children supported to:

- Continue to develop their understanding of routines, boundaries and the school values.
- Build on and embed prior learning with the focus on the Prime Areas (CAL, PSED and PD) developing social skills to learn alongside their peers, communication and language skills to access the other areas of the curriculum and physical development for the practical skills needed for learning areas such as Maths and Literacy. Being able to gain more independence and confidence.
- **Becoming Reception ready (for the September cohort)**

April intake

Children are supported to:

- Separate from their families/ main carers... some for the first time-trying to talk about who they are and who is special to them.
- Settle in and learn new routines and boundaries.
- We will be supporting the children to continue to develop the skills that they arrive with as they prepare for the next stage of their learning journey.

i.e. developing social skills to learn alongside their peers, communication and language skills to access the other areas of the curriculum and physical development for the practical skills needed for leaning areas such as Maths and English. Being able to gain some independence.

Expectations

What you can expect from us

- ◆ Weekly newsletters with information for the following week and/or appropriate comment on events and learning of the current week. (These are sent electronically but paper copies are available on request from the office.)
- ◆ Suggestions from us of how to support your child's learning.
- ◆ To keep you informed on your child's progress - KIT, Parents meetings, workshops/ open days.
- ◆ We will correspond with you via the class email.
- ◆ Books sent home weekly with a record book.



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What we expect from you

- ◆ Regular attendance - in appropriate school wear uniform (we are out everyday whatever the weather!)
- ◆ Prompt arrival/ and collection- relevant information about designated people .
- ◆ 8.45am for the morning session (after the first 3 settling in weeks) and 12:30pm for the afternoon session –
- ◆ Named belongings - spare clothes and wellington boots.
- ◆ Bottles and bags- please check that your child has not put extra items in their bags!
- ◆ Co-operation to teach your children good levels of independence and a healthy lifestyle.

Opportunities to get involved at Nursery



What will be taught within each area?



Personal, Social, Emotional Development: PSED

- Separate from main carers
- Make choices about activities
- Communicate their feelings –
Calm themselves down if they become distressed-
modelling/ role play/stories/ songs/ circle time
- Do age appropriate things by themselves or ask for help and thrive as they develop self-assurance - Learn to use the toilet with help, and then independently. eric.org.uk
- Learn to respond to boundaries and follow routines
- Increasingly show interest and join in activities, engage in co-operative play opportunities- turn taking , waiting sharing.
- Follow and remember rules and understand why they are important



Communication and Language

- We will support them to express themselves clearly giving relevant vocabulary through activities including roleplay
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their pronunciation but may have problems saying some sounds or pronouncing longer words.
- We will use both the indoor and outdoor classroom to develop social and communication skills.
- We will model the skills that we wish the children to develop
- We will understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Poetry basket- eg. Popcorn, Choppity Chop/Super Starter/Helicopter stories



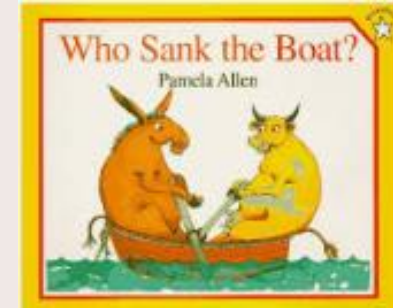
Physical Development

- Children will continue to take part in a weekly PE session. Classes will take part in a 'Daily workout'
- Develop manipulation and control. 'Write dance' and Disco Dough supports the development of children's fine motor and pre writing skills
- Explore different materials and tools.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Safely moving and carrying bigger objects together, as a team
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.



Literacy

Books we will be sharing – *Hey Water!* *I Don't want to wash my hands!* *Who Sank the Boat?* and other books linked to the theme including information texts



- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Enjoy sharing books with an adult.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- We will explore the 5 main concepts of books: reading from top to bottom, left to right, that print has meaning, page sequencing and naming the different parts of the book.
- We will continue to encourage children to build a life long love of reading, as well as sharing songs and rhymes.

Phonics

- ◆ The children will continue to develop the listening and attention skills that are essential for phonics.
- ◆ They will continue to ‘tune in to sounds’ to prepare them for formal phonic teaching when they are ready-games and activities such as sound walks.
- ◆ Phonics: spotting and suggesting rhymes, counting or clapping syllables in a word, recognising words with the same initial sound, such as money and mother.



Maths

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.





Understanding the World



- Make connections between the features of their family and other families.
- Notice differences between people.
- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
- Use all their senses in hands-on exploration of natural materials.
- Explore how things work
- Explore and talk about different forces they can feel.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people.
- Understand the key features of the life cycle of a plant and an animal.
- Show interest in different occupations.



Expressive Arts and Design

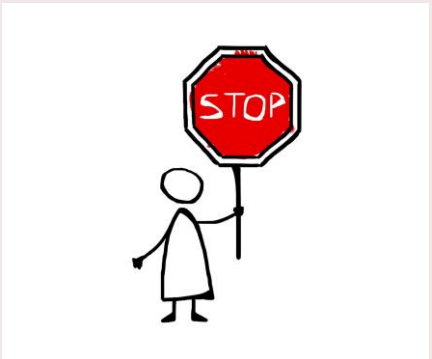
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.



Reading isn't just about words, books or story telling.

We read logos and pictorial signs everyday. It is important to teach children this and point out familiar signs/logos to them and they will begin reading them on their own.

This can be done anywhere.



The importance of reading regularly

Reading for pleasure

Developing Confidence

Supporting writing skills

Special Time

**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss**

10 tips for sharing stories at home with your child

1. Use different voices for each character, maybe use props.
2. Exaggerate your facial expressions!
3. Emphasise rhyming words or phrases that repeat so your child can join in
4. Talk about the pictures – use your home language if this is easier
5. Turn off the television (and find a quiet cosy place!)
6. Ask questions(remember the 6)
7. Listen to audio books and share songs and rhymes
8. Visit your local library. (Thornton Heath is now open Saturdays 10-4)
9. Read regularly...children love bedtime stories!
10. Have fun and enjoy reading for as long as your child wants to!





Questions or queries?

You are able to email your child's class teacher directly.

Potter class: Potterclass@winterbourne-inf.croydon.sch.uk

Ross class: Rossclass@winterbourne-inf.croydon.sch.uk

Carle class: Carleclass@winterbourne-inf.croydon.sch.uk

Cooke class: Cookeclass@winterbourne-inf.croydon.sch.uk