



# **Welcome parents and carers**

**Nursery Autumn 2  
Half term.**

**Karen Hadfield**

# 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?



# Our current topic



**Is It shiny?**

Children will be focusing on:

Some festivals and celebrations that happen at this time of year.

Learning about seasonal changes as the weather turns colder.

Exploring the appearance of objects , and comparing them and deciding if they are shiny or not, exploring what makes things shiny.

# Vocabulary

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

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

celebration

explored:

sparkle

special

fireworks

shiny

light/dark

# Expectations

## What you can expect from us

- ▶ We will send home newsletters with information for the following week or an update on what the children have been doing in the course of the week. There is usually a challenge/ activity suggestion/ links to online resources.

**These are sent electronically but paper copies are available on request from the office**

Books will be exchanged on Mondays as long as they are returned with the record books. Lost or damaged books will need to be replaced .

- ▶ We will keep you informed on your child's progress.
- ▶ We will be available to you via the class email.

## What we expect from you

- ▶ Please ensure that children arrive at school ready to start at 8.45
- ▶ Please ensure all clothing and belongings including book bags,, coats and water bottles are labelled with your child's full name.
- ▶ NO snacks, juice, toys are needed so leave them at home.
- ▶ No jewellery unless it is for religious reasons.
- ▶ Support your child to do as many thing for themselves that they can.
- ▶ Limit screen time

# *Opportunities to get involved at Nursery*



## Communication and Language

- ▶ We will be developing children's listening, understanding and speaking skills.
- ▶ We will do this through use of our role play area, playing together inside and outside, sharing a range of activities.
- ▶ We have introduced the idea of partner work on the carpet to rehearse and share ideas.

# Personal , Social and Emotional Development

- ▶ We will continue to support the children to feel self assured- more confident to select activities and use them safely
- ▶ Learn how to play alongside others and play cooperatively
- ▶ Begin to be aware of their feelings and express this. Use the toilet by themselves and have more control with their toileting needs. [eric.org.uk](http://eric.org.uk)

# Maths

We will continue to support the children to develop early number skills such as counting in order , noticing changes in amounts and knowing what the final number means

**Children will exploring patterns in everyday life and the natural world. They will also be learning to recognise, describe and create repeating patterns**

Trace Numbers (1-5)

	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5

## Literacy

Books we will be sharing :

Dipal's Diwali , Moon, How to catch a star, The star that fell and The nativity

Understanding the world, Expressive art and Design

We will be exploring -Different materials Celebrations, light and dark, tools, techniques and media and learning songs and rhymes and drama and role play

# Phonics -

**We will continue to teach the children to hear the differences between sounds all around them .**

**They will use instruments and sound games .**

- ▶ They notice similarities and differences in sounds, how to make different sounds with objects and their bodies
- ▶ We will learn poems from The Poetry Basket and introduce the children to Helicopter Stories.

# Reading

**Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.**

**We will continue to support the children to learn songs, rhymes and poems.... They have begin to make up their own stories and act them out.**

Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

(Feinstein & Symons, 1999)

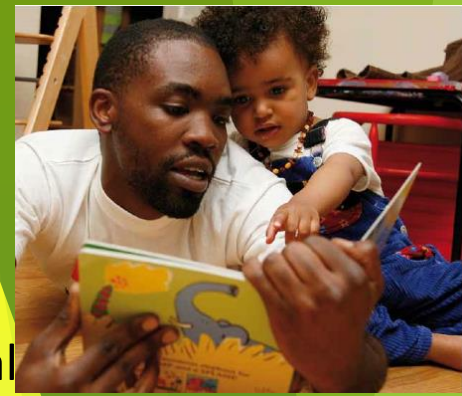
Story-time and song time happens daily



# Top tips for sharing stories at home with your child

1. Let Your child choose if possible
2. 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 and rhythmical
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-Who is the story about? **What are they doing? Where does the story happen? When do things happen happened ...? Why do things happen...?**
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- Know when to stop!
11. Show your child the words

As you read the book, run your finger along the bottom of the words. Soon your child will realise it is the words that are read and not the pictures. If you're reading a book in Spanish, feel free to let your child know the English version of a word. Say something like "Perro is called dog in English."



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.





# Questions or queries?

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

Potter class: [Potterclass@winterbourne-inf.croydon.sch.uk](mailto:Potterclass@winterbourne-inf.croydon.sch.uk)

Ross class: [Rossclass@winterbourne-inf.croydon.sch.uk](mailto:Rossclass@winterbourne-inf.croydon.sch.uk)

Carle class: [Carleclass@winterbourne-inf.croydon.sch.uk](mailto:Carleclass@winterbourne-inf.croydon.sch.uk)

Cooke class: [Cookeclass@winterbourne-inf.croydon.sch.uk](mailto:Cookeclass@winterbourne-inf.croydon.sch.uk)