



# **Welcome parents and carers**

**NURSERY SPRING 2  
HALF TERM.**

**KAREN HADFIELD**

## Meet the teachers

Carle and Ross – Am

Potter and Cooke – Pm

Ross and Potter – Mrs Karen Hadfield

Carle and Cooke-Mrs Maitreyi Sanzgiri

We are assisted by Ms Adesida, Mr James-Dolphy  
and Mrs Peirera

# New intake to nursery

Children 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.

ie 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 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.



## 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



**Trips, visits to the nursery, help us /  
the wider school community. ....  
Become a regular volunteer!**

# 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.

# What will be taught within each area?



# Our current topic



Are eggs alive?

Children will learn about ponds and what we can find in them. They will begin to explore the concept of living things and how to care for them as well as different materials. The children will be encouraged continue to develop creativity building on existing skills and learning new ones.

They will explore festivals and celebrations that happen at this time of year.

They will learn about seasonal changes in the weather.

# Vocabulary

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

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

pond

lily pad

frogspawn

change

hatch

alive

grow

plants

# Communication and Language

- ▶ We will continue develop 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 and games that promote listening and attention and verbal communication focus on needs and feelings
  - ▶ We will use modelling to support talk and broaden vocabulary and promote understanding.
  - ▶ We have introduced the idea of partner work on the carpet to rehearse and share ideas.

# 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](http://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.



# 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 and confidently ask for help when they need it
- ▶ Develop their ability to play alongside others and play cooperatively and show awareness of their own needs and feelings and how to express and manage them.
- ▶ Support them to develop awareness of the feelings and of others and how to respond to this.
- ▶ Use the toilet by themselves and have more control with their toileting and personal care needs.
- ▶ **For the new children the emphasis will be mainly on settling in and becoming familiar with the routines and boundaries.**

# Physical Development

Classes will take part in the 'Daily workouts' and Active songs'.

**The children will also be provided with opportunities to strengthen their large and small muscles through activities such as climbing, throwing catching, riding bikes play dough and threading. They will be encouraged to use various tool and help each other to move large objects and work together to play team games.**

**Preparing their bodies for mark making.**

**Those who are ready will be supported to develop their letter formation .**

# Understanding the World

Make connections between the features of their family and other families including family history other living things, growth and change.

Notice differences between people and begin to make comments and comparisons – perhaps ask some simple questions.

Use all their senses in hands-on exploration of natural materials and then build on this by comparing materials and talking about them and notice changes as well as forces.

# Expressive art and design

**USE THEIR IMAGINATION AS THEY CONSIDER WHAT THEY CAN DO WITH DIFFERENT MATERIALS. MAKE SIMPLE MODELS WHICH EXPRESS THEIR IDEAS.**

**THEY WILL CONTINUE TO LEARN NEW SONGS AND BUILD A REPERTOIRE THAT THEY CAN SING BY THEMSELVES**

**CREATE CLOSED SHAPES WITH CONTINUOUS LINES AND BEGIN TO USE THESE SHAPES TO REPRESENT OBJECTS.**

**TAKE PART IN SIMPLE PRETEND PLAY, USING AN OBJECT TO REPRESENT SOMETHING ELSE EVEN THOUGH THEY ARE NOT SIMILAR.**

**JOIN DIFFERENT MATERIALS AND EXPLORE DIFFERENT TEXTURES.**

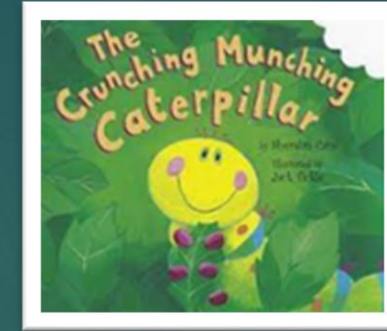
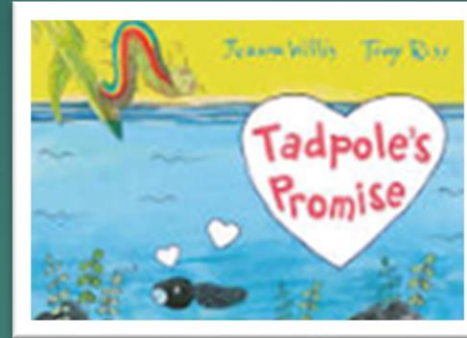
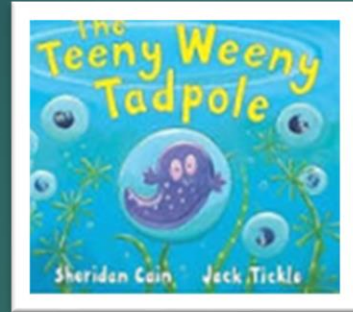
# Maths

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers beyond 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5- Challenges for more able children.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5



# Literacy

Books we may be sharing :



Information texts about ponds and life cycles

The Teeny, Weeny Tadpole,

Growing Frogs,

Tadpole to frog

The tadpoles promise,

The crunching munching caterpillar

We will support the children to become familiar with the different parts of books.

# 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: Build on understanding of environmental , body percussion , instrumental sounds and learn more about rhythm and rhyme- links to poetry/ songs as well as alliteration.

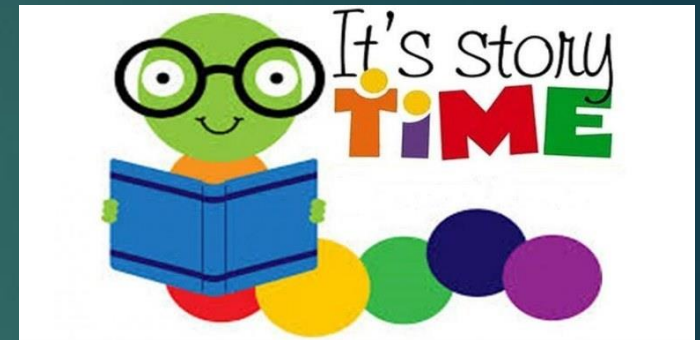


# Reading

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. ( Helicopter stories) and perform poems (Poetry basket)

Story-time and song time happens daily



# 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!



# ASK QUESTIONS

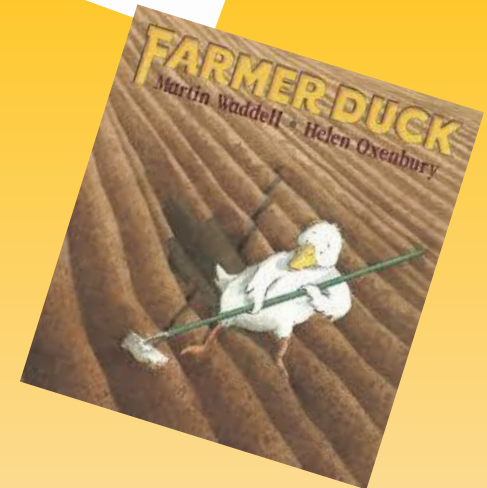
Who is the story about?

What are they doing?

Where does the story happen?

When do things happen happened ...?

Why do things happen...?



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.

# What studies say about reading with your child

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)





# 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)

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