

Dear Parents and Guardians,

Welcome to the summer term at St Oswald's Nursery! We are so excited to support the children in their learning about growing this half term. It will be lots of fun!

This overview will outline what the children will cover in the different areas of the curriculum this half term. If you have any concerns or problems, please do not hesitate to come and see one of us at the end of the nursery session or contact Miss Morris on via the teacher email manned by the school office staff between 8:30am and 4pm.

Kind regards. Miss Morris (EYFS Lead), Mrs Fitzsimmons, Miss Bogdanska and Miss Appleton (Key Nursery Staff).

Catholic life of the school

The children will have the opportunity to take part in daily prayer and reflection time led by their Key Person each day. These sessions gather the children together for a few minutes to listen to a small piece of Scripture and they respond to it through words or actions.

The children will be visited by Father Dave this half term who will visit the nursery to say hello! Also this half term there will be a May Procession in church for children from Reception to Year 6. Nursery children will make a special flower to give to Father Dave to be displayed during the procession.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.



Sharing book

In order to encourage your child to develop their vocabulary and to become a life-long reader, it is important that they learn to share books with adults for pleasure. The sharing book is a book for you to enjoy together. Read the book to them and discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you both have fun!



Your child will receive a book each Monday and Thursday. Please return books on time to be changed.

Unfortunately if a book is not returned on time, we cannot change your child's book until we receive it. Your child will have a reading record where you can record comments about how much your child enjoyed the book and any comment they may make about it. Your child's Key Person will record one reading experience that they have had with your child each week and add next steps for your child, when they feel it is appropriate.

We ask that you encourage your child to take care of books and handle them gently, and to keep them safe in their book bags.

How to keep up to date

It is important to know what is going on in school and how your child is doing. These are the best ways to keep up to date:

- *The weekly newsletter - Each Friday our school publishes a newsletter, to keep parents up to date with events in school that have happened and future events. These newsletters are available to download from the school website and the school app.
- *The OurSchoolsApp - Simply download the OurSchoolsApp to your mobile phone and keep up date with events in school.
- *'Evidence Me' by 2Simple - We regularly observe your child learning and will log these observations on our 2simple app.
- * Half term curriculum overview on the Nursery page (website).
- *Termly RE newsletter on the school website.

If you change your address, phone number or email address, please let us know so we can keep your information up to date on our computer system.

Information and dates to remember:

Monday 4th May—Bank Holiday

Week beginning 18th May: Parent catch up sessions with Key Persons - 3:15 to 4pm each day - information will be provided for booking a time slot.

Tuesday 19th May—Sports Day 1 EYFS 9.10-9.40am
KS1 9.45-10.30am
KS2 10.45-12.15pm

Thursday 21st May Procession

Friday 22nd May—Year 3 Class Assembly

Friday 22nd May: Nursery closed for 2 week Whit break.

Religious Education

Each week the children will take part in RE lessons taught using guidance from the Religious Education Directory (RED).

This half term the children will complete their fifth topic called 'To the ends of the Earth'. They will hear the story of Pentecost, retell it simply and learn about how this special time is celebrated in Church.

As part of the RED and PSED lessons, the children will also develop an awareness of the world they live in and an appreciation of other faiths and cultures.

Please see the RE newsletter on the school website for more information.



How you can help your child

Below are a few little tips that you can help to support your child in school this half term:

- Share books each night and encourage them to talk about the books.
- Talk to them about what they are learning in school using the topic web on page 3 of this document.
- Discuss any new vocabulary you come across at home, talk about its meaning and model using it.
- Encourage them to carry their own bag to school and put their own coat on.
- If your child isn't fully toilet trained, continue to work on this.
- Encourage them to talk in simple phrases/sentences rather than pointing or making noises.

Thank you for your support in helping to settle the children into their new school. Any extra help you can give is very much appreciated.

Labelling

Please ensure that all uniforms, PE kits, book bags, wellies, and shoes are clearly labelled with your child's name.

Remember that the children are all wearing the same clothes so items must be labelled so that we can help them.

Book bags

Your child will need their book bag in school in each day.

Evidence Me

'Evidence Me' is used to record your child's learning. You will receive some observations of your child so you can see what they are learning about. This will not be daily.

Blog

A weekly blog will be uploaded to Evidence Me and the school website on a Friday. Children with permission to have their photos on the school website may be included in the blog.

Healthy School Initiative

Children will be encouraged to drink water throughout the day. We have a Water Station in our provision that is easily accessible for the children and has fresh drinking water available.

A healthy morning snack will be provided each day at cost of £10 per half term.

The children will share their snack with their Key Person. They will prepare it and eat together as a group.

A piece of fruit will be offered to every child in the afternoons.



PE

This half term, we will be doing PE on Tuesdays and Thursdays.

Please ensure your child has the correct kit in school for these sessions and take out any earrings.

PE Uniform: white plain t-shirt, royal blue shorts and black trainers.

Cold weather - navy plain tracksuit tops (**no hoods or zips**), jogging pants and black trainers will be needed.

P.E will be outdoors if the weather allows each Thursday.



Lifecycles - animals and plants



Literacy

Quality texts—'It's mine' and 'Jasper's Beanstalk'.

Reading: Word Reading and Comprehension

- Understand the five key concepts about print: □ print has meaning □ recognise some new logos □ different purposes □ name some book parts □ understand the difference between a word and a letter □ follow the print from left to right and top to bottom □ begin to use 1-1 correspondence.
- Read their own name.
- Discriminate between a variety of □ environmental sounds e.g. animals, water □ voice sounds e.g. sing or imitate environmental sounds.
- Identify some initial sounds in words e.g. b-b-b-bear, ffff - frog, mmm - mouse, c-c crocodile.
- Begin to orally blend and segment simple CVC words.

Further parent support for Phonics:

www.littlewandlelettersandsounds.org.uk/resources/for-parents.

Writing

- Write own name, with correct letter formation.
- Begin to use letter / print knowledge when mark making / writing for a range of purposes e.g. write name label.

Personal, Social and Emotional Development

Focus learning - my feelings, sharing

Self-Regulation:

- Talk about own feelings using words like 'happy', 'sad' and begin to use other words e.g. excited, surprised.
- Follow rules and understand why they are important.
- Engage in sustained learning within activity of choice.

Managing Self:

- Select and use activities and resources with developing independence (familiar and new).
- Make healthy choices.

Building Relationships:

- Play with one or more children, extending and elaborating play ideas.
- Share and take turns.
- Help to find solutions to conflicts & rivalries, suggest some ideas.
- Begin to understand how others might be feeling.

Communication and Language

Listening, Attention and Understanding

- Enjoy listening to linked stories, recalling key events in sequence.
- Understand an instruction with two parts linked to routines / experiences.
- Understand and begin to use who / what / where questions.
- Begin to understand 'why' and 'when' questions.

Speaking

- Talk about familiar books.
- Use a wider range of vocabulary linked to text / topic and daily routines.
- Sing and know a range of rhymes / songs.
- Talk about past events and begin to develop accuracy with the use of tenses.
- Use longer sentences of 4 / 6 words.
- Join words and phrases using and / or / because / but.
- Use talk to organise selves and play.
- Start a conversation with others and continue it for many turns.

Expressive Arts and Design

Creating with Materials

- Use printing techniques with increasing independence to make patterns and pictures.
- Use drawing tools with care and increasing precision.
- Begin to draw with increasing complexity and detail.
- Create drawings based on feelings, real / imaginative experiences and stories.
- Observe colour in nature and represent it in artwork; mix colours to match what they see.
- Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces).
- Begin to select a paint brush and use a 'dip, draw, wash & wipe' technique to keep the paints clean.

Being Imaginative & Expressive

- Take part in simple pretend play, use an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world.
- Listen with increased attention to sounds.
- Sing linked rhymes / songs.
- Sing a pitch of a tone sung by another person.
- Sing the melodic shape of familiar songs.
- Respond to what they have heard, expressing their thoughts and feelings.



Lifecycles - animals and plants



Physical Development

Gross Motor Skills

- Continue to develop movement skills, travelling in a variety of ways □ digging □ watering □ balancing □ manoeuvring wheeled toys e.g. wheelbarrow □ jump □ run □ balance □ climb □ crawl □ tiptoe.
- Begin to skip and hop.
- Use large - muscle movements e.g. mark making.
- Collaborate with others to manage large items.
- Show a preference for a dominant hand.
- Choose the right resources to carry out their plan e.g. trowel for digging, paint brush, sweeping brush.

Fine Motor Skills

- Use a range of one-handed tools with dominant hand.
- Develop a comfortable pencil grip.

Mathematics

Numerical Pattern and Number

- Sort & match objects accordingly e.g. size / shape / colour / purpose.
- Compare quantities using language e.g. more than / fewer than.
- Use some number names in play with some accuracy.
- Recite numbers to 5 - in correct order.
- Use fingers to represent numbers with accuracy.
- Fast recognition / subitise objects up to 3.
- Count up to a set of 5 objects (1-1).
- Represent numbers with marks.
- Begin to link numeral with amount up to 5.
- Begin to problem-solve up to 5.

Shape, Space and Measure

- Identify and talk about shapes and patterns in the environment.
- Compare objects using appropriate vocabulary according to size - smaller / heavy / heavier / tall / taller short / shorter.
- Use some spatial prepositions e.g. in / on / in / under, behind, next to.
- Describe a sequence of events and use appropriate vocab e.g. before, after, first etc.

Understanding of the World

Past and Present

- Show an interest in different occupations e.g. farmer.
- Know that there are different days of the week.
- Understand and begin to use the vocabulary of time e.g. night / day, a long time ago / later.

People, Culture & Communities

- Develop curiosity and interest in weather, using □ vocabulary □ comparing □ appropriate clothing □ awareness of typical summer weather. ▪ Talk about likes / dislikes (own and others).
- Develop an awareness of special events / celebrations.

Natural World

- Use all senses in hands on exploration of natural resources.
- Talk about what they see using a wide vocabulary.
- Match mother and baby animals and name some.
- Begin to name some baby animals.
- Begin to understand key features of the life cycle of animals.
- Begin to understand the need to respect and care for the natural environment and all living things e.g. animals / plants gently.
- Begin to understand the plant life cycle (i.e. plants grow from seeds; they need water and light to grow).

PE Get Set for PE Fundamentals 1

The children will play fun games to help them develop the following skills:
balancing, running, changing direction, jumping, hopping and travelling.

They will also learn how to stay safe using space, follow rules and instructions and work independently and with a partner.



RSE (Journey in Love)

We are all special.

We are all special and unique to God.

We belong to our family.



EYFS Nursery Expectations Page 1

These are the outcomes expected by the end of a child's time in Nursery.

The Prime Areas of Learning

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- 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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- 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.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

EYFS Nursery Expectations Page 2

These are the outcomes expected by the end of a child's time in Nursery.

The Specific Areas of Learning

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 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.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- 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.
- Combine shapes to make new ones - an arch, a bigger triangle 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.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Literacy

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- 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.
- Write some letters accurately.