

Dear Parents and Guardians,
Welcome to St Oswald's Catholic Primary School! We are so excited to start the Autumn term welcoming our returning nursery children and seven new children. It is so exciting to have so many happy faces join our nursery and it has been lovely to see our returning nursery children being so kind and helpful to our new children. 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 the teacher access email between 8:30am and 4pm.
Kind regards. Miss Morris, Mrs Fitzsimmons, Miss Appleton and Miss Makin

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 come into the nursery to say hello and welcome the children to a fun Autumn term at St Oswald's.

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

We will be collecting for the local Food Bank, each Friday in October. The children are asked, where possible, to bring in one item as a donation, as part of our Harvest Festival celebrations. Thank you for your support.



Information and dates to remember:

Week beginning 12th October: New children parent catch up sessions with Key People - 3:15 to 4pm each day. - Information will be provided for booking a time slot soon. Parents of returning children will have a progress meeting in November.

2nd/9th/16th/23rd Foodbank Fridays October - Bring in a donation for the Food Bank.

Friday 23rd October: Nursery closed for 1 week half term break.

Sharing book

In order to encourage your child to develop their vocabulary and to become a lifelong 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.

Sharing books will be sent home by the end of September.



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.
- *Facebook.
- *'Evidence Me' by 2Simple - We regularly observe your child learning and will log these observations on our 2simple app and share them during the week. These observations will not be shared daily.
- * 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.

Religious Education

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

This term the children will complete their first topic called 'Creation and Covenant'. They will learn about all the beautiful things in their world that God created. They will learn about prayer and the Sign of the Cross.

As part of the RED and PSSED 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. These observations will be shared during the week at different points. They will not be shared 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.



All about me



Literacy

Quality texts—Happy to be Me and Pete's Cat.

Reading: Word Reading and Comprehension

*Begin to understand some of the five key concepts about print: Handle books carefully & correctly [right way up / turn pages]. Name some book parts ... *front cover, page, title, picture*. Print has meaning □ familiar logos □ environmental labels with photograph. Understand print is read left to right.

**Enjoy sharing a book with an adult:* One to one, Small group time.

*Begin to: □ talk about stories □ answer some simple story questions □ make story predictions.

*Read own name with/without visual support and use to label e.g. model.

*Trap first letter of their name.

*Recognise some familiar logos.

*Begin to develop phonological awareness by join in with foundational phonic activities: Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion. Rhythm and rhyme:

begin to develop awareness of words that sound the same. Alliterative activities, begin to identify words starting with the same phoneme within names. Explore and copy different voice sounds.

Further parent support for Phonics:

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

Writing

*Add some marks to drawings, which they give meaning to e.g. "That says mummy".

*Label using marks.

*Make marks on picture to their represent name.

*Begin to understand that own marks represent meaning: Point to marks / Talk about made marks.

*Explore Beery Shapes - lines (vertical & horizontal) and circle.

*Begin to attempt to write their name with some recognisable letters e.g. first letter of name.

Personal, Social and Emotional Development

Self-Regulation:

*Show 'effortful control' with support following the daily routine. Play with others, begin to share resources / begin to turn take.

*Begin to talk about feelings ... happy / sad / because.

*Show / imitate different emotions and label - I am happy / sad.

*Identify feelings of main characters in texts, looking carefully at illustrations.

*With support begin to find solutions to some conflicts - Sharing resources / taking turns.

Managing Self:

*Show interest in a range of experiences, indoors and outdoors.

*Begin to select and use continuous provision resources, with help when needed:

*With support begin to follow classroom routines and rules.

*Begin to be independent within self-care routines: Toileting / Handwashing / Snack time / Outdoor time - getting ready, putting on coat.

Building Relationships:

*Begin to play with one or more other children: Child-initiated learning / small group activities.

*Begin to see themselves as part of a community: Key Person group / nursery / family.

Communication and Language

Listening, Attention and Understanding

***Pay attention** to one thing at a time: Listen 1:1 to develop independence within daily routine.

Participate in short multi-sensory Key Person group time.

***Enjoy listening to stories** and begin to remember much of what happens: Listen to short stories

with illustrations / props / sounds. Recall key events / name key characters. Begin to join in text

retell - repeated refrains / some actions.

*Follow an **instruction with one part**: Linked to: □ daily routine □ Key Person group activities,

Special events: □ Autumn Walk □ Christmas celebrations.

*Understand some **simple prepositions** - on / in / up / down.

*Understand **simple questions** about 'who', 'what' and 'where': Getting to know: □ one another

□ learning space □ daily routine □ learning choices. Recount of events: □ own experiences □ visitors

□ visits.

*Begin to understand some **'why' questions** - own experiences: Autumn time / family events / special

nursery events.

*Begin to listen to others in small group activities.

Speaking

*Begin to use a wider range of vocabulary linked to: □ daily routine □ relationships □ themes.

*Learn new rhymes and begin to develop a repertoire of songs: Join in with actions / props. Fill in some missing words. Begin to talk about likes / dislikes.

*Begin to talk about a familiar book one-to-one: Comment on an illustration. Favourite character / part. Likes / dislikes.

*Develop communication, begin to use different tenses.

*Begin to speak in simple sentences of 3/4 words.

Expressive Arts and Design

Creating with Materials

*Explore different materials and textures.

*Use lines / shapes to represent objects.

*Begin to add more detail to their drawings.

*Explore colour.

Being Imaginative & Expressive

*Take part in pretend play.

*Develop stories using small world.

*Listen with increased attention to sounds.

*Sing and remember some simple rhymes and songs.

*Play instruments with increasing control.

*Make movements to music.



All about me



Physical Development

Gross Motor Skills

- *Continue to develop movement skills of walking and running: Negotiating space. Begin to adapt speed / direction to avoid obstacles.
- *Continue to develop balancing skills: Complete low level obstacle courses. Walk up / down a ramp. Stand still - hold a poise. Stand on one leg.
- *Begin to learn to jump [two feet] and hop.
- *Continue to develop riding skills - scooter / trike: Use bike track: □ following track □ right direction. Stop / start.
- *Continue to develop ball skills: Rolling (partner / circle games).
- *Begin to use large-muscle movements: Wave flags and streamers, crossing the midline, bilateral co-ordination (top to bottom / anti-clockwise).
- *Paint and make marks (top to bottom / anti-clockwise).

Fine Motor Skills

- *Learn to use the toilet with help, and then independently.
- *Begin to show a preference for a dominant hand.
- *Begin to learn to use a fork.
- *Begin to get dressed independently for outdoor play - coat / hat.
- *Use some one-handed tools and equipment: Across provision □ Pouring / filling □ Stirring / mixing □ Rolling pin / cutters □ Painting / Drawing / mark making □ Snipping with scissors.
- *Begin to develop a comfortable grip when using pencils / pen.
- *Model and encourage a tripod grip.

Mathematics

Numerical Pattern and Number

- *Begin to compare quantities ... *group, lots, more, same, less*: Sort, match and label groups. Find the group with more / the same / less.
- *Notice, identify and talk about patterns around them: Clothing - *spotty / stripey*. Autumn.
- *Begin to copy and talk about a pattern - Patterns with objects / actions. Give pattern a name.
- *Begin to recite numbers to 5 in correct order.
- *Explore 1:1 correspondence.
- *Begin to say one number for each item to 3: Join in with number rhymes / songs with props & actions.
- *Use some number names in play.

Shape, Space and Measure

- *Begin to select shapes for appropriate tasks: Show interest in shapes in the environment. Manipulate and turn shapes
- *Begin to talk about shapes *round, pointy, spotty, stripey*.
- *Make comparisons between objects using appropriate vocabulary: Size ... *big / small / bigger / smaller*.
- *Understand positional language within daily routine ... *in / on / under*.
- *Begin to understand the language of time within the daily routine ... *next, later, after*.

Understanding of the World

Past and Present

- *Begin to make sense of their own life history and explore family history.
- *To name family members and talk about those that are special to them.
- *Name different family pets.
- *To use language of now and next.
- *To talk about themselves.

People, Culture & Communities

- *Begin to notice differences between people - different likes / physical features.
- *Begin to show an interest in different occupations - school staff, vets.

Natural World

- *Name key body parts of a person and pet.
- *Explore different types of weather.
- *Talk about what they see, beginning to use a wider vocabulary.
- *Begin to talk about changes in materials.
- *Begin to use all their senses in hands on exploration of natural materials.

PE

Introduction to PE 1

The children will learn to find a space, freeze on command and how to use and share equipment. They will begin to develop their skills in running, jumping and skipping.

PE days are Tuesdays and Thursdays.

RSE (Journey in Love)

'The wonder of being special and unique'

Social and Emotional Focus:

To recognise the joy of being a special person in my 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

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.

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