

Online learning journey Please remember to check your emails from school as you will be receiving weekly class learning journey updates via email.

Sharing achievements/home learning: We love to hear about what the children and their families have been doing at home. Please remember to send these via our EYFS email address (eyfs@keresforthprimary.org.uk). Please note that you will not get a reply from this email address. If you require a reply from school, please email the office directly.

Knowledge organisers: Each time we start a new theme/focus in class we will email out a knowledge organiser. Knowledge organisers contain key vocabulary, facts and things to do at home to help you support your child with their learning.

Home learning: The learning that children do at home is just as valuable, if not more valuable, as that which happens in nursery. We have activities that you can borrow to do at home, including poetry and story sacks, and will send home ideas of activities to do at home and things to talk about in our knowledge organisers. We can provide extra 'homework' upon request e.g. letter formation sheets. We do ask, however, that you do not underestimate the importance of learning through play, having conversations with your child and providing your child with varied experiences. Please speak to a member of staff if you would like any support with learning at home.

Class library: The children are welcome to borrow any book to read at home. Books are changed on a Monday & Thursday. Please note that you may be asked to pay for a replacement if books are lost or damaged.

Please send your child with a bag that will fit a book in so that it doesn't get damaged in transit between nursery and home.

Stay & Play: A calendar with stay-and-play session dates/times has been sent out. These are opportunities for you to come into nursery and see all of the things that your child has been doing as well as take part in some activities.



Keresforth Primary School

Information for Parents/Carers

Nursery– Class Robin

Once Upon a Rhyme

(Julia Donaldson)

Spring 1 2025



Once Upon a Rhyme

Expressive Art and Design

- Music (learning songs & poems, pitch matching, moving to music, making musical patterns, drawing to represent music, experimenting with changing sounds) - Colour mixing. - Using tools correctly.
- Using a variety of media and materials to create art work inspired by our weekly topics– including play dough and the free choice craft.

Understanding the World

- Celebrations different cultures and how these are celebrated. Developing positive attitudes about the differences between people, cultures and communities. - Talking about changes in materials when cooking.
- Thinking about seasonal changes (Winter) and different parts of the world (Polar Regions, China & Spain). - Internet Safety Week. - Floating/sinking

Phonics— *activities are differentiated dependent on previous experiences & understanding*

- Nursery rhymes & poems- learning them and confidently reciting.
- Rhythm & rhyme.
- Voice sounds. - Alliteration.
- Oral blending. -Syllables. - S A T P I N

Physical Development

- Dough disco, squiggle whilst you wiggle sessions to develop gross and fine motor skills to support co-ordination and pencil grip.
- Using scissors to snip. - Folding paper. - Cutting paper on a line.
- Cooking activities (use of tools and understanding of hygiene)
- Name writing each morning (at the child's own pace)
- Developing self-help skills including dressing & toileting.

Spring 1 challenge is to be able to put on hats, scarfs and gloves independently.

Personal, Social & Emotional

- Developing independence (including tidying). - Turn taking, sharing and developing an acceptance of others/tolerating delay. - Developing confidence to speak within a group and share ideas/listen to others. - Confidence in new social situations. -Making new friends.

Communication, Language & Literacy

- Developing vocabulary based on our weekly topics: *Winter, All About Me, Polar Regions, Chinese New Year, Gruffalo & Gruffalo's Child, Julia Donaldson & Art Week– Spain.*

- Using a book correctly (holding it the correct way up, turning pages, looking at words/pictures).
- Giving meaning to marks that they make whilst drawing/painting. - Character descriptions.
- Listening and responding to stories (talking about events & characters)- including core texts.

At home— *Share stories together. Have conversations at home to introduce, reinforce and explain new vocabulary. Model correct vocabulary at all times. Practise songs and rhymes.*

Maths— *activities are differentiated dependent on previous experiences & understanding*

We are focussing a lot of our maths work on talking like a mathematician and answering questions like: Why? Why not? How do you know? Is it xxx?

- Counting songs and rhymes - Days of the week (daily calendar)

Older Children— Numbers 3, 4 & 5. Composition of. Recognising numerals. Counting out amounts. Subitising. Comparing group sizes.

Younger Children— Saying numbers in order to 10. Number songs and rhymes. Sorting. Matching.

