

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

Food From Around the World

Summer 1 2025



Food From Around the World

Expressive Art and Design

- Music (learning songs & poems, naming instruments and playing instruments, moving to music, expressing how music makes them feel)
- 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

- Food—how do things grow? How do we take care of a plant?
- Tasting different foods from around the world. Understanding where food comes from and how it is made.
- Understanding a balanced diet—needing different food from the supermarket.

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

- Nursery rhymes & poems- learning them and confidently reciting. Older children: - Sound of the week (e,u,r,h,b,f), Initial sounds.- Oral blending (e.g. f-o-x = fox) Younger children: - Environmental sounds.- Syllables. - Instrumental sounds.— Isolating words in sentences.- Rhyming stories.

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 and cut along lines. - Folding paper.
- Cooking activities (use of tools and understanding of hygiene)
- Name writing each morning (at the child's own pace)
- Climb with confidence (large climbing frame in nursery).
- Ball work—throwing and catching.

Personal, Social & Emotional Turn taking. - Developing self-help skills including dressing & toileting. - Looking after ourselves (healthy eating, teeth brushing, washing, germs, getting a good amount of sleep, exercise, dressing appropriately).— Making friends and sorting out problems.

Communication, Language & Literacy - Developing vocabulary based on our weekly topics:

- Fruit, Veg, Veg, Veg, In the Supermarket, Breakfast! (Goldilocks), Food from around the World,*
- 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. - Sequential language (e.g. first, then, next). - Listening and responding to stories (talking about events & characters).
- Ordering and retelling stories. - Learning songs and rhymes.— Following multi-step instructions.

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— Sequencing, positional language, more than and fewer than, 2D and 3D shapes

Younger Children— Rote counting to 10. Showing finger numbers to 5 & 10. Counting accurately 1:1. The cardinal principle (the last number that you say when counting is the total amount).

