



St. William of York Catholic Primary School

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17th January 2025

Dear Parents/Carers,

Spring Term

Happy New Year and welcome to the Spring term. We would like to extend a warm welcome, to our new children and their families. We do hope you all had a good Christmas. Thank you so much for your very generous cards, gifts and messages, we really do appreciate them all.

This term our topic is “**Creatures Great and Small**”.

As a class, we will be looking at the different ways we can look after God’s animals, both great and small. This will include a class trip, which will help the children to make these connections on a deeper level. The children will also explore the plants in the Nursery, they will plant seeds and take care of them. We will support our new children to settle into the Nursery. Through play we will encourage the children to become independent learners and build on their turn-taking, sharing and social skills. For our returning children, we will continue to develop their skills and explore all the areas of learning.

The children will be bringing home a pack of storybooks, once a week on Tuesday, for you to share with your child. These should be returned to Nursery every Tuesday. Please keep the books in the wallet when they are not being read so that they do not become misplaced. Share books with your children as often as you can and engage with them in conversations about what is happening in the book, as much as possible.

As part of the curriculum the children are encouraged to bake throughout the week, and bring home the cakes they make. We ask for a donation of £1.50 per half term per child, or for a donation of eggs, sugar self-raising flour, butter or food bags. Thus far, you’ve all been very generous and we truly appreciate your support in this area of the children’s learning.

Please make sure that your children’s clothes are named. Please ensure your child has some spare clothes in a named bag, in case of accidents. Please do let us know if you are **not** collecting your child from nursery, and we will need to know who is collecting them instead. Let us know at drop off in the morning or by contacting the school office. You may think we know all your child’s familiar adults, but it takes some time to be able to recognise everyone.

The nursery team teachers are Mrs Jones (Monday to Wednesday), Ms Rolt (Wednesday to Friday.) Our Foundation Stage teaching assistant is Miss McDonagh. Lunchtimes will be supervised by Miss McDonagh, Miss Holmes (Nursery Nurse) and Miss Meehan.

We look forward to a fun and enjoyable term. If you have any queries, or concerns, please do not hesitate to speak to the Nursery team, or email us at nursery@swoy.lewisham.sch.uk.

Yours sincerely,

The Nursery Team
Mrs Jones & Ms Rolt

Area of Learning	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Maths	Understanding the World	Expressive Art & Design
Learning intentions	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. <p>Develop the ability of turn taking. Show a sense of respect and empathy for living things. Independence Develop the ability to express their feelings.</p>	<ul style="list-style-type: none"> 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; write 'm' for mummy. Write some or all of their name. 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 and page sequencing. 	<ul style="list-style-type: none"> 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. 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. 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'. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs.
Provision	<p>Stories read through the day and during carpet time Songs and rhymes with actions Snack time talk topics Adult modelling of language Role play opportunities Carpet sessions Initial sound games Fred talk games Power or Reading books Small groups for looking at and discussing stories and vocabulary Story sacks Re-telling/acting out stories with prompts and puppets Singing sessions with Mrs Shanahan</p>	<p>Stepping stones Construction materials Stilts Range of vehicles to ride, pull and balance on Movement sessions in the hall Movement games and obstacle courses Paint brushes and large chalks Scissors, hole punchers, mark making materials, with fat and thin felt pens and paintbrushes Nursery rhymes stories and songs with actions</p>	<p>Zones of Regulation Adult modelling language around problem solving Ring and table top games Construction area: blocks and bricks for building collaboratively and encouraging sharing Role play Using puppets to talk about interests and feelings ACE cards Independent activities Show and tell with sustained shared thinking Visual timetable Leading lunch and end of day prayers</p>	<p>Stories with puppets and real object props Fact and fiction books Adult and child made books Print-rich environment; key words and images placed around areas of learning for children to access Cooking instructions and recipes Model writing for a purpose Name cards and reminding children to write name on work so we know it belongs to them Story carpet sessions Questioning around stories and how to look after books</p>	<p>Counting songs and rhymes using fingers Numerals and shapes in sand and water trays, construction area and creative area. (junk modelling – big, small, tall, short) Threading Pegs and boards Natural resources for open ended enquiry Use of number labels/writing numbers for purpose Measuring time, weight, length (standard and non-standard) e.g. timer, tape measures, rulers Volume of equipment in sand and water varied e.g. big buckets or tiny pots Tap Taps for shape making Positional games – movement sessions IWB maths games Dice games, Numicon games Pattern hunts Feely bag games</p>	<p>Look at fact and information books Use the globe to explore different countries Look at different animals and their habitats from around the world using books, stories and photos Forest School A range of natural materials such as pine cones, shells, conkers, stones, bark, wood available in the classroom and outside Actively comparing the weather each day Planting in the garden plant boxes and individual pots Monitoring the Bug Hotel and nesting boxes for activity Using stories to explore identity Using stories to look at life cycles- The Very Hungry Caterpillar Listening, seeing, smelling walks</p>	<p>Junk modelling Self-selection creative area, with a range of materials and mediums Self-selection of tools malleable activities Exploring textured materials, such as clay, corn flour, jelly and foam Varied role-play areas. Colour mixing provision Model activities, such as printing and observational drawings Free access to a range of musical instruments Music sessions with Mrs Shanahan</p>

