

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, **'learn to love and love to learn'**, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

'You must love one another as I have loved you.' John 13 v 34

Curriculum

Overleaf is an overview of the themes your child will be covering this term and the key books you may wish to buy or borrow from the library to read to them. Please look on our school website for more information.

Home Learning

Education City

Your child has been given a login to access activities through 'Education City.' Please 'login' using your child's credentials. Click on the tab that says 'homework'. If you wish to complete any additional activities then please do so, and search 'F1' or 'f2' to ensure these are age-appropriate. We look forward to seeing the children's progress for each of these activities.

Logins can be found at the front of your child's reading diary.

<https://go.educationcity.com>



Oxford Reading Buddy

<https://www.oxfordreadingbuddy.com/uk>

Logins can be found at the front of your child's reading diary.

Please log in and share stories with your child. There are questions about the stories for you to discuss together too



Uniform

All children look very smart in school uniform. **Please ensure that your child's name is on all of their clothes and belonging including shoes.** As I am sure you can appreciate the difficulty identifying their uniform without it. **Black tracksuit bottoms or leggings are preferred this term, rather than school trousers or tights and skirt, as children often find this is easier for toileting.**

Snacks

Your child is entitled to free fruit and milk, which will be provided for them everyday. If you would like to send your child with a drink of water please provide a water bottle daily, clearly named.

Outdoors

Outdoor learning is a crucial element of the EYFS Framework. At our school children are provided with full waterproofs and wellingtons for outdoor learning. In wet weather we insist that all children must wear these, in dry weather they must be worn in the water area and mud kitchen. If you feel your child is too ill to take part in learning outdoors please inform a member of staff. The Early Years staff will ensure that your child does not go outside that day.



Remember to continue to share lots of stories together



If you have any worries, please contact the class teacher. You will always be welcome.
Mrs Talib



Article 3 (best interests of the child)
Article 12 (respect for the views of the child)
Article 29 (goals of education)

Topic - Move it!

Sport is super! Why not get those outdoor toys out of the shed and kick, bounce and slide the afternoon away together? You could make predictions about how high you both can jump and how fast you both can run, and put them to the test. When you're finished being active, why not research how fast certain animals are and how high they can jump. Can you out-jump a kangaroo?

Encourage the children to join in with different action rhymes, such as Heads, Shoulders, Knees and Toes, Ring a Ring o' Roses or Oranges and Lemons.

Using your maths skills, to find out how high and how far you can jump by using standard and non-standard measures.

You could also encourage your child to:

Listen to and follow rules of play.

Use their bodies to move in different ways.

Handle sports equipment.

Use movement words and phrases, such as over, under, fast, slow and through.

Throw, catch and roll.

Suggested reading -

Spinderella by Julia Donaldson

Peppa Pig Sports Day

From Head to Toe - Eric Carle

Topic - pets

Pets are lovely, why not talk about different pets you can have and describe them for example, describe the different dogs, including big, small, hairy, bald, slow, fast and so on. Read the stories on pets. After discussion on pets encourage children to use a range of simple adjectives to describe them. A 'Dogs word mat' is also available to help the children to choose a suitable adjective.

Offer a range of drawing materials for the children to draw different pets. Ask 'Can you describe your pet?'

Discuss child's pets - Makaton signs

Questions to ask the children

What does this animal eat?

What does a dog eat?

What do dogs like to do?

How do you look after a rabbit?

What is your favourite animal?

What features does the animal have?

How do we care for this animal?

Suggested reading:

Dog's Colorful Day by Emma Dodd

Pete the Cat: I Love My White Shoes by James Dean

Harry the Dirty Dog by Gene Zion

Tails are Not for Pulling by Elizabeth Verdick

Topic - People who help Us - Me and My Community

In the Me and My Community project, your child will learn about the school community and building friendships. They will explore the school grounds and find out about all the people in school who are there to help them.

They will explore how they are special and unique and how everyone's family is different. They will take part in practical activities to support them to build new friendships and explore what makes a good friend. They will also find out about people in the community who help us, including doctors, nurses, and the emergency services.

Supporting your child at home

- Look at family photographs together and discuss who is part of your family and extended family.
- Look at baby photographs and talk about how they have grown.
- Look at any childhood photographs of parents and grandparents.
- Talk about the things you like to do together and places you like to go.

RWI – formation of letters

Please encourage your child to form letters correctly by saying the rhymes as they write.

- a Round the apple, down the leaf.
- b Down the laces to the heel, round the toe.
- c Curl around the caterpillar.
- d Round his bottom, up his tall neck, down to his feet.
- e Lift off the top and scoop out the egg.
- f Down the stem, and draw the leaves.
- g Round her face, down her hair and give her a curl.
- h Down the head to the hooves and over his back.
- i Down the body, dot for the head.
- j Down his body curl and dot.
- k Down the kangaroo's body, tail and leg.
- l Down the long leg.
- m Maisie, mountain, mountain.
- n Down Nobby, over his net.
- o All around the orange.
- p Down the plait and over the pirate's face.
- q Round her head, up past her earrings and down her hair.
- r Down his back, then curl over his arm.
- s Slither down the snake.
- t Down the tower, across the tower.
- u Down and under, up to the top and draw the puddle.
- v Down a wing, up a wing.
- w Down up, down up.
- x Down the arm and leg and repeat the other side.

Please continue to practice recognising the RWI pictures and sounds with your child. If you need any further information or resources to support your child please contact Mrs Zollino.

Please continue to practice writing your child's name - ensuring you follow the correct formation - see attached sheet for letter rhymes used in school.



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose
shush-han



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string



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Dear Parents/Carers,

We wanted to write to you to inform you about our home-school reading in Nursery. At St Giles we follow the Read Write Inc. scheme and will be concentrating on the picture frieze and recognising initial sounds. In addition to this your child has been given a book each week from our reading scheme. This is for you to share with your child and talk about the story with them.

The children will also have the opportunity to borrow a book from our library to expand their wider reading and encourage reading for pleasure. These can be changed weekly on Thursdays.

Thank you to all parents who attended our reading and craft workshop last term. It was lovely to share our favourite stories with you.

Please provide your child with a book bag to keep all their books together.

Please ensure that you have shared the books each week and commented in your child's reading diary. There are a variety of responses that you could include such as comments on how they have achieved, what they struggled with and their understanding of the story. If you are unsure of what to include make a general comment, such as 'great reading' and sign your name. For any more advice on this please do not hesitate to ask any member of Nursery staff.



Sharing a story every day will give your child...

- Huge numbers of new and unusual words to learn,
 - Ideas of new places and cultures,
- Knowledge of different people and animals,
- Understanding of feelings and emotions
- Strengthen their bond with you,

What your child needs to thrive...

- Hear 2,500 words per hour,
- Learn at least 400 new words a year ...that's just over 1 per day,
- Be able to talk about their feelings and manage their emotions,
 - Use words to imagine and create stories,
 - Understand the world around them,
 - Make friends and empathise with others.

REMEMBER you can read the same story more than once! Repeated reading opportunities together have a positive impact on a child's gains in vocabulary and comprehension.

Many thanks for your ongoing support with reading. Any further questions please contact Mrs Zollino.

Recommended stories

Traditional Tales

The Three Little Pigs
Little Red Riding Hood
Goldilocks and the Three Bears
Jack and the Beanstalk
The Gingerbread man
The Three Billy Goats Gruff

Farmer Duck - Martin Waddell
Can't You Sleep Little Bear - Martin Waddell

Pig in the Pond - Martin Waddell
Owl Babies - Martin Waddell
Peace At Last - Jill Murphy
Whatever Next - Jill Murphy
Dear Zoo - Rod Campbell
The Tiger Who Came to Tea - Judith Kerr

Recommended Stories

Room on the Broom - Julia Donaldson
Stickman - Julia Donaldson
The Gruffalo - Julia Donaldson
What the Ladybird Heard - Julia Donaldson
Tiddler - Julia Donaldson

Where's My Teddy? - Jez Alborough
The Very Hungry Caterpillar - Eric Carle
Giraffes Can't Dance - Giles Andreae
Commotion in the Ocean - Giles Andreae
We're Going on a Bear Hunt - Michael Rosen
Rainbow Fish - Marcus Pfister
The Fish Who Could Wish - Korky Paul

Be a language magnet

- Find a quiet space to talk,
 - No distractions
- Down at their level,
- Make eye contact
- Hold their attention

Sharing stories with your child

Sharing a story every day will give your child..

- Huge numbers of new and unusual words to learn,
 - Ideas of new places and cultures,
 - Knowledge of different people and animals,
 - Understanding of feelings and emotions
 - Strengthen their bond with you,
- Lets try and reduce the 30 million word gap that exists between some children.

What your child needs to thrive...

- Hear 2,500 words per hour,
- Learn at least 400 new words a year ...that's just over 1 per day,
- Be able to talk about their feelings and manage their emotions,
 - Use words to imagine and create stories,
 - Understand the world around them,
 - Make friends and empathise with others.

Be a language radiator

- Use vocabulary
- Explain new words,
 - Label objects
- Making words meaningful – how they relate to your child's world
- Use sentences rather than single words or short phrases

Children with good language become adults who are more likely to...

- Achieve well in exams and succeed in education,
 - Progress onto college and university,
 - Good mental health,
- Positive behaviour and empathy for others
 - Sociable & confident

REMEMBER you can read the same story more than once!

Repeated reading opportunities together have a positive impact on a child's gains in vocabulary and comprehension.

Be a conversation partner

- Take repeated turns in conversation,
 - Aim for at least for 5 turns,
- Talk about the characters, events and recall the story