

Everton

Nursery School and Family Centre



www.evertonnurseryschoolandfamilycentre.org



@EvertonNursery



0151 233 1969

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Dr. Lesley Curtis OBE
 Headteacher/Head of Centre

Welcome



Welcome to our Spring newsletter.

During this term children have been exploring the season and the different weather such as snow, ice and lots of rain! Children have observed chick and duck eggs hatching and frog spawn.

Children have used the school minibus to visit the Chinese Arch and to B and Q to use money to buy resources as part of a project.

If your child is three years of age, please make sure they are toilet trained. Please use the Easter break to toilet train your child to support the nursery staff. If you require more support on toilet training please come into the school/centre foyer to speak to a member of the children's centre team.

Finally, thank you for all your support to date. If you would like to volunteer in the nursery school with the children (not always with your own child) during the summer term please email our evertonnsc@evertoncentre.liverpool.sch.uk email.



Dr. Lesley Curtis OBE
 Headteacher/Head of Centre

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Lauren Caldwell

Early Childhood Educator Cresswell 1 class

Persona Dolls

At Everton Nursery School Persona Dolls are used as special life-like storytelling dolls.

Persona Dolls are used to designed to mirror the diversity of the children with their range of skin tones and hair types. In Cresswell class the Persona Doll is named 'Scarlett'. The creation of her Personas was developed to specifically support the children in Cresswell class. Through the Personal Doll storytelling sessions the children are provided with a



supportive safe space where they can celebrate similarities

and differences, and consider issues of feelings, inequality and exclusion that can be difficult to talk about. The sessions aim to raise children's awareness and develops understanding about diversity and prejudice in both the children and adults involved.



The Persona Doll encourages **children to see themselves as active individuals** capable of helping others and so effecting positive social change.

Scarlett was initially used to a small group of children so they could discuss and identify, their feelings and emotions. Together we compared how we were feeling that week to how Scarlett was feeling as she was upset about leaving her family to come to school. We also looked at different emotion pictures to identify how others may be feeling and why.



continued



Here are some quotes from the children.

"I am feeling sad today. I fell over outside and hurt my leg. Scarlett give me a cuddle and help me".
 Laura -"I'm so excited to see Scarlett. I hope she is feeling happier today. I feel so loved today. My friends give me cuddles and love me". -Dolly -
 "Scarlett, my friend. So shocked like this, "aaaahhh". I give Scarlett cuddles". Liana "I am going to tell Scarlett I am happy today. I think she will be happy to see us. I am happy because I can run fast". - Alice

The following week, 'Scarlett' had been climbing on a chair and fell. We spoke to Scarlett about sitting on chairs and keeping our feet on the floor. The children tried to make her feel better by putting a cold compress on her head and showed her how to sit on chairs and push them in when we are finished.



The children said they don't run around the chairs as that is dangerous as well. -"Cant climb on a chair. Got to sit on it. You have a sore head? I wipe it better for you". - Annie -"I will check your head. Sit down on the chair. Oh no, don't cry Scarlett. We make you feel better". - Laura -"I have put a paper towel on her head. You have to be careful. I cut my finger and needed a plaster. It's better now." - Dolly
 Children's learning through Personal Dolls is shared through the Learning Journals App.



Kate Doyle

Nursery Teacher Spencer 2

Chinese New Year

Celebrating Chinese (Lunar) New Year

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. As part of this area of learning children explore people, cultures, communities, along with diversity and develop their cultural awareness from a very early age.



As part of our Understanding the World curriculum we have been learning about **Chinese New Year and the importance of the dragon in Chinese culture**. All children across 2-5's have had the opportunity to learn about Chinese New Year, also referred to as Lunar New Year. Chinese New Year is a perfect way to introduce children to different cultures and traditions that may not be familiar to them.



As part of our celebration for Chinese New Year some children from Spencer class had the opportunity to visit East Prescott Road Nursery School to watch Liverpool's Hung Gar Kung Fu School perform the Lion and Dragon dance. The Lions moved rhythmically and interacted with the audience. They were accompanied by a large barrel drums, gongs and cymbals. **This was a wonderful opportunity to learn about other cultures and celebrate differences.**



As part of our Expressive Arts and Design curriculum we explored a range of media and materials and engaged in a variety of arts and crafts including a collaborative project to design and create our own Lion and dragon dance performance. **Children displayed high levels of involvement as they created lion and dragon costumes using a large cardboard boxes and collage materials.** Once we had constructed the puppets we created our own dance performance in the hall.



Some children had the opportunity to go out in our school mini bus to observe the Chinese arch that spans Nelson Street in Liverpool. **They learned that this arch is the tallest Chinese arch in Europe.** Once back at school Children used construction materials to create their own representation of the arch.



We explored the Chinese-themed items, including clothing, musical instruments, lucky money envelopes and a range of fiction and non-fiction texts including the zodiac story about the animal race.

Children were provided with animal necklace's and engaged in races alongside others as they retold this traditional story. During teacher input, we explored the **Chinese symbols that represent numerals 1-5**, and children engaged in an activity painting their own symbols. For afternoon snack children had the opportunity to use chop sticks to taste some Chinese food, including noodles and spring rolls.





Julie Antonio

Senior Early Childhood Educator (HLTA) Heyworth 1 and 2

Island Time

Each day at 11am Children and practitioners in Heyworth class take part in Island Time. Island Time is a small group session where children spent time with a Family Worker. During Island time session practitioners plan learning experiences that excite, engage and motivate children. During the session children sit on a special rug which is the Island. The session lasts for around 5 minutes and is typically in a quiet space with small groups of children and their Family Worker.

The purpose of Island time is to ensure children and practitioners have dedicated time spent together learning through play. The resources that are used in Island time are chosen to evoke children's curiosity and develop their communication and language skills. Island Time observations are often shared on the 'Learning Journals' App. Please continue to log in to the Learning Journals App and interact with children's learning, starting point assessments and two year checks.

You can also share information from home about your child's learning.





Lyndsey Gardner

Senior Early Childhood Educator (HLTA) Cresswell class

Investigative Play



Investigative Play at Everton Nursery School is embedded through the use of high-quality resources to help children learn about materials, physical processes as well as a range of fun and exciting science experiments.

Children in Cresswell have been learning through play using the school investigation room.

The resources children have explored have been chosen to stimulate independent child-initiated learning. Each week the children have had the opportunity to test out how objects work and develop their knowledge through a trial and error approach to learning. Children in Cresswell will continue this explorative play until the end of the summer term. Children's learning has recently been shared using the 'Learning Journals' App. Please like, comment and interact with your child's learning. If your child is investigating at home, please share this using the parent contributions tab.



The children's quotes are as follows:-



Exploring light "Look there is a rainbow" (Liana, Mood/colour changing ball) "me turn the light on" (Joseph, small lamp) "Skeleton foot" (Hallie)

Headphones "Liana singing baby shark" (Liana) "Headphones" (Mudathir) "That's me dancing. Hey Micky is my favourite" (Alice)

Shape boards "It's the hammer to put it in" (Noah)
Tools "Turn it to fix it all" (Hallie, screwdriver) "Bicycle! Cling cling" (Liana, bicycle bell) "Glasses" (Nyla, safety goggles)





Megan Edwards
Nursery Teacher Cresswell

Chick eggs and Ducklings

Chick eggs

Everton Nursery School saw the exciting arrival of chick eggs on the 26th of February. The chick eggs became influential on children's learning in nursery. The chick eggs were kept in an incubator that was calibrated to keep a constant temperature of 37.5 degrees Celsius. The children were able to observe the process of the chick egg's hatching enticing curiosity amongst the children to start collectively ask questions such as 'how do the chicks get out of the egg?'



The chick eggs were a perfect hook to look further into the process of a life cycle of a chicken. Children were introduced to a new vast range of vocabulary such as incubator, brood (group of chicks), egg, and hen'. The children participated in a wide array of activities such as the care of chickens. Once the chicks were fully hatched the children were able to become involved in the care of the chicks such as feeding them and making sure that their water was full. We read both fiction and non-fiction books relating to the chicks and we were able to look at similarities and differences as the chicks grew.

The children have been fascinated with being able to observe the life cycle and have been able to continue and extend their learning on new life, spring and life cycles. Children were able to see how the chicks will grow by visiting our outdoor coop and feeding our fully grown hens. Children developed their empathy and ability to care for others with the arrival of our chicks. Both staff and children have been fascinated by the chicks.





Ducklings

Everton Nursery School witnessed the new arrival of duckling eggs. The duckling eggs were kept in an incubator and in a different location to the chick eggs. The children were curious to see what was inside of the eggs and we had plentiful predictions from the children suggesting dinosaurs to unicorns!

The children spent long periods of time witnessing the duck eggs hatching and seeing the growth of the duckling

The children were lucky to observe the growth of both birds and enabled discussion of differences and similarities of the two birds. Upon the arrival of our ducklings we were able to link our traditional tale 'the ugly duckling' and extend our knowledge on the life cycle process of other animals such as a swan. The children have developed their learning across all areas of the EYFS curriculum.



Counting ducks - Mathematics Understand key features of a life cycle of a chick and a duckling - Understanding the World Creating ducks and chicks using different resources - Expressive Arts and Design.

Understanding how others feel through the story 'the ugly duckling' - Personal, social and emotional development. After the ducklings had grown the children had the opportunity to hold them. The children were very gentle and careful when handling the ducklings. We observed the ducklings in water and watched as they explored the water around them.



Kate Doyle
Nursery Teacher Spencer 2

Everton Park Nature Garden

Our recent visit to Everton Park Nature Garden was a wonderful opportunity for children to be at one with nature inside a walled garden situated in our local community.

The garden offers a natural space, including ponds with overhanging trees, reed beds and bridges, woodland flowers, such as bluebells, as well as a woodland area with native trees including oak, hazel, birch, cherry and alder.

The children were keen to investigate the main pond area during which time we used fishing nets to find out if anything was living in the water. The children suggested that we might find frogs but unfortunately, we did not find any pond creatures during our visit. We spent time observing the mallard ducks and talked about the differences between the males and females. We identified physical differences, such as colour and markings, and made links to our nursery hatchling project, which involved caring for newly hatched ducklings.

We explored the grassland meadows and woodland areas, and took part in a nature hunt to identify a variety of plants and natural materials, including daffodils, pine cones, catkins and alder cones. Children were provided with their own clipboard, identification sheet and appropriate stationary to record what they observed in the wild.

As we further explored the area, we found the perfect spot to take part in a one-minute silence to listen to the sounds all around us. We used all our senses to tune into and appreciate the world that surrounds us. During this time, we were greeted by a robin which performed a beautiful song whilst resting on a nearby branch.



Finally, we explored the sensory garden and allotment area where we gathered ideas of what we would like to grow back at our school allotment. The children pointed at the artwork that covered each of the planters and we made plans to make bug hotels and wooden vegetable signs during our future woodwork sessions. We look forward to putting our plans into action.

