

Everton

Nursery School and Family Centre



www.evertonnurseryschoolandfamilycentre.org



@EvertonNursery



0151 233 1969

Learning Journals

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Dr. Lesley Curtis OBE
Headteacher/Head of Centre

Welcome



Welcome to our Autumn newsletter and welcome to all new families that have joined Everton Nursery School and Family Centre this term. As always the children and staff have been involved in many learning opportunities over the term. From our newsletter you will be able to see and read about our educational visits children experience, physical development activities and Going on a Bear Hunt with Spencer 3. Thank you to all parents who attended the toilet training session with the Children's Centre.

If your child is 2.4 months to 3 years, please start toilet training, preparing them for Nursery and Primary School. Thank you to all parents who have signed up to our Learning Journals platform so we can share your child's learning with you. The staff will update your child's learning journal every month. You do not need to check daily but at least every half term to see your child's learning in action. Please add comments and any activities you have undertaken at the weekend or when school is closed for the Christmas holidays. Please check our dates for events in December for you to be aware of.



We are looking for another parent governor. If you are interested ask Penny on reception what the role involves as she is a parent governor and has recently volunteered with us supporting with admin in the main foyer. If you are interested in becoming a parent governor or you would like to volunteer in either the Children's Centre or Nursery School, email me on evertonnsfc@evertoncentre.liverpool.sch.uk

Finally, thank you for all your support this term.

Dr. Lesley Curtis OBE
Headteacher/Head of Centre



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Contact information

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Faye Johnson
Assistant Headteacher

Learning Journals

At Everton Nursery we use the app 'Learning Journals' to share educational updates with parents. Within the Learning Journals app, we also undertake observations and assessments of all children. Children aged 2 will receive a two-year progress check. Children age 3 and 4 will receive six monthly spotlight assessments. All children receive a 'starting point' assessment. The observations and assessments that we make are called 'spotlights'. We observe children's innovation, their creativity, their ideas, their intents and feelings. This assessment system is linked to Development Matters and the Early Years Foundation Stage (EYFS). Development Matters guides teachers identify if children are meeting or not yet meeting their age related milestones. It is important that parents interact and respond to the teacher's assessments and that we can work together to ensure all children have the ability to thrive in nursery. The observations we share with you are also to offer an insight of what children are learning in school and how you can extend this learning further at home.



At Everton Nursery School we believe that if we are capturing the moment, we cannot be part of the moment. This means we have structured in place that ensure teachers share monthly updates of children's learning. We are unable to provide daily and weekly updates via the app. Teachers are happy to update parents daily generally on how children have enjoyed the day.

For more in depth meetings please speak with the teacher to arrange a date in the future. If your child is aged 3 and 4 the Learning Journal app will also document your child's PLOD. PLOD stands for 'Possible Line of Direction'. Each child will have a different 'PLOD' based on their unique and individual interests.



PLOD's are an important part of the school curriculum which enables children to feel valued and provide an opportunity for children to acknowledge the ideas and thoughts of others.



Parental Engagement is a very important part of Learning Journals. Parents are asked to comment on the information provided by the class teacher and family worker. Parents are also asked to share wider home life experiences.





Kate Doyle

Nursery Teacher Spencer 2

Educational visit to Liverpool World Museum

Children from Spencer class visited Liverpool World Museum as part of an educational visit to find out more about the world around us. The children made close observations of artefacts and dioramas and engaged with immersive exhibitions and projections across three floors including; dinosaurs and the natural world, the bug house and the aquarium.



the viewing bubbles to see the terrapins immersed in water. The digital elements created an immersive experience that enabled children to develop a sense of wonder as they explored what was on display in each tank. The bug house offered the opportunity for children to observe live bugs such as tarantulas, snails, stick insects and beetles. The children were fascinated by the items on display in the interactive natural history centre and got to handle a variety of animal bones and skulls including the skull of a crocodile. As always, the highlight was discovering the full-size dinosaur skeletons and learning about how these animals once

lived. We look forward to planning more educational visits next term.





Kate Doyle

Nursery Teacher Spencer 2

Switch Off Fortnight

Switch Off Fortnight is a nationwide campaign that runs every November to encourage schools to switch off lights and electrical appliances when not in use for two weeks. The goals for schools are to help them save energy and monitor the impact of changing user behaviour on the school's energy use. Switch Off Fortnight is also a fantastic opportunity to educate the future generation about the benefits of reducing their energy use (both at school and home) and help them understand how making small changes in their own lives can collectively help to tackle the climate emergency. Children took the lead on monitoring lights and equipment in various rooms around our school building to make sure electrical appliances had been switched off after use. They confidently shared their objective with members of staff around the building and were keen to share their message with those who had left electrical devices switched on. They collected data to show what they had found and made marks to represent all of the appliances that they had to turn off. In addition to this, children learned about current electricity and connected their own circuit using a cell, wires and traffic light bulbs. They also experimented with static electricity by rubbing a balloon to create a static charge. Children learned about the various ways of powering toys and resources using batteries, plugs and even solar panels.



They made close observations through hands on practical learning opportunities involving torches, lamps, iPads, projectors and the light box. Groups of children had the opportunity of going out in our school mini-bus to find and identify wind turbines around our local community. They were able to spot the Burbo Bank wind farm in the distance from the view at Everton Park and visited Liverpool dock area to observe the size and features of working turbines.





Megan Edwards
Nursery Teacher

Physical development

At Everton Nursery School and Family Centre, the aim is to create a nurturing environment where young children can actively engage in physical activities that foster their growth in coordination, control, and movement. Recognising the pivotal role that physical activity plays in the holistic development of children, the nursery is committed to instilling an understanding of healthy lifestyle choices from an early age. Engaging children in diverse forms of physical play not only enhances their physical abilities but also contributes to their emotional and social well-being. For instance, activities such as climbing, jumping, and running help children build strength and confidence, allowing them to pursue happy and active lives, while also teaching them the importance of remaining physically active.

The developmental milestones for children are thoughtfully planned around their age group, ensuring that physical activities are tailored to their growing capabilities

For two-year-old children, the focus is on introducing them to gross motor skills through playful exploration. Activities such as moving across various surfaces like grass, sand, and mulch encourage them to understand their body movements while developing their strength and coordination. For example, guided activities at the green area may include climbing simple structures or navigating through a sand quarry, providing them with an engaging and safe environment to learn through play.

As children progress to the three-year mark, the emphasis shifts towards refining their fundamental movement skills. In physical development, three-year-old children are encouraged to kick and throw balls, helping to enhance their whole-body control and coordination. Structured activities such as obstacle courses using soft play equipment promote not only physical agility but also social skills as children learn to navigate and challenge themselves in a collaborative setting. These activities, whether indoor or outdoor, act as a foundation from which children can propel their physical abilities while also developing critical thinking in terms of spatial awareness.

By the time children reach four years of age, they are encouraged to demonstrate increased control and grace in their movements. This includes engaging in more complex physical play such as climbing and negotiating uneven surfaces safely. On-site physical education sessions provide opportunities for children to practice their skills using large apparatus, reinforcing earlier learned techniques while promoting self-esteem and resilience. Such environments allow children to explore their abilities, gaining confidence as they understand how to assess risks and push their physical limits, which is essential for their ongoing development.

Parents can play a pivotal role in supporting their children's physical development at home. Simple activities such as creating an indoor obstacle course, incorporating fun games like "Simon Says" to encourage movement, or taking family walks to explore local parks can significantly enrich their children's motor skills. Additionally, encouraging children to practice putting on and taking off their shoes and socks independently not only helps them develop fine motor skills but also fosters a sense of autonomy. Through patience and support, parents can reinforce the physical skills nurtured at the nursery, ultimately enhancing their children's confidence and independence while instilling the value of an active lifestyle.





Dr Diane Boyd

Autumn the time of apples and apple Juice!

By immersing early years children in place based learning and letting them become part of seasonal experiences, will strengthen their **environmental sustainability** lens.

Children can only become empathetic and caring about their world, if they understand how their world works. A wonderful way to

be aware of the seasons is to follow a seasonal calendar. The Royal Horticultural Society (RHS) are keen for children to become gardeners and provide resources to support this process -[RHS Crop Planner](#) Additionally, The Horticultural Society provides a month-by-month guide for you to use [Vegetable Planting Guide By Month In The UK | Horticulture](#)



At Everton Nursery School and Family Centre recently the children were very lucky to have an amazing Autumnal experience using a crop of apples. The crop of locally grown apples comprised of Keswick Codling, Ribston Pippin, Ladies Finger of Lancaster, Scrumptious and Egremont Russett. What a wonderful array of names for apples! The children were introduced to the different varieties initially to observe, feel and taste them. This simple sensorial activity will enhance the children's communication and language development in a holistic and organic way. Consider the language that describes the taste of different apples – *bitter*, *tart*, *sweet* but also some apples seem *fluffy* to eat, whereas others are *hard* or *crunchy*. Apples also come in all shapes and sizes, so this simple activity provides easy opportunities for early numeracy to be developed. As the Education Endowment Foundation (EEF) Early Years evidence store for Communication and Language states, "Vocabulary instruction that explicitly draws pupils' attention to words, their meanings and their features appears to be effective". ([EEF | Communication and Language](#))

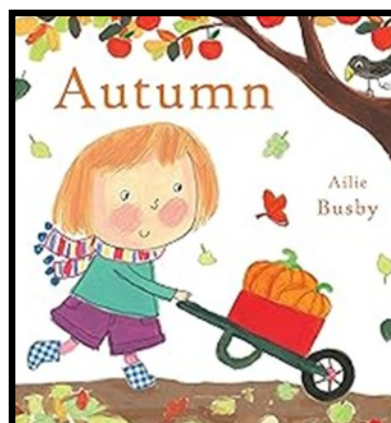
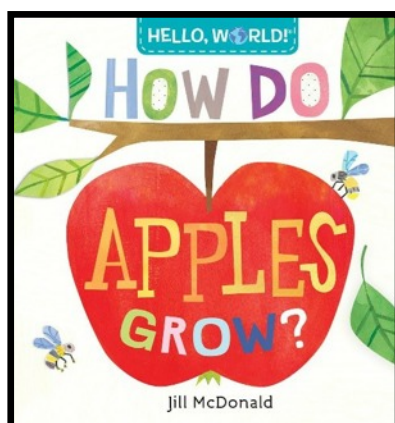
The bowls of apples inspired Intergenerational conversations that were both cultural and social, allowing children to hear the conventions of a conversation, that reflect **social sustainability** with parents and grandparents reminiscing about traditional October activities with apples. They recalled apple bobbing with apples floating in bowls of water or hanging from string, with the aim of trying to eat them! Research from the EEF Personal, Social, Emotional Development Early evidence store ([EEF | Personal Social and Emotional Development](#)) highlights the importance of showing "*children good examples of social communication*," and by listening to these cultural narratives provides such examples for children. Supporting children to repeat the names of the apples tasted or to engage in a conversation about cultural stories will aid "*children's early literacy*", which "*is dependent on their oral language skills*" (EEF Early Years Evidence Early Literacy) ([EEF | Early Literacy](#)).

Autumn apples continued

The National Literacy Trust emphasises the importance of quality pedagogical experiences especially in disadvantaged areas such as Liverpool, Birmingham and Manchester where research (Pro Bono Economics) identified that more than a quarter of five-year-olds have low levels of literacy. These authentic teaching moments need to be extended with songs, stories and high-quality conversations revisiting the experiences. Ensure your setting or home has a variety of stimulating books to revisit the experiences and develop their communication and language. Examples here reflect both apples (starting point of original provocation) and the seasonal element of falling apples to collect. Links below.



Hello, World! How Do Apples Grow? : Jill McDonald: Amazon.co.uk: Books
Autumn: 4 (Seasons, 4) : Child's Play, Busby, Ailie: Amazon.co.uk: Books
Do encourage parents to visit their local library to extend the language, as research from EEF Early Years Evidence - C&L suggests "shared book reading has often been found to be a useful activity..." alongside "explicit vocabulary instruction". This also sustains the local library too for the community. From an Environmental Sustainability perspective seeing apples that are wonky and not perfect, celebrate the diversity of the natural world, celebrating all things (both human and non-human) are worthy regardless of shape or size (SDG 10 Reduced Inequalities). This also highlights that we must eat all fruit and vegetables regardless of whether they look perfect, encouraging our parents and grandparents to buy the cheaper 'wonky' produce in their shops. The children and their families were invited into the nursery to use real working equipment and press the apples and make freshly squeezed juice. From an economic sustainability perspective, the families had been asked to bring recycled plastic containers to use for their squeezed apple juice. This simple request highlights SDG 12 Responsible Consumption and Production, with children and families seeing how to effectively support the planet by reusing them. The process of apple pressing was then demonstrated to everyone emphasising the correct terminology of trade and environment. As the EEF Early years evidence store opines for C&L, "the adult models using language to summarise activities" (EEF | Communication and



Language). The parents and grandparents were invited to be an active part of the collaborative process, demonstrating the authenticity of Intergenerational learning as a socio-cultural sustainability approach and resonating with SDG 11 Sustainable Cities and Communities.

Autumn apples continued



The process involved everyone putting apples into either electronic presser, so the children had to stretch up high and aim correctly to place their apples into the open vent. Smaller or less confident children were physically lifted and

supported by their key person to aim. This process was enjoyed by the children filling them with excitement. They were told to carefully watch the bottom funnel and see what happens as a result! This is both economic sustainability in action, but also STEM (Science, technology, engineering and Math) learning.

Introducing children in their early years to STEM activities supports their Understanding of the World Specific area (EYFS(DfE,2024) in seeing how materials change. The apple started the process as a round hard matter, then became pulp before



finishing as a dark liquid. The colour depended on which variety of apples were pulped. This provides wonderful scientific conversations and consolidates the EEF Early evidence store C&L, which states, "there is strong evidence that teaching



and modelling vocabulary to children in the early years can have a positive effect on their oral language skills."(EEF | Communication and Language).

Autumn apples continued



The children also had the chance to physically crush and press the apples manually too, aligning with the pioneering giants of early childhood, such as Froebel or Steiner, who advocated that children must be physically active developing their hand-eye co-ordination and skills. The EEF Evidence Store for Physical Development([EEF | Physical Development](#)) highlights the importance of children having the "time for play, practise, and repeat an activity". It also aligns with both SDG 8 Decent Work and Economic Growth and SDG 9 Industry, innovation and Infrastructure.

Using the actual tools of apple pressing, also supported their physicality- consider the effort it takes to crush apples in a solid state, to reduce them small enough to be pushed through the juicer! The children shared and worked co-operatively together, enhancing the community spirit. The EEF Early Evidence Store regarding Self-regulation and Executive Function([EEF | Self-Regulation and Executive Function](#)) reminds educators "to scaffold cooperative learning between peers". The quality of the practitioner (SDG 4 Quality education) was evident in how they supported the children through the process. Not only did they model the language, but they demonstrated both the action to be completed but also supported the children in repeating the actions themselves physically. The children moved their bodies like the wheels turning in the crushing process and jumped as the apples squashed into the chute. These authentic physical opportunities will extend and develop the whole body especially children from disadvantaged backgrounds, which the EEF evidence store for PD states; "are at greater risk of not reaching expected levels of physical development than their more affluent peers.

Autumn apples continued



Evidence indicates that children from disadvantaged backgrounds benefit from educators targeting their movement and handling skills" (EEF | Physical Development). Songs are a cultural and social way to consolidate both the language and action, drawing on the pioneer Frederick Froebel. His original Mother songs made connections to real life, for example, the rhyme 'Pat-a-cake' made links for the children with the corn growing in the fields, the miller grinding the corn, the baker kneading the bread and finally being eaten by the child.

Froebel made a seemingly simple song about baking, but the depth and meaningful notions, can be shared with children through song and action (Froebel, 1895; Froebel Trust). You could create your own songs and actions to help children's holistic development, such as the Apple press rap! Think of the fun they would have recorded it developing their technological skills. The children were given agency to decide what aspect of the process they wanted to be involved in, with some children preferring to just sit quietly and watch. Quality early childhood education requires educators to know the children in their care, to offer new and exciting pedagogical experiences, but know their boundaries.

This is socio-cultural sustainability resonating with the Article 12 of the UNCRC (1989)(Convention on the Rights of the Child text | UNICEF) which says that "every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously." There was one little two-year-old boy who did not want to drink water in the nursery and always needed to be encouraged to stay hydrated. He loved the fresh apple juice and proceeded to drink three lots of the juice. His mum was thrilled as she had never tried apple juice with him before and now had a healthy alternative to offer him, resonating with SDG 3 Good Health and Wellbeing. Additionally, the kitchen staff were part of the community of apple pressers watching and joining in with the parents and children. Afterwards they took away in recycled bottles fresh apple juice for the lunch time meal, ensuring all children had the opportunity to try freshly pressed juice.

This simple activity of pressing apples reflects all three Pillars of Sustainability and the 17 SDGs. In 2015 the United Kingdom Government signed the Paris Treaty (UNSCO,2015) which positioned the 17 Sustainable Development Goals as an integral part of all policy, curricula and pedagogical experiences (SDG 12.8). At



Everton Nursery and Family Centre they are now central in the entrance foyer so parents, carers and Grandparents can become familiar with them. Make them visible and part of your everyday pedagogical experiences.



Emma-Louise Scott

Nurture Teacher

We are going on a bear hunt!

During the Autumn term a favourite book in Spencer 3 has been 'We are going on a bear hunt' by Michael Rosen. This book has created an abundance of learning experiences and new vocabulary in Spencer 3.

Children journeyed through the elements of the story on a sensory walk; walking through swishy swashy grass, squelching through mud and splashing in the water.



Children worked together to create their own teddy bears picnic in the



classroom, inviting all the bears to join them. Children prepared a delicious picnic of sandwiches, fruit and crackers to eat together.

In forest school Spencer 3 embarked in their own bear hunt. Spencer 3 searched for bears high in trees and hiding in the long grass. We were successful and brought the bears back to our outdoor area to explore. The children and bears had lots of fun sliding down the obstacle course and building in the sand area.

We are definitely going on a bear hunt again!





Angela McConville
Childrens Centre Deputy Coordinator



Toilet Training

Toilet training is a stage of development and children need to learn how to do this in the same way as learning to walk and talk. Between 8-20 months children should be able to start communicating bladder and bowel movements. Between 16-26 months children should show awareness of bladder and bowel urges and what a potty/toilet is used for. There are a number of signs to look for to show that your child is starting to develop bladder control and is developmentally ready.

- They know when they have got a wet or soiled nappy
- They know when they need a wee and may say so in advance
- Awareness of a soiled nappy and you may see them pulling a "pooh" face
- Wanting to be changed when wet and soiled (some children are quite happy in a wet/soiled nappy)
- Able to understand and follow simple instruction e.g. "Throw the ball"
- Able to remain dry for around 2 hours at a time
- Can do simple role play e.g. "feed the doll"

We would **NOT** recommend using pull ups at nursery as they can confuse children and they are an unnecessary expense. When starting nursery we would encourage you to bring plenty of spare underwear, clothing and shoes if your child has accidents.

Top Tips for toilet training over the summer.

The summer holidays can be a great time to practise some of the skills needed for toilet training.

1. Try and establish the length of time this takes for your child to have a drink and then empty their bladder. If your child go one hour without emptying their bladder this is a good indicator that they are ready and will help you plan for toilet trips when out and about.
2. Plan through the day set times to take your child to the toilet. If you ask your child "would you like to go to the toilet" you will most likely be met with a "No." It is important that you tell your child it is time for toilet "Toilet time".
3. Have toys/books in the bathroom or by potty that are for use at toilet time to help distract your child and help to keep calm in sometimes stressful situations.
4. Use lots of praise and encouragement "I'm so proud of you doing your wee on the toilet". When your child has an accident simply say "Uh oh, you had an accident. Let's clean it up. Maybe next time you can do your wee on the toilet." If your child sits on toilet and am unable to go still praise your child for trying.
5. Give you child the opportunity to practise pulling up and down their own trousers.

Give your child nappy free time each day as having a nappy on all day every day can delay toilet training as the nappies can be very absorbent.

Everton Children's Centre Autumn Timetable 2024

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MONDAY

BAMBIS



10.30am - 11.30am

Breastfeeding Stay and play Play Group

Story and Rhyme

10.00am - 10.45am

Fun interactive sessions for 0 - 4 year olds. Come and enjoy exciting stories and rhymes with your child.

Baby Massage



1.30pm - 2.30pm

5 week course promoting positive touch between you and your baby, with accreditation included. (Bookable)

Early Communication

1.30pm - 2.30pm

Play based targeted group offering advice and strategies to support children's communication skills (Bookable)

THURSDAY

Home Safety

9.30am - 11.30am

4 week course Paediatric first aid

SWAN



10.00 am - 11.00am

(Support with additional needs)

Join us for a supported stay and play session for children 0-5 who have special educational needs, physical or learning disability.

Stay and Play 1-3 years

1.00pm - 2.00pm

Come along and play with your child designed to extend and build on your child's learning and development.

Splash Pool sessions available

Wednesday

9.45 - 10.45am / 11.15 - 12.15pm / 1.15 - 2.15pm

Thursday

9.45 - 10.45am / 11.15 - 12.15pm £4 per adult

Contact reception to book.



TUESDAY

Tots In Harmony

9.30am - 10.15am

For children 0-3 years old. Music making session for children and parents with musicians from the Liverpool Philharmonic.

Development Matters

9.30am - 10.30am

Are you worried about your child's development? Book an appointment to speak with one of the staff team to discuss your concerns.

Queen of Greens Bus

10.00am - 11.00am

Fresh fruit and vegetables every week.

PEEP- All About Baby

1.00pm - 2.00pm

Come along and play with your child in sessions designed to extend and build on your child's learning and development.

FRIDAY

Sleep Training



9.30am - 10.30am

Is your child having sleep difficulties? Come and see our trained sleep Practitioners for support and advice. For children over 12 months.

Toilet Training



9.15am - 10.30am

Need support and advice with toilet training your child?

Sensory Session for your baby

1.00pm - 2.00pm



Toddler Yoga

1.00pm - 2.00pm

Fun classes to introduce toddlers to the wonders of Yoga and the amazing possibilities of their growing bodies.

WEDNESDAY

Baby Weighing

9.30am - 11.30am

Appointments only
Contact reception to book

Nurture Programme

9.30am - 11.45am

10 week course
Helping adults understand and manage feelings and behaviour and feel positive in their relationships with their children.

Stay and Play

1.00pm - 2.00pm

1 - 3 years

Come along and play with your child designed to extend and build on your child's learning and development.

BAMBIS



1.30pm - 2.30pm

BAMBIS Antenatal Infant feeding session. 1st Wednesday of every month. Next session 4th December

Newborn Know How

1.30pm - 2.30pm

Antenatal education support for parents to learn what to expect with your new baby. 11th December

COMING SOON

Introducing Solids

A session for parents / carers

You and Me Mum

10 week course to understand the impact of domestic abuse and how it affects you as a parent and how it effects your children

BOOST

Course for parents focusing on physical and mental wellbeing.

Tiny Tasters

course encouraging children over 2 years to prepare a healthy snack with their parents

Mighty Movers

Course exploring movement and music for parents and children.

All sessions must be booked

Check our Social media or contact reception for updates 0151 233 1969

Family Activities during Half Term's

All sessions must be booked contact reception or phone 0151 233 1969

Activities are available for **children aged 5 and under**. We do allow older children to attend with their younger sibling.