

# Everton

Nursery School and Family Centre



[www.evertonnurseryschoolandfamilycentre.org](http://www.evertonnurseryschoolandfamilycentre.org)



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**Dr. Lesley Curtis OBE**  
Headteacher/Head of Centre

# Welcome



Dear Parents and Carers,

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 read about our, educational visits, maths morning, physical education activities and Island Time.

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 half term. You do not need to check daily but at least every half term to see your child's learning in action.

For information, I have a new dog called Hugo (8 months) who visits the Nursery School every Wednesday. He is presently undertaking weekly training to support him being in a school context. He is a Cavalier King Charles Spaniel and has a calm temperament. He is not left in any class alone but visits at present Spencer classes, including Spencer 3.

Finally, thank you for all your support this term.

Dr. Lesley Curtis OBE  
Headteacher/Head of Centre



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## Rebecca Melia

Assistant Headteacher / SENDCo / Spencer 1 Nursery Teacher

# Why is Mathematics important in Early Years?

Mathematics is one of the seven areas of the Early Years Foundation Stage (EYFS) and aims to develop a child's confidence and ability with number and to encourage their understanding of shape, space and measure. Mathematics is an important part of learning for all children in the early years and receiving a good grounding in mathematics is an essential life skill.

Children in the early years are beginning to build mathematical concepts, skills and knowledge through their curiosity about the world, and are motivated, enthusiastic and engaged by the mathematical experiences that they are offered.

Opportunities to link mathematics to practical experiences and play, and to children's everyday lives, helps children to see mathematics in the real world. Children's mathematical experience is a combination of child-initiated activities and systematic adult-directed mathematics teaching, which they receive every day at Everton Nursery School.

We at Everton Nursery School consider the importance of children being able to practice Mathematical learning in a range of ways including adding (more) and subtracting (less), using quantities and objects and understanding concepts such as weight, position, distance and money.

Children develop their sense of shape and space as they play. Children use familiar objects and common shapes to build models. Research has made links to children's early spatial skills and their future mathematics skills in school. Through play and guided experiences, children respond to and use the language of size. They engage in activities such as packing, filling and emptying a bag and other containers. They recognise when something is too big or too small and talk about sizes using words such as 'bigger' and 'smaller'. They describe their choice using language such as 'more', 'most', 'less' or 'least'.



Four steps to counting:

1. Reciting Number names in sequence e.g. 1,2,3,4
2. 1:1 correspondence – touching each object and saying the correct number name in sequence
3. Keeping track of which objects have been counted and which objects still need to be counted
4. Understanding that the last number represents the quantity of the set.

**How we teach Mathematics at Everton Nursery School:**

- Matching numeral to quantity
- Engaging in number and shape hunts around the indoor and outdoor environment
- Using marks to record and interpret such as surveys
- Filling and emptying containers in sand/water play
- Printing in dough or paint using shapes and Numicon
- Exploring a range of sized and shaped blocks during sustained block play
- Exploring and creating repeated patterns using a variety of resources, including patterns we can make with our own bodies and musical instruments



**How to support your child’s learning of Mathematics at home:**

- Identifying numerals in the environment e.g. numbers on houses/buses.
- Counting out shopping items on shopping list.
- Counting and categorising vehicles.
- Discussing weight/height of objects.
- Singing number rhymes
- Filling and emptying containers
- Recognising patterns in the environment such as on clothes, food packaging etc.

**How Everton Nursery School support parental engagement with Mathematics:**

During this Autumn term, we have invited parents/carers into Everton Nursery School on to engage in Mathematics activities with their children. This ‘Mathematics Morning’ was a great success in supporting our parental engagement and also encouraging children to engage in Mathematics activities in the indoor and outdoor learning environment. Thank you to all who attended. We will be hosting more Mathematics events during the Spring term.





**Kate Doyle**

Nursery Teacher Spencer 2

## Gillmoss Recycle Discovery Centre

As part of our Eco school curriculum a group of children went on an educational visit to Gillmoss Recycling Discovery Centre to learn about the importance of recycling. The children maintained their full attention as they worked with Rachel from the Recycle Discovery Centre to sort different recyclable materials including, cardboard boxes, plastic bottles, glass bottles, paper, steel and aluminum cans. During this experience the children followed the journey of recycling waste and discovered what items they can recycle at home and in nursery school.



The children observed recycling in action and found out about what happens inside the materials recovery factory. We had the opportunity to follow the materials from the loading bay and onto the conveyor belts where they were sorted. The children watched the large machinery sort and separate the recycling through an 8 step process including jets of air that blow lighter materials such as paper over the edge of the machinery, then rotating discs which allow the large cardboard to continue along to top and the smaller materials to fall through the

gaps, next the materials travel through the infrared scanners to remove anything that is not paper, after that the large over band magnet works by attracting the steel cans and a reverse magnet is used to sort the aluminium cans.



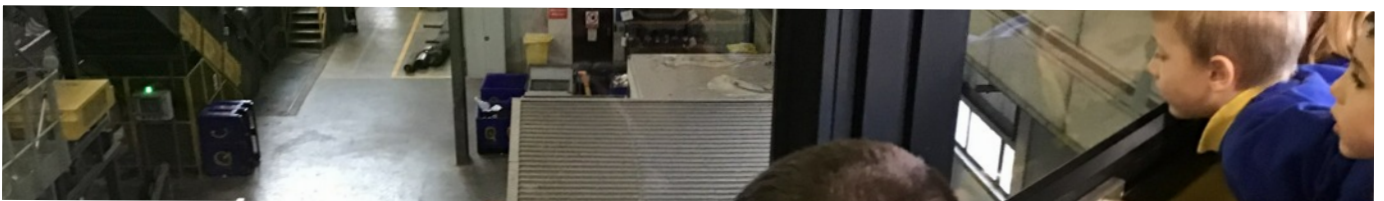
Finally, a team of pickers manually check the material to ensure that paper and cardboard are the only materials that get turned into bales and stored for reprocessing. The children were keen to observe the different machinery and had the opportunity to watch the JCB and forklift trucks at work.



Even though this was a wonderful experience, the children and staff noticed how much non-recyclable waste people are putting inside their recycling bins. This rubbish contaminates the recycling and can often spoil the rest of the recyclables leading to the whole amount being disposed of in landfill. Fortunately, the non-

recyclable waste had been sorted and was piled up separately ready for disposal.

The main bulk of this was textiles, fabric and thin plastic wrapping such as plastic bags that should not put into recycle bins. If you are unsure about what to put in your recycle bins please take a look at the 'Recycle Right' website



for more information.

With Christmas approaching it is worth mentioning that the contamination rates rise over this holiday period. Unfortunately, most gift wrap is not suitable for recycling due to the glitter, plastic foil and sticky tape on it. This includes the metallic, shiny paper which must be disposed of in your local council's residual waste bin.



**Julie Antonio**

Senior Early Childhood Educator

## Heyworth Class (2-3's)

Heyworth class is led by Julie and the team. The classroom, routine and resources has been specifically created to foster the learning and development of two year olds.

9am Each morning the children come into class and are greeted with practitioners who are ready to promote independence encouraging children to take of their own coats and find their name peg. The children's pegs have an image of the child to ensure they feel special and a sense of belonging in the classroom. The children then explore a range of learning opportunities on offer through play. Children can also access a healthy breakfast snack until 10am.



9.45am Children engage in peer massage where they listen to calming music and have an opportunity to practice mindfulness and positive touch from a peer. After peer massage children sing carefully selected songs and rhymes to develop their listening, attention and understanding of rhyme, rhythm, alliteration and number.

11am Island Time is a special time in the day that two year olds spend with their family worker whilst in nursery. At 11am each day children sing the Island Time song and explore new and exciting resources

that promote awe, wonder, language and concentration skills.



11.25am Lunch time takes place in the school hall. Children are provided with healthy meals cooked fresh each day by our onsite Kitchen team. Children are offered bread, salad and dessert with their main meal. Children are encouraged to use cutlery and napkins and engage in social conversation with practitioners.

12.30 Children explore the indoor and outdoor learning environments and engage in enhanced activities such as Forest School, Tuning In and Heuristic Play. Adults engage with children through their play and plan learning based on children's interest and the school curriculum.



2pm Children eat snack in the classroom and engage in a social experience alongside their peers. Snack time is a time for children to be independent in their self-care skills. Children have the opportunity to taste new foods and explore new textures.

2.40pm Children gather together and engage in a planned story session led by the teachers. The stories link to the school curriculum to promote a love of reading for all children.

2.55pm The children end the day sing the In Harmony 'Goodbye' song and sing more high-quality rhymes. Time is planned for independence giving children the time and space required to find their belongings and put on their own coat.



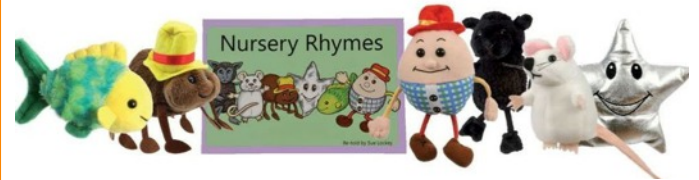
The Heyworth routine provides the time children require to explore and play uninterrupted combined with short adult group times to extend children's language and knowledge further.





**Catriona McDonough**  
Spencer 2 Teacher

## Nursery Rhymes



Nursery rhymes are excellent teaching tools and can help to develop:

- vocabulary, language and literacy skills
- numeracy skills
- social, physical and emotional skills – they are so much fun!

In school we have engaged in World Nursery Rhyme Week this November and introduced the children to this year's 5 official rhymes;

- The Wheels on the Bus
- Jack and Jill
- Row, Row, Row your Boat
- Hickory, Dickory Dock
- Heads, Shoulders, Knees and Toes



The children have engaged in various activities to support their learning of the rhymes. We sang 'The Wheels on the Bus' using our wooden bus, rolling it to each other then choosing which action to sing about next. The children explored the tracks of different vehicles, rolling them in paint then onto paper, describing how the tracks were different to each other. During our Forest School session we explored 'Jack and Jill', climbing up the hills and finding different ways of rolling down them. The children worked together to row boats, choosing which animals we would see along the way. They also used the water tray to explore floating and sinking using small boats and Duplo people, trying to get the people to balance in the boats!



More information can be found at [www.worldnurseryrhymeweek.com](http://www.worldnurseryrhymeweek.com) where you can find videos and activities for each of this year's rhymes.



**Catriona McDonough**  
Spencer 2 Teacher

**SCREENS.**  
IT'S WHAT'S ON THEM  
THAT COUNTS.

## Screen Time

Child development expert Dr Amanda Gummer has created 10 ways for using screens and how they can be a powerful tool for children and families;

1. Connect with your kids by sparking conversation about what they're watching
2. Use screen-time as a tool to navigate large, difficult conversations
3. Setting boundaries and limits together can make rule-following easier for everyone
4. Use screen-time regularly and moderately to help kids develop a healthy routine
5. Find content that has your kid's best interests at heart
6. Pick playful, digital learning resources
7. Create positive memories with loved screen-time treats
8. Encourage children's digital interests to spark a lifetime of curiosity
9. Develop children's emotional intelligence with powerful screen story-telling
10. Find content with positive, diverse and inclusive representation to help all children feel understood and succeed

Screen time is not only a great way to prompt conversation with your kids, it is also a fantastic tool to use for introducing difficult topics and navigating conversation around them. Asking open-ended questions about what children are watching can spark interesting conversation while enhancing their cognitive and communication skills.

Children benefit from having guidelines to follow. Clear rules and limits around screen time can include time limits, what trusted channels and devices they can and can't use. If you want to really enhance the way boundaries around screen-time are set, then involve children themselves in the making of these rules. Passive screen time with repetitive content is not the best brain food, but feeling comfortable with what your kids consume on screens becomes a lot easier when it's been designed with children's development in mind.

As with everything in moderation, letting children enjoy screen-time as treats not only leaves fond memories for a lifetime, but even a bonding experience if watching a show socially, with family and friends. Watching positive role models or talking about how their favourite characters behave can help children think about and develop positive behaviours.

Research has shown that stories, on screens or not, have a strong effect on increased vocabulary retention and memory retrieval – we remember our favourite fictional friends throughout life!



**Kate Doyle**  
Nursery Teacher Spencer 2

## Spencer class learning and exploring

What a busy term we have had in Spencer class since starting back in September! The children have been learning and exploring in lots of different ways, both inside their classroom and outdoors during outdoor play and Forest School sessions. As always, our school allotment has provided many wonderful practical learning experiences and all children have had the opportunity to visit and harvest the crops that we have grown, including tomatoes, sweetcorn and pumpkins. We tried and tasted all our crops during afternoon snack and even made some pumpkin soup using the recipe provided in the children's story book 'Pumpkin Soup' by Helen Cooper. The children have continued to show a keen interest in baking and are all eager to help with the daily preparation of snack. We used some of the apples from our apple trees to make 'Gruffalo Crumble' and, as this story book is one of our class favourites, we have continued to try a variety of Gruffalo recipes, including 'Gruffalo knobbly knee cakes' and 'Gruffalo owl crumble muffins'. The children have also explored making flap jacks, pizza and sandwiches and have continued to refine their fine motor skills when chopping fruit and vegetables on a daily basis.



As always, the children have continued to show high levels of enthusiasm during our Forest School sessions and have had the opportunity to explore nature and seasonal changes as we moved from summer to autumn. Children have explored a variety of autumn leaves and used these natural materials to create art and crowns. During their Forest School sessions, all children welcome free time to explore our forest school area and many seek delight in our rope and tyre swings. Collecting sticks of all shapes and sizes still continues to be a favourite Forest School activity and this interest will be extended when we read the story 'Stickman' by Julia Donaldson. Finally, some children were able to experience their first Forest School campfire session during which time they had the opportunity to toast marshmallows and make smores as they learned about fire safety.



During our indoor Physical Education (PE) sessions, children have explored different ways of moving and developing their control, coordination and agility. They have continued to develop many skills, including crawling, slithering, hopping, skipping and jumping, and have completed many physical obstacle courses and circuits. More recently, children have used bean bags and balls to practice throwing, catching, rolling and aiming.



During these indoor PE sessions, children are required to take off their own shoes and socks and put them back on at the end of the session. This is something that many of our children find difficult and is an aspect of self-care that we ask all parents and carers to support their child with in order to develop their independence. Although we offer support and guidance, we actively encourage children to develop their independence and have a go at trying to complete this self-care task for themselves. You can help at home by providing time for your child to practice this skill. It would also be supportive if children attend school wearing shoes with velcro straps.

Children have recently been learning about Diwali - the Hindu festival of light. We used a variety of non-fiction books, as well as the internet, as sources of information to find out more about this festival. Children had the opportunity to try on clothing garments, listen to traditional music and engage in traditional dancing associated with Diwali. We read the story of 'Rama and the Demon King' by Jessica Souhami and then used puppets and props to retell and act out this story. Children also had the opportunity to use modelling clay to create their own Diya lights and we explored colour and pattern through making Rangoli patterns.

Since the start of the academic year, all children have engaged with phonics sessions and have explored how they are able to tune in to everyday sounds, including instrumental and environmental sounds. As a Nursery School, we use guidance from the 'Little Wandle Letters and Sounds' phonics scheme and encourage parents to visit the parent section on the Little Wandle website to find out more about how you can support your child at home. We use the nursery rhyme videos, which are available on the parent section, and would recommend you play these at home for your child to watch and sing along to. Additional teaching and learning opportunities include daily 'Teacher Input sessions' through which concepts such as rhythm and rhyme are developed further. Additionally, our 'In Harmony' music sessions offer more opportunities for children to develop their ability to tune into early sounds. Keep an eye out, as there will be an opportunity for parents to attend In Harmony music concerts in the new year.





**Emma-Louise Scott**  
NurtureTeacher

## Forest School in Spencer 3



The Autumn Term has been exciting and busy Autumn term in Forest School for Spencer 3. The children in Spencer 3 have been engaging in weekly forest school sessions observing the seasonal changes from Summer to Autumn.

The children have been watching the leaves change colour, the tree's losing their leaves and the weather getting colder.



Adult's in Spencer 3 have been encouraging independence when putting on waterproofs and wellies ready for forest school sessions. Children have been pulling up their own waterproof trousers and zipping up their coats. This is a skill that can be practiced at home when getting dressed for nursery each morning. Spencer 3 have been swinging on the tyre swing, walking up and down the hills



**Megan Edwards**  
Nursery Teacher

## Curriculum coverage

The children in Cresswell class have started to settle increasingly during the Autumn. The children have established a routine in class and many children are developing their independence skills such as taking their own coats off and hanging them up on their own coat pegs. Independence is encouraged to all children in Cresswell class and children can find ways of gaining their own independence through their actions and also their choices. Children are encouraged to make their own choices throughout the day such as choosing what they would like at snack time and breakfast. Allowing children to make their own choices helps support the children in our class feel a sense of belonging and understand that their voices are heard.

We have covered a variety of topics in Cresswell so far including: Diwali, Autumn, Jack and the Beanstalk.

### Autumn

We have explored the season of Autumn this term. Children have had the opportunity to explore the seasonal changes that take place in Autumn through walks around the setting and looking around Forest School. We have explored environmental changes that occur during autumn by undertaking autumn hunts using a checklist to see if we can find items such as conkers, brown leaves, conker husks, red berries and twigs. We also sent home small bags for the children to take home to their parents/carers to collect their own autumn items. The children then brought in what they had collected and shared with the class. We spoke about the different autumn items and the children recalled their experiences.



### **Jack and the Beanstalk**

The traditional tale that we have explored this term is Jack and the Beanstalk. We have been exploring the different characters in the story through props, puzzles and being involved with role playing the story. We planted our own beans using cotton wool, seeds and cups. The children were involved in caring for their own plant by spraying them with water and making sure that they were by sunlight. They enjoyed taking the responsibility of the daily care of their plant and watching it grow. Our plants all grew at different times of the day we were able to talk about the different heights by comparing them to one another.

### **Diwali and Bonfire night**

Children in Cresswell have been celebrating the Hindu festival Diwali which is all about the 'festival light'. We have participated in making our own rangoli patterns with powder paint and cornflour and also using different coloured icing on biscuits. We talked about the different shapes and colours that we could see. We also explored Diya lamps and candles. We created our own Diya lamps by using sequins and clay to mould our own lamp. We discussed the story of Rama and Sita and why lanterns were used in the end of the story.

