

Everton

Nursery School and Family Centre



www.evertonnurseryschoolandfamilycentre.org



@EvertonNursery



0151 233 1969



Outdoor Heuristic Play

Pages 7 + 8



Traditional tales

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Dr. Lesley Curtis OBE
Headteacher/Head of Centre

Welcome



Dear Parents/Carers,

Welcome to all new Parents/Carers who have joined us this term and welcome back to existing Parents/Carers. The staff teams have been busy as always welcoming new families to Everton Nursery School and Family Centre. Autumn brings opportunities for the children to explore the allotment, as well as counting leaves and conkers and this year apple pressing. See the photographs below.

Thank you to the Parents/Carers who have supported the children during our Mathematics week. Both the staff and children were delighted in the number of Parents/Carers that joined in our activities. Heuristic Play provides lots of mathematical learning as does Island Time. Staff have written articles to provide more information in this newsletter. We also require the support of Parents/Carers in learning a number of rhymes at home alongside ourselves at Nursery School. Learning rhymes as shared in the article provides a wealth of opportunities to extend language. Through our work on traditional tales, we are asking Parents and Carers to share noun's, adjectives and verbs at home connected to traditional stories.

Finally, Everton Nursery School turned 90 years old in October 2022. We are delighted to be following in the footsteps of previous pioneers at Everton Nursery School. Through the photographs on page 11 you can observe how the world has changed in such a short period of time. Thank you again for all your support.

Dr. Lesley Curtis OBE
Headteacher/Head of Centre



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- @EvertonNursery
- 0151 233 1969
- Search Everton Nursery School and Family Centre
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Faye O'Connor
Assistant Headteacher

Traditional Tales

Literacy: Traditional Tales



At Everton Nursey School children across the school are immersed in high quality early reading experiences. We embed our reading framework through the school curriculum to ensure all children experience reading high quality stories.

A new traditional tales is explored each half term. This half term children have explored the tale of 'Jack and the Beanstalk'. Children have planted and counted beans, painted Beanstalks and retold the story through puppets and story sacks.

Traditional tales are an important part of the Literacy curriculum as they teach children so much.

Traditional Tales Teach Story

Traditional Tales teach the understanding the basics of a story resetting, characters and plot (rising action, climax, and resolution) as well as the difference

between fiction and non-fiction. Once a child understands story structure, this supports their ability to make predictions and comprehend other stories they are reading.



Traditional Tales Teach Conflict Resolution.

Children and adults learn from the characters in stories. The characters help us because we connect to our own lives, dreams, anxieties, and consider what we would do in the characters shoes. Fairy tales help children learn how to navigate life.



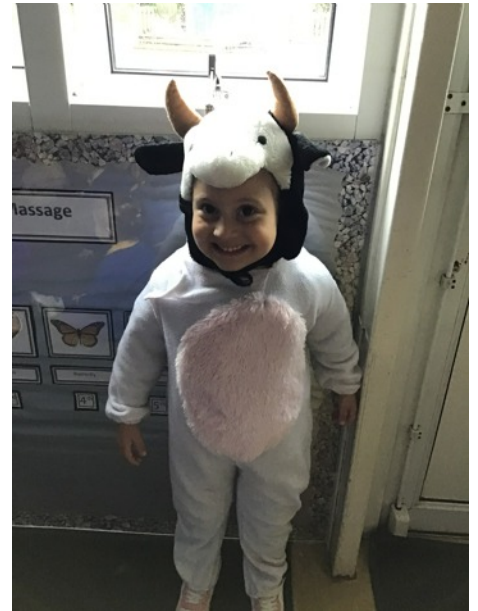
Traditional Tales continued

Traditional Tales Build Emotional Resiliency

Traditional tales show real life issues in a fantastical scenario where most often the hero triumphs. Children need to discover in a safe environment that bad situations could happen to anyone. No one in life is immune from challenges so we need to build capacity in our children.

Traditional Tales Explore Cultural Boundaries

Many cultures share common Traditional Tales like Little Red Riding Hood, with their own cultural flavour. We read the versions and know we all share something important, the need to make sense of life with story, and the hope for good to triumph over evil.



To involve parents and carers in our learning we have also provided 'Key Vocabulary Tables' which explore new words and meanings that link the story we are reading.

Next half term we will explore the tale of 'The Gingerbread Man' and we look forward to taking you on the journey with us.



Kate Doyle
Nursery Teacher Spencer 2

Our School Allotment



At Everton Nursery School we have developed a small allotment area at the back of the school. The children learn about growing plants and vegetables and throughout the year we watch them grow. This year we have successfully grown, beans, sweetcorn, tomatoes, rhubarb, lettuce and pumpkins.



We grew the pumpkins and tomatoes from seeds taken from last year's harvest so that the children learn about the benefits of growing free sustainable food.

Children have welcomed opportunities to spend time harvesting the different fruits and vegetables and have cleaned and prepared each crop before using the ingredients to create afternoon snack. The children particularly enjoyed eating the fresh sweet corn at snack time.





Once again, the pumpkins have provoked children's curiosity and interest. All nursery classes have had the opportunity to visit the pumpkin patch and select pumpkins to take back to their Individual classes.

Exploring the various sizes and weights of the pumpkins was a great opportunity to explore mathematical vocabulary. All classes spent time investigating the pumpkin pulp with their fingers which encouraged the use of adjectives and new vocabulary to describe the texture of this fruit.

Left over pumpkins have been turned into bird feeders and placed around our forest school area and we have saved some seeds for next year's crop.





Rebecca Melia

Assistant Headteacher / SENDCo / Spencer 1 Nursery Teacher

Outdoor Heuristic Play

Heuristic play is rooted in young children's natural curiosity, which we celebrate here at Everton Nursery School. Heuristic play consists of offering a group of children, for a defined period of time in a controlled environment, a large number of different kinds of objects and receptacles with which they play freely without adult intervention.



These objects will usually consist of recycled/reclaimed materials such as milk crates, pots and pans, kitchen utensils and wooden planks. The purpose of these objects and materials is for children to develop their own imaginative and critical thinking skills through exploration of these objects. Here at Everton Nursery School, all classes will experience and engage in an outdoor heuristic play session at least once every half term. Before such session, children will have the opportunity to dress themselves in waterproof clothing and discuss the purpose and expectations of the planned

outdoor heuristic play session. This allows children to develop their physical development skills, as well as their communication and language skills. Children are aware of the different play objects that are available to them during these sessions and understand that all objects have a variety of purposes, depending on individual children's play intentions.



continued

Whilst the heuristic play session is in process, adults act as 'observers' rather than 'play partners'. This supports children in making their own choices and discoveries and allows children to resolve conflict between themselves and others independently. Adults will intervene when necessary and ensure children's safety and well-being during sessions.

Heuristic play links to many of the seven areas of learning, but particularly the area of Mathematics. Children explore, select and combine objects appropriately to create their desired outcome. For example, stacking crates on top of each other to create a tower or a staircase. Children's reasoning skills are also challenged and exercised during heuristic play sessions.



How can you support at home?

Provide natural materials for your child to explore freely, such as pinecones, conkers, cotton reels, shoe laces. The list is endless! This will allow your child to develop their thinking, reasoning and imaginative skills.



Catriona Lewis
Spencer 2 Nursery Teacher

Nursery Rhymes / Yoga

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!

Introducing children to a variety of nursery rhymes regularly can help them understand and learn about different sounds. This is an important part of developing those early literacy skills. Listening to different sounds in the environment as well as in nursery rhymes provides children with the foundations in helping them to read and write.

So why is singing nursery rhymes and songs important;

- Children learn new words
- Develop their non-verbal communications skills
- Learn early mathematics skills
- Children understand how words are formed
- Enables children to copy actions
- Extends children's language communication and literacy skills
- Helps develop children's social, skills
- Children learn about different beats and rhythms
- Provides the opportunity for children to value language and become confident learners.
- Creates a close relationship between adult and child



Adult's role in singing nursery rhymes and songs;

- Be confident
- Sing songs slowly and clearly
- Use a clear tone
- Use props to support the songs
- Involve children
- Use actions, pictures or widget symbol



In school we have been participating in World Nursery Rhyme Week in from 14th - 18th November and introducing the children to this year's 5 official rhymes;

- The Big Ship Sails
- 1,2,3,4,5
- Five Little Speckled Frogs
- BINGO
- Twinkle, Twinkle

More information can be found at www.worldnurseryrhymeweek.com where you can find videos and activities for each of this year's rhymes.

Continued

Spencer Class have attended Yoga sessions during this half term. During the session the children have developed their balance and coordination through practicing various yoga poses. Many children have shown great persistence over the weeks, working hard to perfect these skills and showing pride in themselves when they are able to successfully complete a pose.

The children have demonstrated increased listening and attention skills during these sessions. They have shown they are able to focus for an extended period, following adult directions. Through our Yoga sessions the children have been able



to develop their understanding. They are more able to copy actions and gestures given by our Yoga instructor Tony both with and without verbal prompts. During the sessions the children have also engaged in mindfulness activities, developing an awareness of their bodies and breathing techniques. The children have increased their concentration over the sessions, spending time closing their eyes and breathing slowly to help them to calm after sessions before returning to the classroom. We have used the 'high-five' breathing technique to regulate breathing in and out 5 times.



Following the sessions, the children have shown great concentration and focus on the activities within the classroom. They have developed their determination and willingness to 'have a go' at difficult and new activities, showing pride in those they complete.



Dr. Lesley Curtis OBE
Headteacher/Head of Centre

Everton Nursery School's 90th Anniversary

Everton Nursery School and Family Centre was formed in September 2000 from the amalgamation of Everton Road Nursery School with staff and children from local social services Day Nurseries (the principle one being Adam Cliff Day Nursery).



Everton Road Nursery School was one of six nursery schools at the time maintained by Liverpool Education Authority. It was the largest and oldest having been established since 1932. Adam Cliff Day Nursery had been a day nursery for 110 years after the house was left for a day nursery purpose by the owner Adam Cliff. Adam Cliff Day Nursery was situated virtually next door to Everton Road Nursery School in Everton Road. In October of this year we are delighted that Everton Nursery School and Family Centre celebrated 90 years of existence.

Morning milk



Rigorous outdoor play in the sunshine



Lunch time



Home time





Julie Antonio
Senior Early Childhood Educator

A day in Heyworth

A Day in Heyworth

9am Each morning the children come into class and are greeted with practitioners who are ready to promote independence encouraging children to take off their own coats and find their name peg. The children's name 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 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 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 a practitioner. The stories link to the school curriculum to promote a love of reading for all children.

2.55pm The children end the day singing the In Harmony 'Goodbye' song and 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 values the time children require to explore and play uninterrupted combined with short adult group times to extend children's knowledge further.

A freshly cooked lunch



Sharing the story
'Peace at Last'



Peer Massage



Before massaging children ask



an opportunity for children to make and create the household sounds they hear in the book.

A time to relax with a friend.

'Can I massage you please?'



Kate Doyle

Nursery Teacher Spencer 2

World Museum



During autumn term 1, children from Spencer class visited the Liverpool World Museum as part of an educational visit.

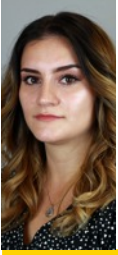
The children made close observations of artefacts and dioramas and engaged with immersive exhibitions and projections. The children particularly enjoyed the aquarium exhibition and popping their heads into the viewing bubbles to see the terrapins immersed in water.

As always, the highlight was discovering the full-size dinosaur skeletons and learning about how these animals lived; the Allosaurus was the children's favourite!



We look forward to planning more educational visits next term.





Selma Kesedzic
Nursery Teacher

Independence and toilet training

At Everton Nursery School we provide children with the tools and practice they need to become independent with their self-care. Young children want to be independent, especially with dressing and undressing, but they need time and practice.

We provide plenty of real opportunities for children to practice dressing themselves with outdoor wear, helmets for construction role-play areas, aprons for messy play, and plenty of dressing up with role-play clothes. This alongside plenty of time, patience, minimal assistance and waiting for the children to ask or indicate they require help to support their independence.


We recommend that parents and carers work together with children to practice dressing until they are able to do this independently. For example, help your child put a t-shirt over their head, put their arms through and allow them to complete the last step independently of pulling the t-shirt down. Practice this process and advance by encouraging the child to do more steps independently.

Top Tips to encourage independent dressing

- Set aside 5-10 minutes if possible before getting ready to allow your child time to explore their clothes/shoes and try to put them on without being rushed. Allow your child time to undress themselves and guide them through the process instead of dressing them.
- Choose simple clothing. Try to avoid complex clothes such as buttons and zips to start with as your child may not yet have the fine motor skills needed to navigate these clothes. Elasticated waists and velcro shoes are great options while you're building your child's confidence and skills.



MONDAY

BAMBIS 10.30am -11.30am
Breastfeeding Support Group 



Early Communication 10.30am -11.30am
Support to help you understand and support your child with speech and language.

Baby Massage 1.00pm -2.00pm
5 week course promoting positive touch between you and your baby.

 **Everton Children Centre** 
All sessions are bookable, please contact reception to book your place
Call: 0151 233 1969

TUESDAY

Cooking on a budget 9.30am-11.30am
Learn new recipes

Swan 1.00pm-2.00pm
Last Tuesday of every month.
Join us for a supported play session for babies and children who have special needs



Development Matters 1.00pm-2.00pm
Second Tuesday of every month.
A monthly Session for parents who have any concerns

All About Baby Under 1's stay and play 1.30pm-2.30pm
Come along to our under 1's group.
Fun session

WEDNESDAY

Home Safety 9.30am-11.30am
4 week accredited course
Starting 28th September.

Welcome to Play 9.30am-11.30am
An opportunity to develop your understanding of play
5 week course.

Tots In Harmony 11.00am-11.45am
For children 0-3 years old.
Liverpool Philharmonic.

ICT 12.30pm-2.30pm
EDT will be delivering an ICT course for all. Starting 28th September.

Over 1's Stay and Play 1.00pm-2.00pm
Fun and interactive sessions for adults and children age 1-3 years old

THURSDAY

Nurture Programme 9.30am - 11.30am
Ten week parenting course.

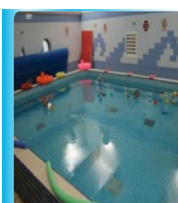
Movement and Bloom 10.00am
Exercise Class for Mums and babies

Bump birth and beyond 1.00pm-2.30pm
Support for parents to learn what to expect with your new baby. Bi-monthly sessions 22nd / 29th 3rd / 10th

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

Sensory room £1 per family

Also available
Toilet training, Family support, Support with Housing issues, Food bank voucher referral and food parcels.



FRIDAY



ESF Ways to Work Drop in 9.30am-10.30am
Advice and support on returning to employment. Appointments available upon request.

Sleep Training Starting 4th November 9.30am - 11.30am
5 week course for sleep routines for your children.

Lunch Club 11.30am-12.30pm
Come along for a free lunch and chat with other families
Places need to be booked.

You and Me Mum Coming soon

This is a programme for mothers to help you understand the effects of domestic abuse.

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