

Everton

Nursery School and Family Centre



@EvertonNursery



www.evertonnurseryschoolandfamilycentre.org

0151 233 1969



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Welcome

Dr. Lesley Curtis OBE
Headteacher/Head of Centre

Dear Parents/Carers,

I am writing this hoping you are all staying safe at home and following Government advice on social distancing. I know you will be all finding this present position of staying at home a challenge especially with our Nursery School and Children's Centre being closed too. We are trying to keep our Everton Nursery School and Family Centre community connected via ParentMail and via our website www.evertonnurseryschoolandfamilycentre.org through the Home Learning tab for 2-5 year olds in the Nursery School and Centre for Nurture tab for our 4-7 year olds. One of the Apps that is suitable for both ages is the 50 things to do before five designed by colleagues at St Edmunds Nursery School and Children's Centre, Bradford. I hope you have the chance to look through the App re bradford.50thingstodo.org

Our staff are all missing you. Before we closed they put together a range of learning opportunities through the home learning packs you received from us, plus they have suggested on the tabs on our website a range of other home learning to explore. We would love to hear feedback from you on these sites suggested and any you have found. Please email us on evertonecc@talk21.com if you wish to share any home learning web sites you have found useful or other play activities you have found beneficial for home learning.

We are also using our Twitter account @EvertonNursery to share information about staying safe and any home learning parents/carers are sharing with us.

We are open as Everton Centre Hub at the moment and supporting Our Ladys Hub and The Beacon Hub who are local to us. We have been providing support for families to access Free School meals vouchers for Asda for £20 (£10 last week and £10 this week). If you haven't received your Free School meals vouchers (if you usually access Free School Meals for your child) then bring identification to the centre and we will provide you with the vouchers if you are entitled to them. We are practising social distancing in the centre so only one person can enter the centre at any one time.

Staff are mainly home working undertaking a range of tasks at home such as writing articles for our usual Spring Newsletter. I hope you can access our newsletter electronically this time and can read and share with family members various activities children and staff had been involved in during January, February and the beginning of March before we closed as a Nursery School and Children's Centre.

We will print a few newsletters off in case some parents/carers cannot access the newsletter electronically. If you cannot access your newsletter electronically let me know on evertonecc@talk21.com and we will post one to you through Royal Mail.

Please stay safe and stay in your home as much as you can to protect everyone.

Lesley
Dr. Lesley Curtis OBE
Headteacher/Head of Centre

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Eco Schools Awards

Reading Quality Mark



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Liverpool Early Years Reading Quality Mark



Faye O'Connor

Assistant Headteacher / SENDCO / Literacy Co-ordinator and Spencer 1 Teacher

Liverpool Early Years Reading Quality Mark

As Literacy Coordinator my role is to ensure that children at Everton Nursery School experience an outstanding reading education. My role is to ensure reading resources are high quality; staff are fully up to date with relevant Continuous Professional Development (CPD) and ensure reading experiences are planned and purposeful.



On Monday 3rd February an external assessment was undertaken by School Improvement Liverpool known as 'Liverpool Early Years Reading Quality Mark'. This assessment provided the school with our second Gold Award recognising the long standing commitment to prioritising reading in early education.



The assessment included a learning walk around the school, interviews with parents/staff, sharing progress data and looking at Family Worker files that document children's learning and progress. I have included elements of the report below:

"There is a clear strategy for promoting reading for pleasure. Half termly training is delivered and evaluated. Reading is an embedded part of staff CPD. Peer on peer observation to support and enhance practice on an ongoing basis. Minutes from staff meetings, leadership observations of teaching and learning, data and assessments were all made available to the assessor. Staff training is evaluated and disseminated effectively with staff reflecting on their practice and enhancing where appropriate."

"Evidence of children's development within reading is evident in observations made by staff, displays, photographs and floor books. During the learning walk children were observed accessing the wide selection of books in the environment and reading areas. Children were also observed requesting a visit to the setting's lending library with their parents/carers. Parents/carers were aware of the routines associated with the lending library and the days on which books could be borrowed and subsequently returned."

Liverpool Early Years Reading Quality Mark



Faye O'Connor

Assistant Headteacher / SENDCO / Literacy Co-ordinator and Spencer 1 Teacher

Many thanks to all parents/carers who gave up their time to talk with the assessor.

As literacy coordinator I lead yearly celebration events such as 'World Book Day' to celebrate the importance of reading for pleasure. At Everton Nursery School we acknowledge that learning happens each day in our classrooms with the aim to embed a love of reading for all children.

Did you know?

- During a typical day at Everton Nursery School your child will experience shared reading in a group and often one to one with a member of staff.
- Reading is planned and purposeful. Books that children experience are carefully selected by Nursery Staff to challenge their thinking and promote a love of storytelling.
- Children listen to both fiction and non-fiction books that link to the curriculum.
- Each of the classrooms has their own reading area. These areas are carefully created to ensure they are welcoming, accessible to all and have books which promote diversity and culture.
- Classroom library books are rotated regularly to ensure children experience books that relate to current themes, seasons and interests.
- Puppets and objects for books are available to encourage children to talk and retell stories.
- Print is attractive and visible in all areas of the classroom encouraging children to read signs, labels and posters.
- Family Worker board displays reference books that individual groups of children are reading linking to current interests.
- Talk for Writing is used as an approach to develop oral storytelling. This approach uses story mapping something you may have seen on classroom displays or Twitter.





Mathematics

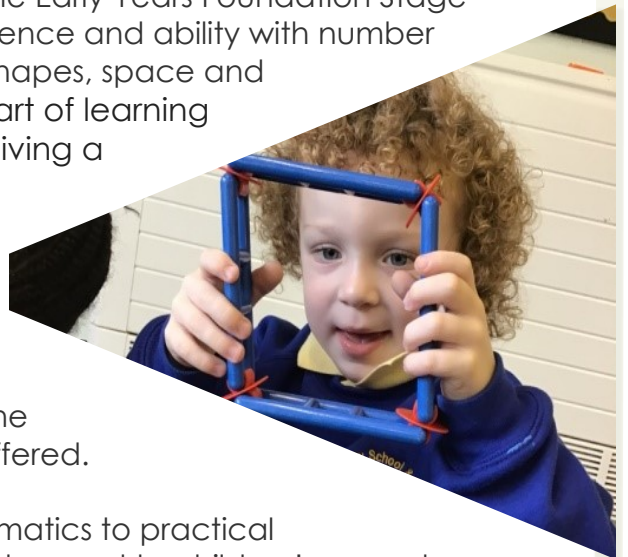
Rebecca Melia

Acting Assistant Headteacher / Cresswell 1 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 shapes, space and measures. 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.



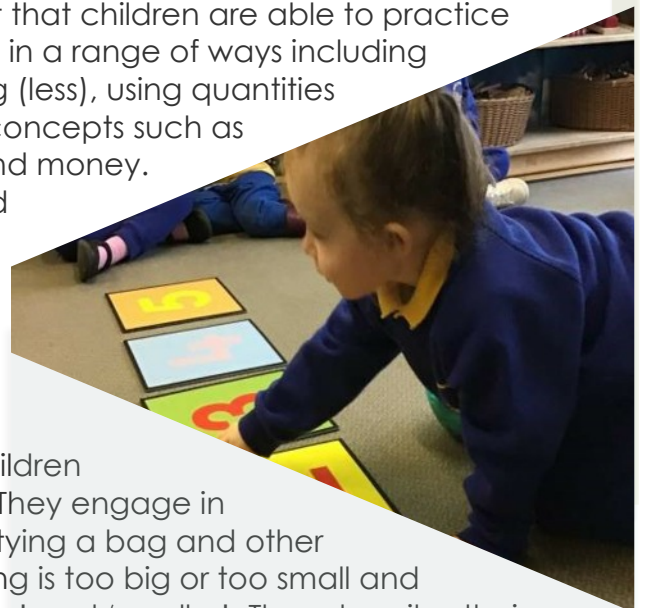
Opportunities to link mathematics to practical experiences and play, and to children's everyday lives, help children to see mathematics in the real world.

Children's mathematical experience is a combination of child-initiated activity and systematic adult-directed mathematics teaching, which they receive every day at Everton Nursery school.

It is important that children are 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'.





Mathematics

Rebecca Melia

Acting Assistant Headteacher / Cresswell 1 Teacher

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



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





HMS Mersey

Emma-Louise-Scott
Spencer 3 Centre for Nurture Teacher



HMS Mersey

During the Spring term in Spencer 3 all the children shared a keen interest about transport. Spencer 3 investigated numerous forms of transport including; buses, cars, bikes and planes. Luckily at the same time the Royal Navy vessel HMS Mersey docked in Liverpool and Spencer 3 took the opportunity to visit this ship.



However, the ship was not open to the public therefore we looked at the ship from the dock. Back at school Spencer 3 children drew pictures of HMS Mersey they had seen and discussed what being onboard HMS Mersey would be like. The children's pictures were tweeted on the Everton Nursery twitter page showcasing the children's observations of this Navy Vessel.

Through the power of social media Captain Will of HMS Mersey contacted Everton Nursery School to say how impressed he was by the children's drawings of the ship and invited Spencer 3 to take a closer look and come aboard.



The next day there was excitement in the air in the Spencer 3 classroom.





HMS Mersey

Emma-Louise-Scott
Spencer 3 Centre for Nurture Teacher



HMS Mersey

We travelled to the docks by our school minibus. We were met by Captain Will and his crew. On board the ship, Captain Will gave the children a tour of all 3 decks. The children had the opportunity to try on some of the protective clothing and helmets. We were shown the control room and even sat in the Captains chair.

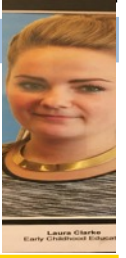
Captain Will and his crew kindly answered all of Spencer 3's inquisitive questions and introduced vocabulary such as navigation, compass, officer, deck and satellite.



Spencer 3 had a wonderful morning on board the HMS Mersey and as a thank-you for the invite Spencer 3 gave Captain Will their pictures they created of the Navy Vessel. What an experience! To see even more pictures from Spencer 3's visit on the HMS Mersey visit the Everton Nursery twitter page and use the hashtag #spencer3 or #centrefornurture.

Eco Schools England

Amina Khan and Laura Clarke
Early Childhood Educators



Award Winning Everton Nursery School Eco Schools England

On Thursday 12th December 2019, Eco-Schools England hosted the first National Award Ceremony in their 25-year history. This ceremony took place at the Etihad Stadium in Manchester and was hosted by one of TV's best known personalities, wildlife presenter and adventurer Steve Backshall. 15 schools from across England attended and were rewarded for their amazing Eco-Schools work.

The 'Early Years Setting of the Year' was awarded to Everton Nursery School and Family Centre in recognition of our outstanding work that takes place to educate children and adults about the importance of education for sustainability with young children.



"Every one of the 40 staff members working at Everton Nursery School and Family Centre takes responsibility for educating young minds on sustainability using the nurseries' self-created environmental curriculum. Alongside this curriculum, Everton Nursery School and Family Centre have created their own Eco-File, a document (closely linked to the Eco-Schools programme) which contains environmental lesson plans, activities and ideas. At the heart of Everton Nursery School and Family Centre's eco-curriculum is real-life experience, with activities including measuring rain fall, counting wind turbines at a local wind farm and litter picking within the school grounds.

This hands on approach shapes the children's values, perspective and gives them an understanding of the vital role they play in protecting the natural world. Teachers at Everton Nursery School and Family Centre have over many years consistently demonstrated their passion and belief in environmental education and take responsibility for inspiring children to connect with nature and become environmentally aware young ambassadors.

Eco Schools England / continued

Amina Khan and Laura Clarke
Early Childhood Educators

The environmental action staff at Everton Nursery School and Family Centre are proudest of is our work on the Eco-Schools Waste topic. Children now drink milk from bio-degradable bottles instead of from milk cartons with plastic straws. Staff linked directly to the milk provider to arrange the alternative. Energy reduction happens each year by appointing children as electricity monitors, who the Eco-Schools team can confirm are extremely vigilant. Heuristic play encourages children to reuse natural objects as toys, meaning less plastic toys are being used in the nursery. All children participate in woodwork lessons, learning to repair broken objects such as repairing table legs, coat hooks and even shelves in the nursery. Finally, recycling is taught explicitly in the nursery, with children visiting the local recycling centre and discovering what can or cannot be recycled in Liverpool – knowledge which the children can take home to their parents and carers.

For many years Everton Nursery School's Eco-Schools Green Flag has been proudly raised. Our work has allowed parents and carers to participate in numerous ways, from donating recycled materials for reuse in school to attending sustainable and healthy cooking classes organised by the nursery. Our Eco-Board is a focus point of the nursery, providing regular updates for parents/carers on environmental work and our newsletters inform parents/carers about our environmental actions.

As a National Teaching School, Everton Nursery School and Family Centre with North Liverpool Teaching School Partnership have been able to inform other educators throughout Liverpool and beyond about the benefits and implementation of our Environmental Curriculum and our Eco-File has been widely distributed. Recently, our message has been spread further afield by sharing best practice on our ever-growing Twitter platform (@EvertonNursery) with even local councillors and MPs visiting to witness our environmental curriculum in action. Everton Nursery School and Family Centre is truly at the forefront of early years' environmental education in England.

For more information about Eco Schools England please visit the website www.ecoschools.org.uk.





Toilet Training

Selma Kesedzic
Nursery Teacher Cresswell 1

At Everton Nursery School and Family Centre we are very keen for parents and carers to play a key role in toilet training their child/ren. We are noticing more and more children are coming into Nursery School at 36 months not toilet trained so we really need your help to support at home.

Using the toilet will be a new skill for your child to learn. We appreciate that this will take time for you and your child so go at your child's pace. Try to display patience with your child and use plenty of praise as this will help them get it right, even if you sometimes feel frustrated.

Keep in mind that every child is different, so try to avoid comparing your child with others.

When to start toilet training...

Between 8-20 months children usually start to communicate an awareness of their bladder and bowel movements. Between 16-26 months children may show an awareness of bladder and bowel urges and an understanding of what a toilet is used for.

"How do I know when my child is ready to begin toilet training?" - There are several signs to look out for which show your child is starting to develop bladder control, awareness and is developmentally ready...

- Your child shows an awareness of when they have wet or soiled their nappy and may communicate this with you.
- The gaps between wetting is at least an hour.
- They are able to follow simple instructions e.g. "wash your hands".
- They want to be changed when they have a wet or soiled nappy (although some children can continue quite happily with a wet or soiled nappy).



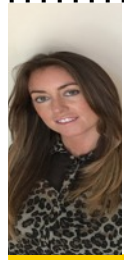
Toilet Training

Selma Kesedzic
Nursery Teacher Cresswell 1

How to toilet train...

- Talk whilst you change your child's nappy so they understand what wee, poo and wet nappy means. Encouraging and helping your child to flush the toilet and wash their hands after changing them will support.
- Children learn by watching and copying, so this will be helpful for them to see you flushing the toilet and explain what you are doing.
- As a Nursery School we do **NOT** recommend using pull ups as they can confuse your child. Try to keep the training consistent and move forwards. Once the nappy is off, please try to keep the nappy off.
- Your child will naturally have accidents as they learn to use the toilet. Please remain calm and simply say 'Oh no, you had an accident, never mind, let's clean it up. Next time you can use the toilet'.
- Remaining calm and not displaying your frustration when your child has an accident will reduce feelings of anxiety and worry for them and they are more likely to be successful the next time.
- Dress your child in easy to change clothes. If possible avoid tight clothes and clothes with lots of zips or buttons.
- Your child will feel delighted when they succeed. Praise from you will help so much, "wow I am so happy that you had a wee in the toilet"
- Creating a regular, consistent routine in the bathroom will help your child remember what to do. Give short clear instructions such as 'flush the toilet, roll your sleeves up, rub soap into your hands, rinse the soap off, dry your hands'.
- Tell your child 'it's time to use the toilet' instead of asking 'do you need the toilet?' as they will usually say 'no'.

We look forward to hearing about how your child has been successful with their toilet training. Good Luck!



Community Links

Kate Doyle
Nursery Teacher Spencer 2

This year we are developing our links with the community and throughout this term we have welcomed a number of visitors into Everton Nursery School and Family Centre to share their occupations, roles and ways of life with our children.



These visitors have included, Merseyside police; following a strong interest that a number of children have shown in police role-play.

Ornithologist Andrea Vaughan linking to our Eco schools work and links to RSBP National Bird watching week



Naomi Ditchfield, owner of guide dog Trixie and volunteer speaker for Guide dogs UK.



Educational School visits

Kate Doyle
Nursery Teacher Spencer 2

Educational visitors support academic achievement through enabling children to make connections with the real world. These visitors provide opportunities for children to make sense of what they have previously observed and what they already know.



Through asking questions, initiating conversation and developing the confidence and social skills required to talk to visiting adult's children can develop their knowledge and understanding of the world around them.



In the future we aim to have a lifeguard from Royal National Lifeboat Institution visiting us, Plus we are hoping to include Fire fighters and many more visitors to come in to speak with the children.



WellComm

Lyndsey Gardner
Senior Early Childhood Educator and HTLA

Speech, language and communication underpins everything we do. We often take these skills for granted but many children can struggle to communicate. Children can present with many different communication problems, such as:

- Delayed speech and / or language development (e.g. late beginning to talk, delays in using the correct sounds in speech, etc).
- Difficulty understanding what others say (sometimes called a receptive language difficulty).
- Mixing up speech sounds in words, or other difficulties with pronunciation.
- Difficulties interacting socially with other children and / or adults.

Here at Everton, the Wellcomm toolkit is used to support the language development of children across Spencer and Cresswell. The aim of the programme is to assess children's communication and language skills and provided tailored intervention if required. The Wellcomm approach is delivered weekly by a private Speech and Language therapist called Rachel and her work is supported by staff member Lyndsey Gardner.

What is Wellcomm ?

- A Speech and Language toolkit for screening and intervention in the Early Years
- Identifies children with potential language difficulties.
- Offers a range of customised intervention activities to support their language development.
- Uses a 'traffic light' system to help practitioners understand the children's current level of speech and language.

Why do we use Wellcomm?

- Identify children in need of referral and support.
- Provide tailored intervention strategies for all children.
- Measure progress throughout.
- Carrying out an assessment of the child's speech, language and communication skills and diagnosing a variety of difficulties.
- Completing written reports that detail the child's needs and how best to support them, for the reference of parents / professionals.

Providing practical advice to carers / other professionals about how to support the child's communication development.





WellComm

Lyndsey Gardner
Senior Early Childhood Educator and HTLA

Embedding effective communication and language into our daily routines and teaching and learning

Please try using the below words at home when talking to your child:



Examples of words/phrases based on 'Wellcomm' screening and outcomes	Context of words/phrases based on 'Wellcomm' screening and outcomes
Shorter/Shortest Longer/Longest	Using correct language when comparing size of a group of objects e.g. pencils, snakes
Many/ Fewer	Substituting the words 'more' and 'less' for the words 'many' and 'fewer' with the same meaning e.g. which group of objects has many/fewer?
First/Last	Ordering children in a line, emphasising who is 'first' and who is 'last'.
Either	Understanding the concept of 'either' when asked to choose between two objects e.g. 'either an apple or a banana'.
In front/ Behind	Understanding the concept of 'in front' and 'behind' when describing relative position.
When	Children to give appropriate responses to 'when' questioning e.g. 'when do you eat breakfast?' – requires a time specific answer
Angry/ Scared	Understanding these emotions by answering 'how' questions correctly.



Recipe

Beef and Mushroom Stew

Stew is the perfect meal to enjoy. This one is served with pasta which really complements the texture of the stew.

There's 3 main ingredients in this recipe

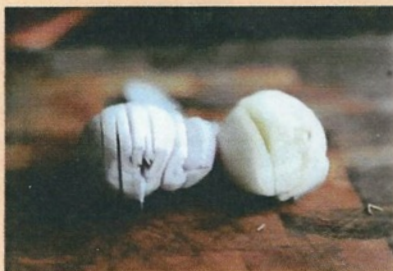
Beef: 2 pounds of stewing beef.



Shallots/Onions: Shallots give a stronger flavour but onions work just as well.



Step 1: Peel and cut up the



Step 4: Slice the clove



Ingredients

- 2 pounds Beef Stew Meat
- 2 Tablespoons Flour
- 4 Tablespoons Butter
- 2 Tablespoons Olive Oil
- 2 whole Shallots or 1 large onion
- 3 cloves Garlic, Minced
- 8 ounces, Mushrooms
- ½ pint of beef stock
- Salt And Pepper, to taste
- Pasta - Cooked And Drained
- 2 sprigs Fresh, Thyme

Mushrooms: These are Portabellos but you can use any type.



Step 2: Dice the onions up really small



Step 5: Crush the clove using the side of the knife or a garlic



Step 3: Peel the garlic



Step 6: Repeat for all the cloves.



Recipe

Step 7: Put the beef in a bowl.



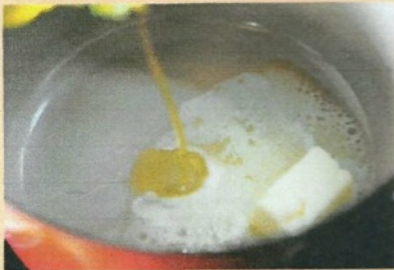
Step 8: Sprinkle the flour



Step 9: Put the butter in a deep pan



Step 10: Add some olive oil and put on a low heat.



Step 11: Throw in the meat



Step 12: Brown the meat through



Step 13: Take the beef out of the pan.



Step 14: Do not clean the pan!



Step 15: Warm the shallots and garlic .



Step 16. Add the mushrooms.



Step 17. Pour in the beef stock and put the meat back in.



Step 18: Mix two tablespoons of flour with some water to thicken up the stew



Step 19. Add some Thyme and Rosemary.



Step 20. Serve with pasta.



This dish can take as little as 20 minutes to make, the longer the stew is left on a low heat will increase the strength of the stew,

Enjoy!



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Please note: If you are not already registered, you will need to register online on the ParentMail website before trying to access the App.

Email spoyser@oxfordspiresacademy.org to request a registration message