



# Finches

Summer Term

April/May 2021

## Finches News

Hello and welcome to the Summer Term at Jennett's Park. We hope you all had a wonderful Easter break and were able to enjoy some special family time getting out and about a little more so than we have been used to.

A very warm welcome to the children and families who have joined our Nursery this term—we do hope you are getting used to how things work and are already feeling like part of the family. All of the children have had a lovely few days back at Nursery. They are enjoying spending time together getting to know new friends. Thank you to our older children for being such good JP ambassadors and thank you to our new children for being so open and willing to explore our environments, make new relationships and learn the routines. We are so pleased to have you join our school family.

This term our theme is 'Once Upon a Time...' and in Nursery we will be exploring a number of traditional tale stories together, as well as experiencing whole school activities such as, Green Day, Arts Week and Pause Day.

As always, if you have any questions please do not hesitate to get in touch.

You can raise an observation on Tapestry, send an email to the school office who will forward it on, or, if only a brief query, catch one of us at drop off or collection. We are looking forward to working with you all this term.

Huge congratulations to Miss Claridge and her family, who welcomed their baby girl over the Easter holidays. Mother and baby are both doing well.

Baby Alaia-Rae says thank you very much to the Nursery children for her baby bunting!



## Reminders

**Sun cream:** Please remember to apply sun-cream before Nursery as the weather warms up.

**Sun hats:** Please remember to send a named sun hat

**Coats:** Please bring a coat for your child if it looks like it may be cold or is forecast to rain during the day.

**Water bottles:** Your child can help themselves to drinking water throughout the session so please remember to supply a named water bottle.

**Labels:** Please remember to keep checking all items of clothing and any bags or bottles are named. Now is the point of the year where names start to fade or peel.

**Jewellery:** Jewellery should not be worn at school. Please note that only stud earrings should be worn at any time.

**Library:** Please remember to bring book bags and library books to Nursery on a Monday. Each week your child will bring home a book from school to share with you at home.

## Tapestry

Tapestry is our online Learning Journal system where we share your child's learning with you. We also use it to send regular updates and messages to you about things that are happening at school so please do keep an eye on your account. Thank you to all our new starters who have already activated accounts.

Thanks to everyone who has uploaded their own photographs and observations of children at home. We love to see all the wonderful experiences and comments.

## Doorbell

If the Nursery gate is closed when you arrive, please use the doorbell to the left of the Nursery gate and one of us will come out to you.

## Thank you!

A huge thank you to everyone who has donated resources and equipment. We really do appreciate your support.



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## Phonics

*So much of the work we do in Nursery is an essential part of building strong foundations for children who will go on to become avid, confident readers:*

*Teaching Reading for Pleasure: sharing books for enjoyment, teaching children to love stories and submerging them in story language, asking and answering questions about things they have read, modelling using books as a way to find information.*

*Teaching Phonics. attuning children to the sounds they can hear around them, developing oral blending and segmenting skills, learning to hear, say, read and write sounds*

*We teach Phonics using the Letters & Sounds Phase 1 Guidance in Nursery and the Read Write Inc Phonics Programme, which is also taught systematically from Reception onwards.*

*Letters & Sounds Phase One is divided into seven aspects, each of which teaches and secures a different earl-reading skill. Aspects 1-3 look at general sound discrimination and this is woven into all aspects of Nursery life. Aspects 4 to 7 focus on specific skills needed as a precursor to reading—an understanding of rhythm, rhyme, alliteration, voice sounds, and oral blending and segmenting.*

## Phonics—What Can I Do At Home?

Aspect 1-3: Go on a Listening walk—What can you hear on the way home? When walking the dog? In the shop? Make a rice/pasta shaker and play while singing songs/rhymes. Add voice sound effects to a story as you read together.

Aspect 4: Clapping games—clap out syllables in words, copy and repeat a clapping rhythm.

Aspect 5: Play Silly Soup—all the ingredients must begin with the same sound.

Aspect 6: Mirror Play—make silly faces, copy and repeat mouth movements, say a sound and watch your facial movemnets

Aspect 7: Toy Talk—Choose a special toy who can only talk in 'sound-talk' and ask it questions. e.g. What would you like to eat? Toy answers by whispering in your ear: h/a/m, f/i/sh, ch/ee/se and you repeat.

## **Learning Owl Behaviours**

Collaboration, Challenge, Perseverance

Optimism, Pride, Independence

Managing Distractions



## **Rainbow Promise Values**

Love, Forgiveness, Honesty

Patience, Support, Respect

Kindness, Joy, Peace



## Important Dates

**Tuesday 20th April**

Start of Summer Term 5

**Thursday 22nd April**

World Earth Day 2021 - Green Day

**Tuesday 27th April**

Hobgoblin Live Theatre Performance of 'Little Red Riding Hood' See Tapestry for more info.

**Friday 30th April**

Sept 2021 School Acceptances due back to LA.

**Monday 3rd May**

Bank Holiday—school closed

**Thursday 6th May**

School Photographs—tbc

**w/b Monday 24th May**

Arts Week

**Friday 28th May**

Whole school last day of term, usual timings

**Monday 7th June**

First day of Summer Term 6



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Jennett's Park Medium Term Plan: Summer 1  
Year Group: EYFS – Nursery

**Area of Learning: PRIME Personal, Social, Emotional Development Can we...?**

**Self-confidence and Self-awareness**  
Select activities independently  
Use resources in different ways

**Making Relationships**  
Build good relationships  
Play in a group

**Managing Feelings and Behaviour**  
Talk about and name different feelings  
Tolerate delay

**Area of Learning: SPECIFIC Literacy Can we...?**

**Phonics**

Letters and Sounds Aspect 1-3 plus 4 Rhythm & Rhyme

**Reading**

Has favourite rhymes and stories  
Listen to stories with increasing attention and recall  
Show awareness of story structure  
Describe main story settings, events, characters

**Writing**

Give meaning to marks as they draw and paint.  
Uses defined marks and shapes.

**Area Learning: SPECIFIC Understanding the World Can we ...?**

**People and Communities**

Talk about what makes us unique  
Talk about significant events  
Talk about similarities/differences

**The World**

Small world play  
Talk about things they notice  
Comment on the world around them

**Technology**

Make toys work and operates simple equipment  
Instructional programming (Beebots)

**Area of Learning: PRIME Communication and Language - Can we...?**

**Listening and Attention**

Join in with repeated refrains  
Anticipate words and phrases in stories and rhymes

**Understanding**

Use and show understanding of prepositions  
Respond to simple instructions

**Speaking**

Connect ideas  
Explain what is happening  
Anticipate what might happen next

**Connectors**

'Once upon a time'

Traditional Tales

**Characteristics of Effective Learning**

Playing and Exploring - Engagement

Active Learning - Motivation

Creating and Thinking Critically - Thinking

**Candle Time:**

Can we ...?

Consider how we show  
the Rainbow Values in  
the best ways we can.

**PSHEC/Circle Time:**

Can we ...?

Rules, routines and  
relationships

Share things that make  
us special and unique.

**Area of Learning: PRIME Physical Development - Can we ...?**

**Moving and Handling (Gross-motor)**

Explore movement freely with confidence  
Balance, including standing on one foot  
Negotiate space and moves safely  
Ball skills – throwing, catching and kicking

**Moving and Handling (Fine-motor)**

Hold and use tools and equipment correctly  
Show control and co-ordination  
Imitate and draw shapes, copies letters

**Health and Self-care**

Dresses with help  
Use tools and equipment safely

**Area of Learning: SPECIFIC Maths Can we...?**

**Fluency**

Recite numbers forwards and backwards

**Number**

Know numbers identify 'how many'  
Sometimes match numeral and quantity  
Recognises and orders numerals

**Shape, Space, Measure**

Mathematical vocab – direction, position, comparison, measuring  
Order and sequence familiar events

**Area of Learning: SPECIFIC Exploring Art and Design Can we ...?**

**Exploring Media and Materials**

Explore song, rhythm and rhyme  
Investigate how sounds and colour can be changed  
Construct and create with a variety of resources

**Being Imaginative**

Use movement to express feelings  
Create movement in response to music  
Pretend and imaginative play  
Use available resources to create props



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## Jennett's Park Creative Journey Planner EYFS – Nursery: Summer 1 Empowering our children to flourish and achieve under God's love

Name of Unit: Once upon a time...			
The Context (Why): NI New Nursery Starters, Promotion of <b>Oracy</b> , Stories			
They need to know and understand:			
How to listen carefully		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
How to pay attention and concentrate		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
How to remember and recall new information		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
How to speak in full sentences		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
Ongoing: Rainbow Values, Owl Learning Behaviours, Characteristics of Effective Learning			
Immersion Activity		Real life context and links to Wider World (International/ Charity/ World of Work)	
Individual hooks for each traditional tale studied		Makaton signing World Green Day	
Inside Environment		Owl Learning Behaviours	
Small world – story settings		C – Collaboration O – Optimism P – Persistence F – Field 1 – Independence C – Challenge MD – Moving D – Divergence	
Construction – maths vocabulary		Ongoing modelled play	
Role play – Vocab prompts/sentence stems and extension (baby play, shop)		See Characteristics of Effective Learning	
Outside Environment		Rainbow Values	
Small world – story settings		Love Honour Respect Joy Peace Forgiveness Friendship Support Kindness Joy	
Art in the outside area		Ongoing modelled play	
Mud Kitchen role play and mark making		What are the rainbow values?	
Ball skills		How to Share and Celebrate Success/Home Learning Projects	
Oracy Links and Vocabulary		Tapestry	
Proof of Listening			
Sentence Stems			
Sharing Circle			
The Challenge or Big Questions		Challenge 10 Tools	
What happens next?		Visual Images	
		Quality Criteria	
		Gritty Learning	
		Final Quality Products	
		Puppets	
		Programming a toy	
		Story characters/Story map	
		Art Project	
		Trips/ Visits / Experiences	
		Theatre Experience	
		Art Week	