



# Somerset Nursery School Newsletter

## Spring 2023



Dear Families,

As part of the national drive, this year Somerset Nursery School has a focus on communication, language and literacy. We regularly assess and review the impact of our teaching and learning, to ensure children are being supported and enable effectively to make good progress. We recognise by working together we can best support your child's talking, listening, understanding and speaking.

**Reading** is a key skill that helps us to learn and to live our lives - so starting to read is an exciting and important stage in children's development. Children practise many of the skills they need for reading over a long period, long before they are ready to make sense of printed words. This includes things like:

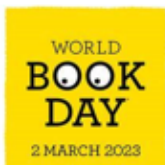
**Speaking and listening:** talking with children helps them build up a store of words they will meet later in print.

**Role play:** children who see reading as a part of everyday life and have opportunities to pretend at reading are becoming prepared for the real thing.

**Rhyme:** sharing rhymes with children helps them to listen to the patterns of language.

**Remembering:** as they become readers children will need to remember letters of the alphabet and the sounds they represent, the meanings of words and also the sense of what they have just read.

Use your token to choose a FREE **World Book Day** book or to get £1 off a book costing £2.99 or more. Redeem at a local bookshop or supermarket.



Sharing a book is fun, so finding the time when you both are receptive and not too tired is important. Have a conversation about the story and the pictures, encouraging the child to tell you the story if they wish, to turn the pages, and to ask questions. Please allow them to choose the book again and again – repetition and familiarity are building blocks for the development of language and literacy and confidence. Children may wish to tell you their own version of the story too.

### Some of the ways you can help are:

- Talking with your child as you go about everyday activities
- Telling them the words for unfamiliar objects
- Using describing words as you explore things together
- Take time to stop and look carefully at things on a walk
- Sharing songs and rhymes
- Playing games like 'I spy with my little eye something that sounds like ....' or 'something that rhymes with...'

Playing with your child will, help them to concentrate and develop their memory skills such as matching pairs or 'I went to the market and bought...' taking it in turns to add something to the list.

## Parking Notice

Please take a look at the map below. We are keen to maintain good relationships with all our local residents. Please do not park in the private parking bays or on the slip road circled in red. Please consider parking further from the school and walking the last part of your journey. Thank you.



## ESZTER SZALMA DANCE

Dance Classes for 3-4 years old

Thursdays 3:15-4pm

REGISTRATION:  
ESZTER  
07715476466

ESD.DANCE@GMAIL.COM

£5/PER SESSION  
PLEASE NOTE SPACES ARE LIMITED.

Address:  
Somerset Children's Centre 157-159  
Battersea Church Rd, London  
SW11 3ND





## Red Nose Day

Friday 17<sup>th</sup> March  
Children will be decorating biscuits to sell at pick up time for a coin donation. All money raised will be donated to Comic Relief.

## World Down's Syndrome Day

Tuesday 21<sup>st</sup> March  
2023  
#Lotsofsocks



21&Co

*Enhancing the lives of children with Down syndrome & their families*

World Down's Syndrome Day is celebrated on this date each year to signify the 3<sup>rd</sup> copy chromosome 21 that all people with Down's syndrome have.

The idea behind #Lotsofsocks is that the chromosomal image of a person with DS looks like lots of colourful socks hanging on a washing line. Please join us to raise awareness by wearing fun odd socks with the underlying message being that it doesn't matter what the socks look like- they are all socks. Just like people with DS and people without, there are some differences but ultimately we are all people.

A charity collection bucket will be in the foyer, all money raised will be donated to 21&Co.

[www.21andco.org.uk](http://www.21andco.org.uk)

Our school is committed to ensure gender equality.



Gender Action is an evidence-based awards programme for schools, nurseries, and colleges. We support educators by promoting and celebrating work that challenges gender stereotypes.

### Why focus on gender stereotypes?

Over the last few decades there has been great progress in gender equality – but sadly we have so much further to go. The detrimental effects of gender stereotyping, including limited aspirations, behavioural issues, and imbalances in the world of work, are widespread.

- Only 12% of the engineering workforce is female; and 11% of registered nurses are male
- Just 3% of early years educators are male
- Only 23% of physics A-level students are female, whilst only a third of GCSE art and design students are male

Socially constructed, rigidly gendered roles negatively impact on many young people's aspirations and limit the choices they make.

**Education has a vital role to play in transforming this picture.**



### stereotype

/ˈstɪəri(ə)taɪp, ˈstɪəri(ə)tuːp/  
noun

a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

"We support Gender Action because we would like to change the attitude of the next generation on stereotyping and allow the kids to choose their path not according to their gender but their passion."

- Supporter Teacher

### Spring Term Parent Workshops

This half term we will be offering a series of workshops. Details will be shared on parenthub/via email. Dates for your diary:

#### Tuesday 7<sup>th</sup> March

EYFS: Physical development

#### Monday 13<sup>th</sup> March

EYFS: Literacy and phonics

#### Wednesday 29<sup>th</sup> March

EYFS: Mathematics

Sessions will be limited to 15 parents due to the size of the space. Please add your name to the waiting list and we will plan additional sessions to ensure everyone can attend.



### Snack Donations

We regularly include food based activities in our curriculum. If you would like to contribute towards the cost of ingredients please put your donation in an envelope in the snack donation box in the foyer.

**Thank you for your generous donations!**



Urgent mental health support 24/7 crisis lines. Text 'SHOUT' to 85258 or call 0800 028 8000

### Nursery Places Available Now!

Please tell your friends and neighbours we have places for two and three year old children available.

Call: **020 7223 5455** for more information.

### Top up

If your child is three years old and attending part-time, you can top up to a fulltime place for £105 per week. Please speak to Alia in the office for more information.

If you are concerned about a child's wellbeing or have a question about safeguarding please contact Kellie Schrader, Deputy Headteacher. Outside of school hours please contact Wandsworth MASH: 020 8871 6622

[mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk)

# Somerset Nursery School Spring Term Planning 2023



This term we will be exploring 'heat and cold' and growth; observing seasonal changes and talking about why things happen and how things work. We will also be sharing factual books that reflect children's different interests and stories that explore rhyme and alliteration as well as traditional tales such as Goldilocks and Whatever Next. We will enjoy celebrating the festivals of Chinese New Year and Easter through preparing, cooking and eating traditional foods. We plan for all seven areas of the Early Years Foundation Stage curriculum and the key learning for each area is detailed below. These are the most significant things we want children in the Nursery to achieve this term. Our planning reflects the assessments of children's attainment allowing us to plan for their next steps in learning. Your child will be working on targets in each area as well as personal targets which are recorded in your child's Learning Story Book. More detailed planning happens each day, which reflects your child's changing needs. When planning we consider the different ways in which children prefer to explore and learn. We call this a 'schema'. We also notice children's particular interests and use these to make the targets they are working on exciting and engaging.

PRIME AREAS OF LEARNING AND DEVELOPMENT		
Personal, Social and Emotional Development Making Relationships – Sense of Self – Understanding Emotions	Physical Development Moving and Handling (fine motor) - Moving and Handling (gross motor) Health and Self-care	Communication and Language Listening and Attention - Understanding - Speaking
<p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Asserts their own ideas and preferences and takes notice of other people's responses. 18-24 months</li> <li>Develop friendships with other children 34-36 months</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in others' play 36-48 months</li> <li>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions 34-36 months</li> <li>Enjoys a sense of belonging through being involved in daily tasks. 36-48 months</li> <li>Begins to learn that some things are theirs, some things are shared, and some things belong to other people 18-24 months</li> <li>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 24-36 months</li> <li>Begin to accept the needs of others /can take turns and share resources, sometimes with support from others 36-48 months</li> <li>Aware of own feelings and knows that some actions and words can hurt others' feelings 36-48 months</li> </ul>	<p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges 18-24 months</li> <li>Helps with dressing/undressing and care routines, enjoying the rituals established for handwashing and teeth cleaning 18-24 months</li> <li>Learn to use the toilet with help and then independently 34-36 months</li> <li>Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the block with the other hand) 18-24 months</li> <li>Develop manipulation and control 34-36 months</li> <li>Use one-handed tools and equipment, e.g. making snips in paper with scissors 36-48m</li> <li>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand 36-48 months</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking 18-24 months</li> <li>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it 34-36 months</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet 36-48 months</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 36-48 months</li> </ul>	<p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations 18-24 months</li> <li>Shows interest in play with sounds, songs and rhymes 34-36 months</li> <li>Listens to stories with increasing attention and recall 36-48 months</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 36-48 months</li> <li>Understands simple sentences (e.g. throw the ball) 18-24 months</li> <li>Understands 'who', 'what', 'where' in simple questions 34-36 months</li> <li>Responds to more complex instructions e.g. give the big ball to me; collect up all the blocks and put them in the box 36-48 months</li> <li>Uses different types of everyday words (nouns, verbs, and adjectives, e.g. banana, go, sleep, hot) 18-24 months</li> <li>Start to develop conversation, often jumping from topic to topic 34-36 months</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' 34-36 months</li> </ul>
<p>Planning for schema / interests</p> <p><i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Take turns to make play dough with different smells, colours and textures.</li> <li>Explore salt, sand and mud kitchen.</li> <li>Cooking in small groups, sharing and taking turns as we use ingredients to measure and mix (porridge – Goldilocks, pancakes – Shrove Tuesday, noodles – Chinese New Year).</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Opportunities for role-play and storytelling requiring listening to others and turn taking (Goldilocks, noodle café).</li> </ul> <p><i>Trajectory/Rotation</i></p> <ul style="list-style-type: none"> <li>Ball games involving taking turns to roll, pass, throw and kick to peers.</li> <li>Group games involving listening for instructions and taking turns such as using the parachute 'Hide and Seek', 'Duck, duck, goose' and 'Crocodile, can I cross the river?'</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Shared mobile/ Duplo/ Stickle bricks constructions</li> <li>Collaborative large scale construction e.g. big blocks and junk modelling.</li> </ul>	<p>Planning for schema / interests</p> <p><i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Use malleable materials to mould and model such as mud, clay and play dough. Use fingers and tools to press, squeeze, pinch, cut, fold, tap, scrape, roll etc.</li> <li>Explore rice, sand, salt and water using a range of tools to pour, sieve, scoop and transfer from one container to another.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Supported role play in the Noodle cafe using cooking utensils to prepare and serve noodles and chopsticks for eating.</li> <li>Using whole body movements to act our stories e.g. 'Whatever Next'</li> </ul> <p><i>Trajectory/Rotation</i></p> <ul style="list-style-type: none"> <li>Ball games involving aiming and direction, e.g. using a bat and ball, kicking skills, aiming games.</li> <li>Digging in the garden to plant bulbs and plants; using tools safely.</li> <li>Threading and weaving (both large and small scale).</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Explore glue and tape to stick and connect collage materials e.g. making ladders from straws.</li> <li>Plan and build models with mobile, Duplo and stickle bricks.</li> <li>Building dens and homes with rope, pegs and cloths.</li> </ul>	<p>Planning for schema / interests</p> <p><i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Explore the states of hot and cold, ice and heat and investigate their properties.</li> <li>Experience playdough with different perfumes and textures to promote children's language as they describe what they smell and feel.</li> <li>Use percussion instruments, and body percussion to join in with nursery songs and rhymes and explore rhythm.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Encourage imaginative story telling with puppets / props / small world toys to develop descriptive language.</li> <li>Share pictures of nursery activities and events to encourage children's, recall, questioning and use of complex sentences.</li> </ul> <p><i>Trajectory/Rotation</i></p> <ul style="list-style-type: none"> <li>Small group circle games / ring games, listening and following of simple instructions.</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Explore cooperative play and problem solving through joining and building with guttering, crates, ropes and planks.</li> <li>Planning work / construction activities thinking about what we need and making adjustments during play.</li> </ul>

**SPECIFIC AREAS OF LEARNING AND DEVELOPMENT**

<p align="center"><b>Literacy</b> Reading - Writing</p>	<p align="center"><b>Mathematics</b> Numbers – Spatial awareness, measure, pattern and shape</p>
<p><b>Key learning:</b> <i>Reading</i></p> <ul style="list-style-type: none"> <li>Handles books and printed material with interest. (6-18 m)</li> <li>Begins to join in with actions and sounds in familiar song and book sharing experience. (18-24m)</li> <li>Develop play around favourite stories using props. (24-36m)</li> <li>Engage in extended conversations about stories, learning new vocabulary. (36-48m)</li> <li>Describes main story settings, events and principal characters in increasing detail. (36-48m)</li> <li>Re-enacts and reinvents stories they have heard in their play. (36-48m)</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Knows that the marks they make are of value. (18-24m)</li> <li>Make marks on their picture to stand for their name. (24-36m)</li> <li>Sometimes gives meaning to their drawings and paintings. (36-48m)</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (36-48m)</li> <li>Write some or all of their name. (48-60m)</li> </ul>	<p><b>Key learning:</b> <i>Numbers</i></p> <ul style="list-style-type: none"> <li>Beginning to <u>organise</u> and <u>categorise</u> objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. (18-24m)</li> <li>May engage in counting-like behavior, making sounds and pointing or saying some numbers in sequence. (18-24m)</li> <li>Counts in everyday contexts, sometimes skipping numbers- '1-2-3-5'. (24-36m)</li> <li>Knows that a group of things changes in quantity when something is added or taken away. (24-36m)</li> <li>Recite numbers past 5. (36-48m)</li> <li>Compare quantities using language: 'more than', 'fewer than'. (36-48m)</li> <li>Count beyond ten. (48-60m)</li> </ul> <p><i>Space, Shape and Measure</i></p> <ul style="list-style-type: none"> <li>Enjoys exploring capacity by selecting, filling and emptying containers e.g. using the water tray. (18-24m)</li> <li>Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy', through play in retelling of Goldilocks and the Three Bears. (24-36m)</li> <li>Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (36-48m)</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' retelling of Goldilocks and the Three Bears. (36-48m)</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. (48-60m)</li> </ul>
<p>Planning for schema / interests <i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Using fingertips and a range of other tools to explore mark-making in sand, paint, goo etc.</li> <li>Following recipes for cooking and making playdough and instructions for planting seeds and bulbs.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Writing invitations, messages and shopping lists during play and taking orders in Chinese café</li> </ul> <p><i>Trajectory/ Rotation</i></p> <ul style="list-style-type: none"> <li>Jumping / aiming game with bean bags and letter shapes and sounds hung in the garden.</li> <li>Large scale mark making with chalk, rollers, sprayers and brushes.</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Magnet board picture props from familiar stories e.g. Goldilocks and the Three Bears, to sequence and retell the story.</li> </ul>	<p>Planning for schema / interests <i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Exploring dough, goo and corn flour; investigating capacity with different sized containers. Making own play dough using measures, following recipes and mixing.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Using the language of size and position through stories such as 'Goldilocks' and 'Whatever Next'.</li> </ul> <p><i>Trajectory/ Rotation</i></p> <ul style="list-style-type: none"> <li>Jumping / throwing objects onto numbers, naming them and matching the correct amount.</li> <li>Data handling connected to vehicle play and 'things that move'. Making a tally of things moving / flying in the garden.</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Building vehicles with various construction materials e.g. Mobilo, and using language to measure and compare size, length and height</li> </ul>
<p align="center"><b>Understanding the World</b> People and Communities – The World - Technology</p>	<p align="center"><b>Expressive Arts and Design</b> Exploring and Using Media and Materials – Being Imaginative</p>
<p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (18-24m)</li> <li>Talk about what they see, using a wide vocabulary. (36-48m)</li> <li>Explore materials with different properties and remembers where objects belong. (18-24m)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (24-36m)</li> <li>Anticipates repeated sounds, sighs and actions e.g. when an adult demonstrates an action toy several times. (18-24m)</li> <li>Beginning to notice that the actions of one thing can influence another thing e.g. tools on objects, garlic press/dough; scissors/paper; tap/release of water; saw/wood. (24-36m)</li> </ul>	<p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Manipulate and play with different materials. (18-24m)</li> <li>Express ideas and feelings through marks, and sometimes give meaning to the marks they make. (24-36m)</li> <li>Explore different materials freely in order to develop their ideas about how to use them and what to make. (36-48m)</li> <li>Start to develop pretend play, pretending that one object represents another e.g. child holds a wooden block to her ear and pretends it's a phone. (18-24m)</li> <li>Take part in simple pretend play using an object to represent something else even though they are not similar. (36-48m)</li> <li>Plays cooperatively as part of a group to create, develop and act out an Imaginary Idea or narrative. (48-60m)</li> </ul>
<p>Planning for schema / interests <i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Exploration of hot and cold, freezing and melting to promote talk about seasons and change.</li> <li>Making collections of natural materials in the garden. Noticing changes as springtime approaches.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Cooking based role play using natural found objects, bags and other props.</li> <li>Firefighter and 'People who help us' cooperative role play.</li> <li>Building a campfire, melting ice and eating with chopsticks.</li> </ul> <p><i>Trajectory/ Rotation</i></p> <ul style="list-style-type: none"> <li>Observing the flow / movement of objects - guttering with water, balls and wheels etc.</li> <li>Experiments with cars and ramps with different textured surfaces / different gradients.</li> </ul>	<p>Planning for schema / interests <i>Sensory Play</i></p> <ul style="list-style-type: none"> <li>Making our own charcoal in the garden fire-pit, then exploring with the charcoal to make marks.</li> </ul> <p><i>Role Play/ Imaginative Play</i></p> <ul style="list-style-type: none"> <li>Using open ended resources and materials as props to act out stories e.g. Goldilocks, and own stories based on interests.</li> </ul> <p><i>Trajectory/ Rotation</i></p> <ul style="list-style-type: none"> <li>Exploring percussion instruments which bang and shake, tapping a simple pattern.</li> <li>Music groups and circle games using claves to tap a beat to familiar songs.</li> </ul> <p><i>Connection</i></p> <ul style="list-style-type: none"> <li>Exploring construction with a focus on height, length and scale.</li> <li>Explore different ways of joining things with string, sellotape and glue; experimenting to join different objects.</li> </ul>