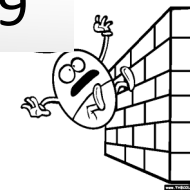




# St Martins School Foundation Stage Newsletter: SPRING TERM 2019

HAPPY NEW YEAR FROM THE EARLY YEARS FOUNDATION STAGE TEAM!! AND A VERY WARM WELCOME TO OUR NEW CHILDREN—Rhys, Seth, Albert & James



## Communication & Language

There will be many opportunities for the children to develop their language as we talk about the things we have done.

We will be modelling the writing process to the children as we write together and then supporting them as they write in their child-initiated time.

At St Martins School Nursery we work 'In the moment'

This means that the children select what they want to do from our wide range of resources and the staff in the Nursery support the children and help to move their learning forward through adding challenge or working through a problem as it happens.

## Personal, Social & Emotional Development

The children will be encouraged to play co-operatively with one another and through circle time activities children will be talking about what they think they are good at. We will also be reminding the children about taking care of the things they use in Nursery

## Understanding the World

We will soon be starting our Forest School sessions. These will happen on a Wednesday morning on our school site.

The children will be involved in a range of activities such as making mud pies, creating forest school crowns, using information books to identify the creatures we find in the forest.

## Mathematics

We are planning to do lots of number activities linked to adding and subtracting this term during our small group time.

We will be continuing to develop the children's counting skills as we do this.

We will be learning number rhymes such as 10 green bottles, one man went to mow, five little ducks, 1,2,3,4,5 once I caught a fish alive.

We will also be supporting children's mathematical development as we work alongside them in their play.

## Expressive Arts & Design

We will be using Nursery rhymes to explore the different sounds of instruments as we use them to accompany our rhymes.

We hope to create collages, paintings, drawings of the different rhymes we look at and there will be a display in the Nursery showing the work the children have been doing.

## Physical Development

The children have been developing their skills in using scissors and other equipment.

In the outside area the children have been using balls, bean bags and hoops.

The children have also learnt how to use equipment safely and what to do when they have finished using it.

## NURSERY FUND

Could we possibly ask for a contribution of £1 a week from you to help support the work we do with your child?

**This money enables us to provide additional resources for the children such as ingredients for cooking, seeds for planting, food tasting when we look at Chinese New Year etc.**

**If you can contribute we would be extremely grateful.**

## How you can help at home:

*Share lots of nursery rhymes with your child - Humpty Dumpty, Pat-a-Cake, Sing a Song of Sixpence, Incy Wincy Spider, Little Miss Muffet and so on. Ask your child which rhyme is their favourite.*

*Experts in literacy and child development have discovered that if a child knows at least 8 Nursery rhymes by heart by the time they are 4 years old they are usually among the best readers and spellers by the time they are in Year 3. How many rhymes does your child know off by heart?*

*Don't forget to look at Tapestry online. You could write a note saying what your child's favourite rhyme is or better still upload a video of your child reciting a rhyme. Please see a member of the Nursery team if you are unsure how to do this.*

## TAPESTRY

We hope that you are enjoying using Tapestry to find out what your child has been doing in Nursery. Each week we will be sending you an brief description of the activities your child will be doing.

When you have read an observation of your child please remember to 'like' it. This helps us to see how well Tapestry is being used.

There will be another Tapestry meeting for new parents this term—date to follow.