



JOHN BALL
PRIMARY SCHOOL

ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...



John Ball Primary School Information Newsletter Nursery — 2018/2019

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:
www.johnball.lewisham.sch.uk

The Year Group Team

Nursery

Ayse Barut (Class Teacher) - abarut3.209@lgflmail.org

Ruth (Nursery Nurse— Monday & Tuesday)

Liz (Nursery Nurse—Wednesday, Thursday, Friday)

Sandrine (Teaching Assistant)

EYFS Phase Leaders

Rebecca Suffield (EYFS Phase Leader Mon-Weds) rsuffield.209@lgflmail.org

Cassey Kiely (EYFS Phase Leader Weds-Fri) ckiely2.209@lgflmail.org

Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Please contact your class teacher if you require support in accessing this.

EYFS

In the Early Years Foundation Stage (EYFS) we plan our teaching alongside the children's interests. If the class is really interested and engaged in a particular topic or an activity spurs them on to want to find out more, we try and adapt our teaching and what we are doing to match their enthusiasm. Although these are possible topics of focus, please be aware that we may not cover them all, and may go off in another direction at some point!

Maths

We use the Early Years Foundation Stage profile and the Early Years development matters document to support and plan for purposeful play based mathematical experiences within the learning environment. As the pupils progress through, more focus is placed on representing their mathematical knowledge through more formal experiences. Through mathematical observations during child led play and guided sessions, adults in the unit will assess and plan accordingly. It is important that we are flexible with our planning to allow for child led and child initiated mathematical ideas to be explored and extended within the learning environment.

In Nursery children learn mathematical concepts through playing and exploring, being active and through creative and critical thinking which will take place inside and outside. As a Phase, we are keen for the children to be immersed in mathematical stories, games, songs and imaginative play to develop their understanding. There are also daily opportunities for counting and engaging in shape, space and measure in a variety of different contexts.

Communication, Language and Literacy

Communication and Language is about developing good listening and attention skills, to have good understanding and also speak and express themselves clearly.

Speaking: All adults model clear, spoken English for children to consistently hear across the curriculum and throughout their learning. Children might change their voices to be an angry giant or a sad princess, after sharing a story. EAL support is targeted and effectively planned to enhance this learning.

Listening and attention: Children have many different opportunities to listen and respond to what others say - in small groups, large assemblies and to their peers and different adults.

Reading: Children have access to books carefully chosen to enhance topics. They will read stories, poems and information texts. Children may take one story book at a time from the classroom to enjoy with their families.

Writing: Opportunities to make marks, develop fine motor skills, leading on to writing letters, words, lists, labels are across our topics. Children learn writing skills in small groups, phase 1 phonics and access independent writing activities inside and on clipboards or big chalk in the outside area. They can also choose resources they like to write with and books they want to read.

Phonics: In Nursery we use the Letters and Sounds program to teach phonics in a fun, kin-aesthetic way appropriate to the children's age and ability and children have extensive opportunities to develop their ability to discriminate sounds. Children will gain an awareness of rhyme, alliteration, initial sounds as well as beginning the early stages of oral segmenting and blending.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is about making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage feelings and behaviour. This is achieved through observing the children during their self initiated play and supporting them when it is needed. We always tailor the interventions that we make based on the children's needs and what we as professionals view to be important for their developmental stage. All of our planning, which is always taken from the children's needs, is linked with various stories throughout the year and topics that the children enjoy. This way we teach in a subtle and discreet way, mechanisms that the children can use to regulate their emotions and manage their feeling and behaviour alongside other children. At certain points throughout the year we create opportunities for PSED through whole school events such as circle-time activities, Sports Day and periods of reflection in class.

N U R S E R Y	Autumn 1	Autumn 2
	Topic Title: Settling in/All About Me Traditional Tales	Topic Title: Autumn, Fireworks, Harvest Celebrations: Diwali, Christmas
	The Big Picture: Throughout this half term we will focus on settling the children in to Nursery. Our topic of 'All About Me' will provide children to explore what makes them unique and begin to express this. The theme 'Traditional Tales' will begin developing children's book language, understanding of character, structure and more.	The Big Picture: This term children will start their first block of Forest School sessions and explore the characteristics of the Autumn season. They will think about the importance of Autumn, going on winter, for various celebrations as well as food and make connections in order to develop a sense of the wider world. The children will have lots of opportunities to enjoy the festivities of Diwali and finally, Christmas in preparation for the EYFS Christmas production.
	Literacy: Learning to recognise own name Nursery songs and rhymes (continuous) Letters and Sounds (continuous) On-going mark making opportunities Name writing practice Exploring Characters and their choices Recounts and retelling Recipe writing (porridge) Numeracy: Number songs Counting and 1:1 correspondence Noticing and creating patterns Use and begin to learn names of 2D shapes when making shape faces. Sort objects according to different characteristics such as colour, shape, size Exploring language of size and quantity Creative: Making our faces using shapes for our display Using mirrors and skin tone pencils to draw our self portraits Skeleton pictures using chalk, cotton buds The World: Beginning to make friends and widen circle of familiar adults Manipulating/changing materials (porridge, cornflour)	Literacy: Learning to recognise own name Nursery songs and rhymes (continuous) Letters and Sounds (continuous) On-going mark making opportunities Name writing practice—gift tags, xmas cards Story of Diwali Numeracy: Number songs Counting and 1:1 correspondence Noticing and creating patterns Number recognition and sequencing Use and begin to learn names of 2D shapes when making firework rockets Sort objects according to different characteristics such as colour, shape, size Exploring weight/capacity through our play Creative: Diva lamps Autumnal & firework pictures Rangoli patterns Singing and dancing-Christmas production Drawing recognisable pictures—e.g spider with legs The World: Seasonal changes, nocturnal animals Harvest—where our food comes from Diwali Bonfire Night (how to stay safe) How Christmas is celebrated across the world Forest School
	Educational visits N/A—settling in	Educational visits N/A for this half term due to Christmas production/Forest School
Core Texts: Owl Babies Elmer Funny Bones Various Traditional Tales	Core Texts: Diwali Story Oliver's vegetables Christmas stories We're going on a bear hunt Handa's Surprise	

N U R S E R Y	Spring 1	Spring 2
	Topic Title: Winter, Arctic Habitats, Transport Celebrations: Chinese New Year	Topic Title: SPRING! Growing/Lifecycles Forest/Woods/farm Habitat Celebrations: Shrove Tuesday, Easter
	The Big Picture: With winter in full swing, we will start exploring colder habitats, their characteristics and which animals live in these places.. We will also explore different methods of transport and their uses to develop children’s technological/world awareness. Finally, the CNY topic will help us explore a much celebrated festivity in our local community and with it bring a new colour and taste palette!	The Big Picture: As children become aware of the most recent seasonal change, we will learn about the key features of Spring, including it’s burst of colours, plant and flower growth, and animal babies. We will tie these in with our learning about various habitats, based on well loved stories, as well as the Easter celebrations.
	Literacy: Letters and Sounds (continuous) Name writing—Recipes, CNY cards Helicopter Stories—telling our own stories through play Use of Expressive Language Lists—shopping lists for stir fry Numeracy: Number songs Counting and 1:1 correspondence Noticing and creating patterns Number recognition and sequencing Use and begin to learn names of 2D shapes Noticing 3D shapes in the environment—e.g. wheels, traffic cones Sort objects according to different characteristics such as colour, shape, size Exploring weight/capacity through our play Use of directional language (transport) Creative: Arctic Pictures & collages Junk Modelling—can you make an igloo? Or a home for a bear? CNY dragon collage Design/model a vehicle Painting Ice cubes The World: Learning about features of arctic habitats and creatures that survive there Different forms of transport How is Chinese New Year Celebrated? Make a stir fry	Literacy: Letters and Sounds (continuous) Name writing Helicopter Stories—telling our own stories through play The Gruffalo Use of Expressive Language List—shopping list for pancakes Numeracy: Number songs Counting and 1:1 correspondence Noticing and creating patterns on easter eggs Number recognition and sequencing Use and begin to learn names of 2D shapes Sort objects according to different characteristics such as colour, shape, size Position and Direction Measuring beanstalks/eachother—comparison Sequencing growing—plant seeds, cover, water Creative: Making Easter cards Tissue paper flowers Gruffalo masks and role play Decorating paper easter eggs Tulip painting Daffodils—observational pictures Lavender Playdough The World: Planting Lifecycles of butterflies, chickens, ducks Shrove Tuesday (5th March) Pancakes Forest School Duck Eggs
	Educational visits Local Walk—TBC	Educational visits Maryon Wilson Park/Farm—TBC according to availability/volunteers
	Core Texts: Stickman Arctic—information books Lost & Found The Emperors Egg We’re going on a Bear Hunt	Core Texts: Mr Wolf’s pancakes The Gruffalo Titch Jack and the Beanstalk The Tiny Seed

N U R S E R Y	Summer 1	Summer 2
	Topic Title: Legends & Make Believe Space Celebrations: Ramadan/Eid	Topic Title: Dinosaurs Jungle Habitat Seaside/The Beach
	The Big Picture: At the core of this topic will be the children’s wonderful imaginations. We will explore all sorts of legends and make believe, including fairies, pirates, royal families/knights, spells and magic. We will also look at how Eid is celebrated and why it is important to so many members of our community.	The Big Picture: Children’s fascinations with dinosaurs will link wonderfully with our learning about Jungle and ocean habitats as well as their inhabitants. This will give us lots of opportunities to explore patterns, measurements, and build on our understanding of stories vs factual information.
	Literacy: Information books vs fiction books Nursery songs and rhymes (continuous) Letters and Sounds (continuous) On-going mark making opportunities Name writing practice Fact & Fiction Character exploration Recounts and retelling—Pie Corbett Helicopter Stories Maps Expressive language Writing Eid Cards Shared write—story map Numeracy: Number songs Counting and 1:1 correspondence Repeating Patterns, Islamic Patterns Position and Direction Number recognition and sequencing Sort objects according to different characteristics such as colour, shape, size Exploring weight/capacity through our play Creative: Islamic Patterns Designing shields, crowns, cloaks Shape rockets/aliens The World: How Eid is celebrated Distinguishing between real and make-believe Where do we live in Space? And on Earth? Begin developing understanding/interest around Moon, Sun, Stars.	Literacy: Nursery songs and rhymes (continuous) Letters and Sounds (continuous) On-going mark making opportunities Name writing practice Fact & Fiction Recounts and retelling—Pie Corbett Helicopter Stories Expressive Language Labelling—habitat Numeracy: One is a snail, ten is a crab Maths Number songs Butterfly/Ladybird Symmetry Counting and 1:1 correspondence Noticing and creating patterns Number recognition and sequencing Sort objects according to different characteristics such as colour, shape, size Exploring weight/capacity through our play Data Collection—tallying Creative: Minibeast Playdough Habitat boxes Under the sea /jungle collage Junk modelling sea creatures, dinosaurs Printing for symmetry The World: Learning about the jungle and ocean habitats Developing understanding of a wider historical timeline—dinosaurs Exploring and comparing different natural materials vs man made
	Educational visits: Greenwich Maritime Museum—Ahoy Gallery—TBC	Educational Visits: Greenwich Park—Picnic— TBC
Core Texts: The Paperbag Princess Dragon Stew Room on the Broom Captain Flinn and the Pirate Dinosaurs Golden Domes Silver Lanterns Ramadan Moon	Core texts: Dinosaurs Love Underpants Monkey Puzzle Rumble in the Jungle Commotion in the Ocean Are you my mummy?	

Key Dates

Tuesday 27th November-Learning afternoon 3.30-6.00

Thursday 13th December– EYFS Christmas Show 2.15pm

Friday 14th December– EYFS Christmas Show 10.30am

Guardian consultations for Autumn term attainment and progress-

Tuesday 28th January and Wednesday 29th January (after school/early evening)

Guardian consultations for Spring term attainment and progress Week commencing
29th April 2019 (dates tbc)

Nursery Sports Day 8th July (TBC)

9.00am-11.30am (approx.) AM children

12:30pm-3.00pm (approx.) PM Children

Subject to change due to weather

Home School Agreement

At John Ball School we believe in **Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with home learning opportunities appropriate to their needs
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

Also check dojo and signs on classroom doors for further communication.

Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read **to** their children regularly
- The children bring their school bag with them every day
- The children complete the home learning activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school