

Important dates for Nursery this Half Term:

Creative Arts and Sports Week - 4 - 17 June 2025

Half Term – 26 – 30 May 2025

EYFS Sports Day – 8th July (Reserve date – 15th July)

End of Term: 18th July

Sheredes Primary School

A note from your teacher

Ways you can help your child:

- Read with your child everyday. Ask them questions about the text/ story. Ask them to predict the ending or describe the characters.
- Count with your child everyday. Count aloud to beyond 10 / 20. Ask your child to count out a given number of objects. Look at numbers in the environment and ask your child to name the number and to represent the amount using their fingers.
- Develop the skill of subitising.
- Support your child in writing their name. Model how to form letters correctly and always start with a capital letter followed by lower case letters for the rest of their name. Use the school handwriting policy to check the formation using Nelson font.
- Ask your child to identify shapes around them. Encourage them to draw or paint shapes and use them to create a picture.
- Use the Parent Packs at home - see an adult in the setting!
- Help them to see that print is 'everywhere' and has a meaning.
- Make learning FUN and memorable!

Our Community



Summer 2 2025

Nursery:

This is a summary of our topic 'People who help us' for this half term and an outline of what your child will be learning:

MATHEMATICS

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Compare quantities using language: 'more than', 'fewer than'.
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
Understand position through words alone - for example, "The bag is under the table," - with no pointing. Use positional language to create a map of the school.
Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.
Make comparisons between objects relating to size, length, weight and capacity. What holds more/less, which is longer, shorter?
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Go on a shape walk around the school.
Combine shapes to make new ones - an arch, a bigger triangle etc.
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



UNDERSTANDING OF THE WORLD

- Remember and talk about their experiences of people who help us - police, fire service, paramedics, vets etc.
- Can talk about when we would need to use these services and how to contact them.
- Listen to and discuss their ideas about people in jobs that help us - paramedic, police.
- Know how to operate simple equipment, e.g., using the Interactive Wipe board and software -Espresso- people who help us, Bee-Bot using a grid mat to get to the different emergencies.
- Finding out about the people who help us - all the different ways we are supported in our everyday lives.

COMMUNICATION AND LANGUAGE

Enjoy listening to longer stories and can remember much of what happens.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think a dolphin lives in the sea?"
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story, eg 'Burglar Bill', or 'Doctor Daisy'.
Use longer sentences of four to six words.
Start a conversation with an adult or a friend and continue it for many turns., e.g. talk about places they have visited, journeys they have taken and the place that they live
Use talk to organise themselves and their play: "Let's go under the sea... you need this snorkel... I'll have this one."

LITERACY

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.
Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as sea and sun, beach and ball.
Engage in extended conversations about stories, learning new vocabulary.
Use some of their print and letter knowledge in their early writing. For example: writing a pretend holiday packing list that starts at the top of the page; writing 's' for swimwear.
Write some or all of their name.
Write some letters accurately.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Play with one or more other children, extending and elaborating play ideas.
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the train driver or pilot in the game, and suggesting other ideas.
Remember rules without needing an adult to remind them.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.
Make healthy choices about food, drink, activity and tooth brushing.

PHYSICAL DEVELOPMENT

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Use one-handed tools and equipment, for example, making snips in paper with scissors. Make masks.
Use a comfortable grip with good control when holding pens and pencils.
Be increasingly independent as they get dressed and undressed, for example, getting changed for PE.

EXPRESSIVE ARTS AND DESIGN

Take part in simple pretend play, using an object to represent something else even though they are not similar. Base imaginative play on own first-hand experiences, e.g. car wash, train journey.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as an airport, a park, or other places they have been.
Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make maps of journeys and the school area.
Use drawing to represent ideas like movement or loud noises.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Remember and sing entire songs.
Create their own songs or improvise a song around one they know.