



Our Lady of the Rosary

PRIMARY SCHOOL

Welcome to Our Lady of the Rosary Foundation Stage

Today's Meeting

- To give you an overview of the Early Years Foundation Stage (EYFS) and its curriculum.
- To find out how the school day is organised and some of the routines and rules your child will experience on a daily basis.
- To understand how you can support your child at home and prepare them for starting Nursery.

School Day

The main school gates are opened at 8.35am, pupils proceed directly to their classrooms via their external doors.

Registration is undertaken at 8.40am.

If a child arrives at school after 8.40am they will be signed in late and escorted to their external classroom doors.

If your child will be absent from school, please ensure you ring and inform the School Office before 9.15am. Messages may be left on the answer machine.

In cases of sickness and diarrhoea children must remain at home for 48 hours after the last time they displayed any symptoms.

The school will not authorise any holidays taken during school time. Notification of planned absences must be recorded on the school form and submitted to the Headteacher. Absences will only be authorised in exceptional circumstances.

Please ensure your child is booked onto Breakfast and Afterschool club as they cannot attend without being on the register.

Our Journey

Love God

Others First

Respect All

Persevere to Succeed

Uniform

The expectation is that all children will wear school uniform. This can be purchased from Monkhouse in Stretford Arndale or online. Children are expected to wear sensible, waterproof black trainers. This is due to the children taking part in daily mile activities, and daily access to the forest areas. Early Years Foundation Stage (EYFS) & Key Stage 1 children should have Velcro trainers unless they can tie laces independently.

All uniform needs to be clearly labelled. (Please check this regularly as labels and pen do come off in the wash).

Boys

School tie (optional)

Blue or white cotton shirts/polo shirt

Grey trousers /shorts

Navy jumper or sweatshirt - school logo optional (Monkhouse).

Socks must be grey/black not white

Girls

School tie (optional)

Blue or white cotton shirts/polo shirt

Grey trousers/ grey skirt/ grey pinafore

Navy jumper/ sweatshirt/ cardigan -school logo optional

Blue checked dress (summer)

Jewellery

Stud earrings only that must be removed or taped for PE lessons.

Fitness tracker may be worn but no watches.





PE at OLOR

We aim for children to have 2 hours of PE each week. This is the statutory requirement for all year groups in Primary school. If a child is unable to take part in the physical element of the PE lesson, they will still join the lesson but adjustments will be made to ensure they are still developing the required skills and knowledge.

Children will need to come to school on these days wearing full PE kit. This consists of:

- Black **unbranded** shorts/leggings/tracksuit bottoms
- School logo blue t-shirt
- Black socks
- School hoody or plain navy blue hoody.
- Black Trainers

****Long hair must be tied back and earrings removed/tape must be put over them before children come to school.****

***Each half term I will let you know which day is PE day**



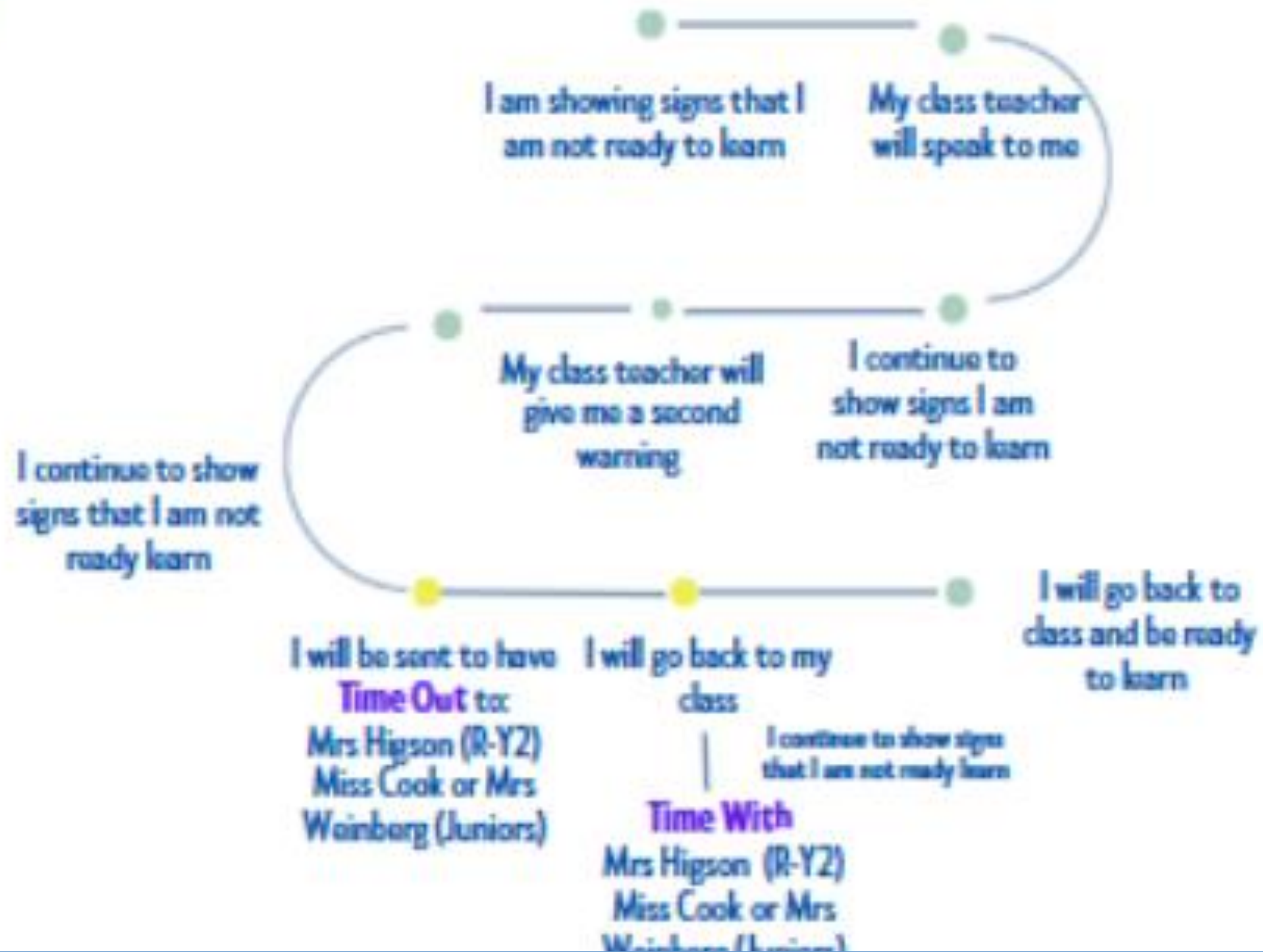


Give Respect
Ready to Learn
Engage Positively
Effort Counts
Never Give Up

Be safe Be respectful Be Green



OLOR's approach to behaviour



Values and classroom expectations



EYFS Staff



Mrs. Faux
Reception Teacher
EYFS Lead



Miss Gearey
Nursery Teacher



Miss Sheil
Reception TA



Mrs. Loynes
Reception TA and
Nursery lunchtime cover



Mrs Hollins
Nursery TA

Our classroom



Books to help your child transition to school



Ways you can help get your child ready for school

To be able to put their own coat and shoes on.

To be able to go to the toilet independently.

Recognise their own name.

Be able to feed themselves.

Be able to ask for help or communicate their needs.

Practice a daily routine. e.g. Breakfast, getting ready, packing a bag, walking to school etc.

Talk about their feelings, read books about feelings and talking about characters and what they could do in certain situations.

Play with them.

Let them know its ok to get things wrong and boost confidence.

Read with them.

Play turn taking games which helps model sharing.

Sing Songs - counting rhymes and nursery rhymes are great!

Talk openly about School.

These are all things that you probably all ready do so just keep doing what your doing. All these things help communication, social and emotional skills that will help your little one start School.

Our Early Years Values

- We value children's home life, community and the experiences children bring to our school.
- We build and nurture positive relationships, enabling environments and the unique child.
- All staff facilitate children's learning in all areas of the classroom, both inside and outside.
- We value the children's interests and extend their learning through a challenging and creative curriculum.
- Most of the children's day is spent accessing the child centered environments (indoor and outdoor) alongside focused short group/class times to hook and immerse children in their learning.
- We also ensure there is a good balance of adult and child led focus activities.

***'Childhood is not a race to see how quickly a child can read, write and count. It is a small window of time to learn and develop at the pace which is right for each individual child. Earlier is not better.'* Magda Gerber**

Curriculum: Areas of learning

The Foundation Stage Curriculum:

PRIME AREAS

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are crucial for developing children's curiosity and enthusiasm for learning.

SPECIFIC AREAS

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

EYFS Development Matters Statements Three and Four-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- 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 the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- 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 Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- 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.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- 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.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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 money and mother
- 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 shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers 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.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- 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.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- 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 a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

A Typical Day in Nursery

- 8.40 – 8.50 Welcome and self registration
- 8.50 – 9.10 Literacy
- 9.10– 10.15 Continuous provision
- 10.15 – 10.30 Snack
- 10.30 – 11.30 Continuous provision
- 11.30 – 11.45 Phonics
- 11.45 - 1.00 Lunch
- 1.00 - 1.20 Mathematics
- 1.20 – 2.45 RE, UW, P.E., EAD, continuous provision
- 2.45 - 3.10 Story time and nursery rhymes
- 3.10pm Home time

In Nursery we express ourselves through...

- Singing
- Stories
- Circle time
- Painting
- Expressive arts
- Role-play
- Water and sand
- Junk modelling
- Construction with a range of materials



Focus Book

- Each week we will focus on one specific book and look at the new vocabulary introduced in the text. We will complete a variety of activities based on this book. For example, orally retelling the story, acting out the story, pretending to be one of the characters, creating a picture or craft linking to the book etc.





Pre-writing activities...

No need to rush formal writing...

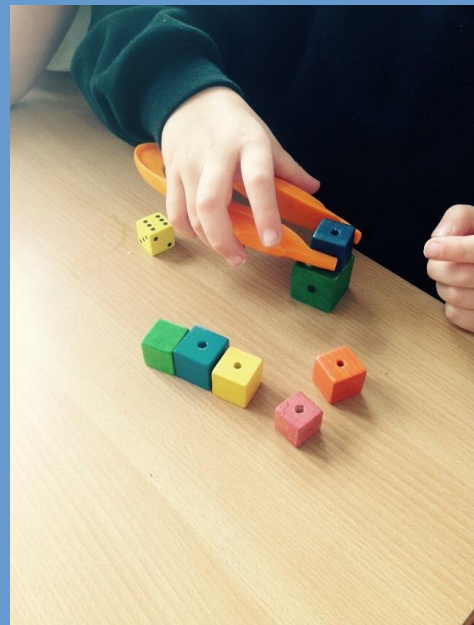


We encourage:

- Gross motor- digging, brushing, monkey bars, paintbrushes, lying on the floor whilst mark making.
- Fine motor- pegs, tweezers, threading, lego, dough disco, nuts and bolts.
- Re-telling stories and using new vocabulary, children need the words and the ability to keep them in their heads before they can write sentences.

Children have access to a 'Funky Fingers' activity daily.



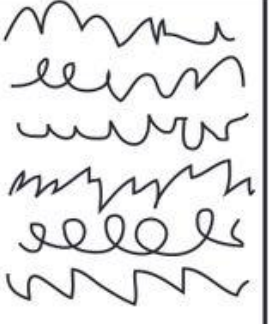



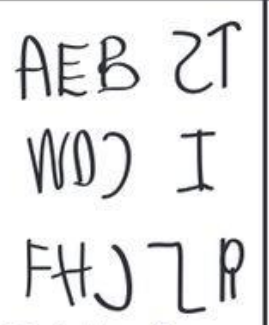
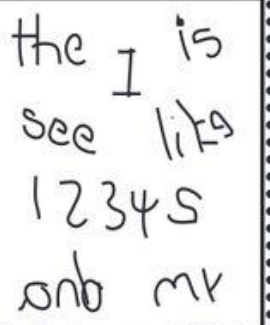
In the Autumn term and first Spring half term children do 'Write Dance' and in the second Spring half term and Summer term they do "Dough Disco". They also start to write their name in the Summer term.

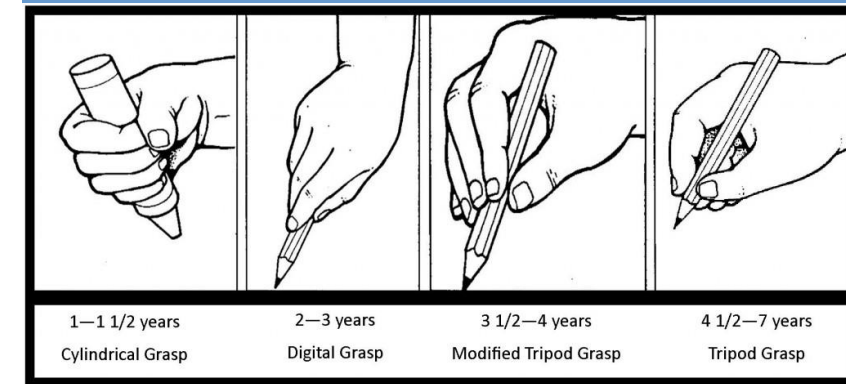


Development in Writing

Celebrate every mark!

Positive, Positive, Positive!

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play with the white board and the shapes and I won to play with my fch (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



'Can you tell me about your picture/writing?' rather than, 'What is it? What does it say?'

Phonics

Learning to read doesn't start with matching letters to their sounds. Focusing on key communication and language skills will give your child the best foundation for future Literacy success.



Speaking and Listening

Model good speaking and listening with your child. Talking and interacting with young children act as an important foundation for later Literacy skills.

Create a running dialogue as you do everyday tasks such as cooking or driving. All of these interactions will significantly expand your child's vocabulary.

Show children how to be good listeners too by encouraging eye contact, not interrupting when someone is speaking and asking appropriate questions and commenting on what the other person has said.



Sharing Stories

Sharing stories together will encourage a love of reading and teaches your child how to hold a book, turn the pages, know that print runs from left to right and expands their vocabulary.

"Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4662 words; 1-2 times per week, 63570 words; 3-5 times per week, 169520 words; daily, 296,66p words; and five books a day, 1,483,300 words"

The Reading Framework, DfE



Repeat favourite stories over and over again. Repetition deepens children's familiarity and engagement, more chance to explore the language, characters and emotions and they are therefore more likely to join in and retell the story independently.

Environmental Sounds

Encourage your child to listen for sounds around them. You can model describing them too. "I can hear the sticks snapping under my feet", "I can hear the train going clickety-clack".

Sound Bingo

Draw objects that make a sound on a bingo card. Make the noise and your child crosses off the matching picture.

Sound Hunt

Hide an object that makes a continuous noise like an alarm or the ringtone of a mobile phone. Children listen carefully and hunt for and find the object.

Sound Maps

Using an A4 sheet draw a dot in the middle to represent your child. They now draw all the things they can hear around them at that moment.



Body Percussion



Encourage your child to create sounds using parts of their bodies and their voice. Stomping, clapping, clicking, tapping, whistling all are ways to create music with your body.

Clapping the syllables of familiar words like their name.

Thomas - Thom/as
Christopher - Chris/to/pher

Create a pattern of body percussion (clap, tap your head, tap your knees) and see if your child can repeat it. Make it harder by adding more actions to follow.

Create actions and sound effects to a familiar story. 'A mouse took a stroll through the deep, dark wood'. Walk around for stroll and then create a sound effect for a deep, dark wood.

Try getting your child to make sound effects whilst looking in a mirror. Look at the shape and movement of their mouths.

Rhythm and Rhyme

Encourage your child to practise listening for and joining in with rhymes including rhyming stories and nursery rhymes.

Popular Rhyming Stories

The Gingerbread Man
The Gruffalo
Aliens Love Underpants
Each Peach Pear Plum
Where's My Teddy?
Brown Bear, Brown Bear
Green Eggs and Ham

★ Create a kitchen band with pots, pans and wooden spoons. Tap out a rhythm and see if your child can repeat it.

Create a Nursery Rhyme Bag with an object to represent each nursery rhyme. Pull out the object and sing the rhyme.

You could include:

Plastic spider - Incy Wincy
Toy Bus - wheels on the Bus
Rubber Duck - 5 Little Ducks
Sheep - Baa Baa Black Sheep
Toy Tractor - Old Macdonald
Clock - Hickory Dickory
Building Block - Humpty Dumpty
Toy Cat - Hey Diddle Diddle
Star - Twinkle Twinkle

Alliteration

Encourage your child to listen for the initial sound of objects and then find and match all objects that begin with the same sound.

"sock, scissors, soap, sticker, sausage"



Create a Silly Soup

Place out objects that begin with the same initial sound along with a bowl and a spoon. Sing the rhyme below and then each time add an object to the soup emphasising the initial sound.

"We're making Silly Soup,
We'll make it nice and silly,
put the bowl in the fridge
and make it nice and chilly!"

Oral Blending

Encourage your child to listen for the sounds within a word and push them together to form the whole word.

Play I Spy



Play the game but you say the sounds within the word rather than the whole word.
"I spy a d/o/g" and your child merges the sounds to say 'dog'.

Simon Says

"Put your hand on your l/e/g"
"h/o/p on one leg"
"s/i/t down"

Model Blending Sounds

"I am putting on my c/oa/t - coat"
"I'm getting in the c/ar - car"

Using the pure sounds makes it easier for children to merge them together. Avoid adding an 'uh' to the end of the sound, so not 'muh' but 'mmmm'.

Oral Segmenting

Encourage your child to break up a word into its sounds. For example you say the word 'hat' and they can tell you the sounds they hear - h/a/t.

Clap out the sounds in words

cat - 3 claps
fish - 3 claps
chair - 2 claps
bus - 3 claps
toy - 2 claps
train - 4 claps
tree - 3 claps
house - 3 claps
step - 4 claps

Use counters or coins to represent each sound in a word. Say a word and then your child moves a counter forward for each sound within a word.

Create a cardboard robot who speaks only using their robot voice to model segmenting words.
"I n-ee-d a h-u-g"



We look at all these different aspects of Phase 1 phonics until Spring 2. In Spring 2 we start the schools phonics scheme, called 'Read Write Inc' where we learn letter sounds.

Maths

- Autumn:
 - We will look at recognising, naming and matching colours, sorting, patterns, counting and the numbers 1 and 2.
- Spring:
 - We will look at numbers 3, 4, 5 and 6 > Also, length, height, capacity and mass.
- Summer
 - We will look at sequencing, positional language, more than, fewer than, 2D shapes, 3D shapes, more and less, what comes after and before, numbers to 5.

Maths at Home

- Baking / cooking – talking about weight and measures.
- Routines and times.
- Counting stairs.
- Counting rhymes e.g. 5 little ducks.
- Spot numbers in the environment e.g. registration plates, house numbers, clocks, Deliberately make mistakes and let your child correct you. Children need to understand mistakes are normal and everyone makes them e.g. get mixed up when counting, muddle two numbers when ordering them.
- Numberblocks and Colourblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly.
- Ask children to find 1 more / less than the number of objects they have.
- Ask children to say how many without counting (3 or fewer).
- Hide numbers around the house or garden for children to find
- Read books with maths concepts e.g. The Very Hungry Caterpillar.

VIPs

Each term, your child will be a VIP whereby we spend a little more time with them following their interests. You will be informed when this week will be and at the end of it we will have a chat to discuss their next steps.



Photos will be uploaded weekly onto Seesaw explaining the learning that has taken place that week.



The First Few Days ...

There can be a lot to remember in the first few days, but please do not worry as your child will quickly be teaching you the routines!

Wet suit and wellies for outdoor activities

Labelled water bottle

**School Book
Bag everyday**

Milk provided daily

All clothing named – including trainers!

Packed lunch for Nursery

£1 class fund contribution each week

Free fruit for snack time



Nursery Curriculum Overview Autumn

This is an overview of what we will be learning in Nursery this half term. You can find further curriculum information on the school website.

Personal, Social & Emotional

Children will express their needs and will find out about emotions through stories and discussions. They will begin to form relationships with the adults in nursery. Children will begin to separate from their parent/caregiver with adult support and come into nursery independently. They will learn the class routines and will be supported to follow them. They will learn how to join in with circle time, where to put their belongings and use the toilet with adult support. Children will learn to take turns with other children with adult support and explore the classroom with adult support.

Communication & Language

Children will begin to listen to stories and nursery rhymes, instructions given and during adult guided activities. They will begin focusing on an activity of their own choice for a short period of time and to show attention to the adults. Children will begin to join in with adult guided activities with support from an adult, follow and understand one key word instructions. e.g. stop, drink. They will recognise and points to objects that are spoken to them. Also, to link words together when speaking. They will develop more speech sounds and pronunciation of sounds and use words to begin to communicate their needs.

Physical Development

Gross Motor Development

Children will practice climbing using two feet at a time and explore how to scoop and pour e.g. sand, mud. They will explore running around outside with some control and direction. They will practice clapping and stamping to music.

Fine Motor development

Children will use a palm grip when using mark making tools. Children will use spring loaded scissors to make snips into paper with adult support.

Literacy & Phonics



Reading Comprehension

Children will begin to join in with familiar rhymes and stories. They will sing some parts or certain nursery rhymes, hear new vocabulary from stories, rhymes, poems and non-fiction books. Children will have a favourite book and seek it/them out to share with an adult or look at alone.

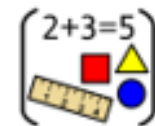
Word Reading Development

Children will hear different environmental sounds around me and begin to recognise some environmental print such as supermarket logos.

Phonics Development

Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)

Maths



Colours and Matching

Children will explore colours by matching the same colours; naming colours; finding a matching pair and explore items that are the same and different

Sorting

Children will sort objects by colour, shape and size. They will identify sorting rules and explain what they notice.

Number 1

Children will learn to Identifying the numeral 1, practice counting and subiting 1. They will develop 1-1 correspondence when counting and develop their counting skill and technique.

Understanding the World

Humanities

Children will talk about and name their family members, who they live with and any pets. They will talk about who is special to them and why. Children will talk about where they live, what kind of property they live in and know where they learn is called Our Lady of the Rosary.



Science

Children will talk about their home environment and school environment. Children will name simple body parts and facial expressions. Children exploring their world and environment through their senses. Children will learn that seasons change and all about Autumn, for example, what happens to the leaves at this time of year.



RE

Branch 1 Creation and Covert

Children learn to understand and appreciate that God made the world and everything in it and that God made them and God loves them. They will celebrate God's beautiful world and learn to understand we must take care of God's world. Children will begin to understand we are all a part of God's family and that when we are Baptised, we become part of God's family.



PHSE/ RSE



PSHE

This half term the children will read 5 different texts from the Think Equal Programme. The stories will cover a range of different concept including how to develop self-confidence and self-esteem and to recognise and value similarities and differences between themselves and others. Children will also begin to learn to connect emotions and emotion-words to feelings and colours. They will name 'big' feelings and begin to demonstrate compassion for all creatures-animals and humans.

Expressive Arts and Design



Art

Children will recognise colours and choose them for a purpose. They will use thick paint brushes; playdough to roll, cut, shape into a ball and sausage. They will look at the artist Kandinsky and explore how to create closed shapes with a continuous line, print and colour. The children begin to use drawing to represent ideas like movement or loud noise.

Music

Children will dance to music and explore moving to music in different ways. Children will learn 5 nursery rhymes and join in with the repetitive rhymes. They will follow the pitch of a tone and listen and move to an instruction.



Enrichments and Key Information



- 12th September: Family Festival 4.30-7.30pm
- 26th September: MacMillan cake sale
- 30th September: Individual photographs
- October is Black History Month
- 7th October: Our Lady Feast Day, children to come to school wearing blue
- 10th October: Harvest Festival 2-2.30pm in school hall
- 24th October: Carnival Day and finish for half term

The First Week...

On Wednesday 3rd September nursery will attend school 9am till 1pm.

On Thursday 4th September nursery children will attend school 8.40am to 3.10pm.

<https://www.ourladyrosary.co.uk/>



Thank you

We look forward to a happy partnership in your child's first year at school and throughout their time at Our Lady of the Rosary. If you have any questions please contact us via this Seesaw app.

