



8 June 2026

Dear Parents/Carers,

Nursery Weekly Information – w/b 8.6.26

Forest School

Every Tuesday and Friday

Please come dressed ready for exploration and learning to ensure we have maximum time up on the top field.

Remember to bring a coat as your child will not be able to wear their all-in-one suit for the remainder of the day.

Dates for Diaries

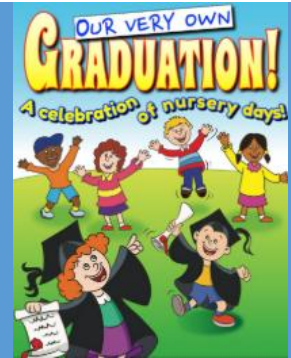
Tuesday 16 June

Welcome meeting for September 2026 – new YR (Reception) Parents/Carers only at 9.30am - 11.00am in the school Hall.

Wednesday 17 June

BigFoot Storytelling Workshop for children.

Please make sure you have paid via Scopay by 12 June. Please see this [letter](#) we sent out for more information.




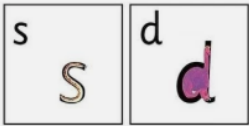
Monday 20 July 2026
Nursery (Swans) Graduation
9.00am – 10.00am
(Wed to Fri children to attend)
Up to two Parents/Carers to attend. More details to follow.

This week, we are:

- Diving down 'Under the Sea!'
- Learning about different sea animals and what makes them unique.
- Reading a range of ocean-themed stories, such as: The Rainbow Fish, Commotion in the Ocean, Tiddler and The Snail and the Whale.
- Retelling stories, thinking carefully about using the words: first, next, then, after.
- Using the correct scissor grip (thumb to the sky) to snip jellyfish and octopus tentacles.
- Tearing and arranging paper to create a collage.
- Thinking out how to keep our oceans safe from plastic pollution.
- Revising our summer poem.
- Reviewing our sounds from last week (m and a) as well as learning our new ones.
- Explore the concept of light by looking at our shadows.

Phonics


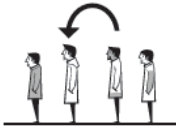
This week, we'll be looking at the sounds below:

Review	New
	
Mm – Maisie, mountain, mountain Aa – Round the apple down the leaf	Ss – Slide around the snake Dd – Round the dinosaur's back, up his neck and down to his feet

Forest School

A gentle reminder, Forest School takes place every week on **Tuesday and Friday**. To ensure we have the maximum amount of time learning and exploring, may all children come to school fully dressed for their session. Please include a carrier bag in their book bags on these days to put wet Forest School clothes into. Your child will need a coat at school on Forest School days as they are not able to wear their all-in-one suits for the day.

Word Aware

This week's concept words:	
<p>Cygnets This week's concept word is: noisy.</p> <p>At home you could do a range of activities in a noisy manner followed by being not-noisy. For example, walking, banging bricks together or playing music.</p>	 <p>Swans This week's concept word is: before.</p> <p>At home you could talk about familiar routines. E.g.: 'Before bedtime you need to ...'</p> 

Maths



Continue to support your child's mathematical language development by asking them which image is the odd one out? Their answer could be about: size, direction, position, pattern, shape, colour. The possibilities are endless!

Ten top reading tips:

Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...

- 5 Chat about the story:
I wonder why he did that?
Oh no, I hope she's not going to...
I wouldn't have done that, would you?
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again.
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.
If you're not enjoying it, your child won't.



Reproduced from the Read Write Inc. Phonics Nursery Handbook, ISBN 978-0-19-842468-0. © Oxford University Press 2018.

Summer term learning overview

EYFS Area of Learning	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Literacy Reading	Literacy Writing	Mathematics	Understanding the World	Expressive Arts and Design
Big Picture	Talk for Reflecting	Responsibility and Community Transitions	Developing Control Transferring Skills	Practice makes perfect	Becoming a Reader	Becoming a Writer	Problem Solving	Developing Understanding	Express yourself
Learning Focuses	<ul style="list-style-type: none"> * Using up to 50 words in simple sentences * Using a wider range of vocabulary * Being able to express a point of view * Using talk to organise their play 	<ul style="list-style-type: none"> * Becoming less emotionally dependent on adult but asking for reassurance in unfamiliar situation * Preparing for their next step in their learning journey * Recognising their achievements and value as an individual 	<ul style="list-style-type: none"> * Increasing independence dressing and undressing * Choosing right resources to carry out plans 	<ul style="list-style-type: none"> * Picking up and holding object with precision * Using one-handed tools and equipment with control 	<ul style="list-style-type: none"> * Being able to fill in a missing word when a story is read to them * Exploring voice sounds * Beginning to recognise known letters in other contexts. * Reading own name 	<ul style="list-style-type: none"> * Grasping a mark making object and creating a backwards, forwards or circular movement. * Writing some letters accurately 	<ul style="list-style-type: none"> * Using number names in play * Recording numbers 	<ul style="list-style-type: none"> * Exploring how things work. * Understanding key features of the life cycle of a plant and animal. 	<ul style="list-style-type: none"> * Beginning to make believe by pretending. * Developing more complex stories * Drawing with increased complexity and detail
Key Skills	Link up to 5 words together	Enjoy exploring new areas with their key person Play with confidence on their own and with other children	Make choices, deciding how to move depending on the situation	Draw freely using a variety of marks to make a recognisable picture	Recognise differences in speech and voice sounds	Give meaning to their marks	Recognise 'more'	Plant seeds and help to water plants with adult support	Explore textures, movement, feel and look of different media and materials including sounds
	Use scientific vocabulary and more complex language	Explore wider areas of the school with growing confidence	Manage buttons and zips Use large apparatus creatively, adapting where necessary to match their ideas and abilities	Pour liquids into different containers e.g. funnels, tubes etc Develop dexterity managing buttons and zips	Blend sounds into words orally Read a number of RWI single letter sounds	Write some of the letters for set 1 RWI Writing lists, books, signs, doctors notes in role play.	Find the odd one out and give a reason Recognise and write numerals 0-5	Explore and reflect on sinking and floating Explore light and shadows	Act out familiar stories or scenarios Draw from imagination and observations
	Investigate new and interesting objects	Respond positively to unfamiliar adults and trusted adults invited into the school					Begin to subitise to 5 in familiar scenarios (dice, Numicon etc) Make sense of their own life-story and family history	Know ways to take care of plants Make sense of their own life-story and family history	Show emotion in their drawings Make models to express their ideas Plant seeds

2 – 3 year-olds 3 – 4 year-olds

Have a lovely week.

Mrs Davis and Mrs Herman
Nursery Leaders of Learning