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*Nancy Reuben Primary School*

## **Curriculum letter – Nursery 2019**

We would like to take this opportunity to welcome you and your child to Nursery (previously known as Kindergarten). These notes are intended to answer some of your questions, but are only a general guide. Please do not hesitate to ask us any other questions that you may have.

Aims:

- To develop confidence and self esteem.
- To develop independence in selecting activities.
- To develop fine and gross motor skills; to enable them to hold writing and implements correctly, to cut and stick.
- To sequence activities, so correct steps are followed.
- To develop socially and emotionally, i.e. to know right from wrong, treat themselves and others with respect.
- Learn to recognise letters and words in both English and Hebrew
- Learning Shabbat and the different Chaggim

## **Learning in the Foundation Stage**

There are seven areas and aspects of learning in the foundation stage; these are:

1. Personal, Social and Emotional
2. Communication and Language
3. Physical Development
4. Mathematical Development
5. Literacy
6. Expressive Arts
7. Knowledge and Understanding

Our class will reflect this by having designated areas, which your child will be taught how to utilise.

To ensure the smooth running of the unit and the safety and well being of our children we would ask you to follow these procedures:

- Please do not approach staff during class, as we must focus all of our attention on the children. If there is anything you would like to discuss with the teacher, please make an appointment.
- If you wish to discuss your child's progress or any problems, please make an appointment with the teacher in charge of your child in class.

All children need a routine and boundaries both in school and at home, they will respect parents, teachers and peers if they operate within these boundaries. We would appreciate your support in promoting respectful behaviour.

## **Daily Routine**

- Please let us know if your child has any allergies or medical conditions, this is a nut free school. We are not allowed to administer medication without written permission from you. All medication must be labelled and dated with instructions on how to administer. We are only allowed to administer medicines once a day – children who need to take medication more than once a day, should stay at home.
- Please may you ensure your child is in the class by 8:45am
- Children must be collected promptly at the end of the day. We must be informed if different arrangements for collecting have been made.
- The children are allowed nosh only on Rosh Chodesh (pretzels, crisps, chocolate etc NO SWEETS)
- Snacks am/pm; please send a piece of fruit or vegetable where possible. We are trying to promote healthy eating and our policy is not to allow any form of Nosh. If you have to cut the fruit, please send in labelled Tupperware container, as plastic bags can be dangerous for the children. Children staying all day need two snacks each packaged in a different container, one for the morning and one for the afternoon. Food must have a hechsher (an authorised Kashrut stamp on the item.)
- Notification will be given of early Fridays closing times in the winter.
- All boys should wear Kippot and Tzizit.
- Please empty your child's tray at the end of each week.
- Please check the parent's notice board daily, as this is where we will leave important information.
- We are very keen to take a positive approach with the children and reward good deeds and Mitzvot. Could you please therefore send in a Mitzvah note for your child when he/she does something nice at home; we share all these notes during circle time and found this to be very encouraging for the children.
- Please do not send your child into school with streaming colds, bad coughs, eye infections, vomiting/diarrhoea, head lice or any other illnesses. Please inform us if your child is ill with infectious illness.
- To enable us to give your child the best positive attention, please always let us know if there are any changes in your circumstances at home, which may affect your child, enabling us to understand any changes in behaviour or attitude. All information will be treated with the strictest confidence.

- Could you please send in a box of tissues each term and a pack of baby wipes to be left in their tray.

### **Shabbat Parties**

Each week, Shabbat Abba and Imma are chosen to host our Shabbat party. Parents will be given advance notification of what their child needs to bring. We will be happy to see you in the second half of the year with your child at our Shabbat parties. This will make your child very happy and proud. We will notify you in advance of this.

### **Birthdays**

We will send you a birthday form before your child's birthday asking when you would like to have a party as well as giving you details of what to send in. Parents are invited to donate a present to the class; the teacher will let you know what the class would like to receive.

Please send in a plain cake from a kosher bakery. Home-made cakes are not permitted. NO NUTS.

### **Labelling**

Please ensure the following are clearly labelled, as this helps us immensely and enables us to locate and return lost property to its rightful owner.

- Lunch box
- Coats and jackets
- Spare set of clothes
- Sheets and blankets
- Painting aprons

### **Outdoor area**

Nursery will be using the outdoor area every day in all weathers. There is water play, sand, painting, drawing, reading and music areas.

### **Extra activities**

We are very lucky to have activities throughout the week which include:

- PE
- Music
- R'av Malachi
- Gardening
- Baking
- JOY – Joining Old & Young

- Yoga

Please keep a set of spare clothes on your child's peg. Children staying full day will need a cot sheet and blanket for the rest time. Clothes, sheets and blankets should be sent in a non-plastic bag; as these are dangerous for the children and are not permitted by Barnet council.

Your child will be well cared for and we look forward to working with you in this formative part of your child's education. Your child is your priority and we are always available to work together with the parents in our school.

Kind regards,

Yarona, Janice, Shoshana, Hadassa, Sue, Janice, Nicole and Tammy  
Nursery Staff

# Letters and Sounds Phase 1

In this ongoing phase children will be learning to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and other children
- Tune into sounds ↔ Listen and remember sounds
- Talk about sounds ↔ Understand that spoken words are made up of different sounds

Phase 1 consists of seven interlinking parts:

1. Environmental sounds
2. Instrumental sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration (words that begin with the same sound)
6. Voice Sounds
7. Oral blending and segmenting

You can help the children in your setting develop in each of these areas by trying some of the ideas below. Remember that all these activities should be fun and interactive. Give the children lots of encouragement and cuddles as you play alongside. Smiles and praise will help develop a sense of achievement and build confidence. This is all oral – (spoken) children will not yet be expected to match the letter to the sound. The emphasis is on developing the ability to distinguish sounds and create sounds.

Environmental sounds:

- Go on a listening walk – when walking down the road make a point of listening to different sounds – cars revving, people talking, birds singing, dogs barking. When you get back to the setting try and remember all the sounds you heard. You could try taping the sounds to listen to again or try reproducing them yourselves using your voice or instruments
- Make sounds using a range of found props such as running a stick along a fence, tapping on the bin lids
- Invent a secret 'knock' for entering rooms
- Play sound lotto. Commercial sound lotto can be purchased from many children's toy stores but making your own from your sound walk would be far more rewarding.

Instrumental sounds:

- Make your own musical instruments using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping, stomping.  
Play Guess what's inside the instrument
  - Sing known songs loud and then soft, stretch words in known songs and add new words or sounds
  - Listen to range of music with your children from rap to classical.
- Encourage the children to move in response to the variety of musical styles and moods

Body Percussion:

- Learn some action rhymes such as 'wind the bobbin up'.
- Play some commercially produced tapes and CDs to clap along with familiar rhymes and to learn new ones.

- Listen to the sounds your feet make when walking/running/skipping: slowly, softly, fast, stomping hard, in flip flops, boots, high heels.
- Different types of claps, Clap your hands softly, fast, make a pattern for your child to follow do the same clapping your thighs or stomping with your feet. Tap your fingers. Click your tongue
- Invent a special family clap routine for when someone does something really well

#### Rhythm and Rhyme:

- Get into the rhythm of our language; bounce the child on your knee to the rhythm of a song or nursery rhyme, march or clap to a chant or poem
- Help the children to move to the rhythm of a song or rhyme
- Read or say poems, songs, nursery songs and rhyming stories as often as you can, try to use gestures, tap regular beats and pauses to emphasise the rhythm of the piece
- Add percussion to mark the beats using your hands, feet or instruments
- Try out some rhythmic chanting such as 'Two, four, six, eight, hurry up or we'll be late' or 'Bip bop boo, who are you?'

#### Alliteration (words that begin with the same sound)

- Alliteration is a lot of fun to play around with; your child's name can be a good place to start e.g. Say Gurpreet gets the giggles, Milo makes music, Naheema's nose, Carl caught a cat, Jolly Jessie jumped, Tina is talking, encourage others to have a go e.g. May munches muffins
  - Emphasise alliteration in songs and stories i.e. 'Peter Piper picked a peck of pickled peppers'
- Play around with familiar songs to emphasise alliteration such as 'Old MacDonald had some sheep, shoes, shorts, with a sh,sh here and a sh sh there'
  - Identify the odd one out e.g. cat, cup, boy, car
- Make up little nonsense stories together using lots of alliteration
  - Collect items from the park, the garden and around the house that start with the same sound
- When shopping think about items you are buying and say 'A tall tin of tomatoes!' A lovely little lemon!' Encourage your child to do the same.

#### Voice Sounds:

- Repeat the children's vocalisations
- Make fun noises or nonsense words
- Say words in different ways (fast, slow, high, low, using a funny voice
- 'Sing' known songs using only sounds i.e. la, la, la and ask a child to guess the song
- Vary your tempo and pitch when reading stories
- Make voices for characters when reading stories
- Read or tell sound stories. This is huge fun Oral blending and segmenting:

This is all oral (spoken). Children will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds. Oral blending and segmenting is a later skill that will be important when it comes time to read and write. Being able to hear the separate sounds within a word and then blend them back to understand that word is really important. Blending – is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word e.g. the adult would say c – a – t = cat. Segmenting – is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word . For example the adult would say cat = c – a – t.

# The importance of mark making

Children will notice the adults around them reading and writing and they will want to copy them. Mark making is the first step towards writing. Mark making in the early stages is closely linked to physical development. The more opportunities children have to develop large and small movement in their arms, hands and fingers the easier it will be to make marks with a variety of tools.

Activities such as digging, 'painting' outdoor surfaces with water and a large brush, sweeping, swishing a scarf through the air in different shapes will help develop large motor movement. Small or fine motor movement will be needed to hold pencils and pens correctly. Hanging out the washing and playing with pegs, using a peg board, picking up grains of rice with fingers and tweezers will help develop the pincher grip needed for writing. In the early stages of learning to write, children will like to experiment making marks on paper with a variety of writing tools such as brushes, pens, pencils and felt tip markers. They will often include drawings with their writing. Sometimes you will write for them. It is a good idea at this stage to use lower case letters when you write introducing capitals only for names.

**Read every day to children Set up a place where children can experiment with mark making both outside and inside using gloop, paint, pens, stamps, stencils onto a variety of surfaces such as paper, cardboard, material Collect a variety of pencils, pens and keep them handy for the children Create a special writing bag to keep little writing tools in for travelling in the car or visiting the doctors, change the contents regularly.**

Read favourite books over and over again!– enjoy! Writing Make sure the children see you writing. Compose an together inviting a friend to play on the computer. Make words together using magnetic letters. Make up a story together about one of his/her toys – you write for them – repeat the sentences as you write – when complete they can draw pictures to go with it. Cut out pictures of a favourite film or TV programme from a magazine – and make a book about it.

## Numeracy Challenge cards

### Maths Challenge

Can you find something that is a square shape in your house?

Can you find something that is a rectangular shape in your house?

Can you find something that is a circular shape in your house?

### Maths Challenge

How many footsteps from  
Your house to the bottom of your garden?  
Your front door to your bedroom?  
Your kitchen to your bathroom?

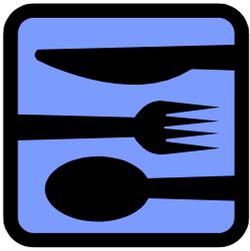
What happens to the number if you take bigger steps?



### Maths Challenge

Can you sort the cutlery in your house into different sets?

How did you do it?



### Maths Challenge

Can you find 4 different sized shoes in your house and put them in order of size?

What else can you find to order my length?

