

# Everton

## Nursery School and Family Centre



[www.evertonnurseryschoolandfamilycentre.org](http://www.evertonnurseryschoolandfamilycentre.org)



@EvertonNursery



0151 233 1969

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**Dr. Lesley Curtis OBE**  
Headteacher/Head of Centre

# Welcome

Dear Parents and Carers,

Welcome to all new parents and carers to Everton Nursery School and Family Centre and welcome to our existing parents and carers returning this academic year. You are all very welcome to our Nursery School and Children's Centre.

This newsletter has lots of information for you as parents and carers to learn about how the Nursery Teachers and Educators teach children through the Early Years Foundation Stage (EYFS) by exploring the season of Autumn and through making new relationships as children join new classes this term. Our philosophy as a Nursery School is for the children to learn through first hand experiences which you will read about within this newsletter. Some of the children have had the opportunity to observe buses and other traffic on pages 3 and 4 to picking pumpkins on pages 5 and 7. This way the children have gained knowledge as well as the vocabulary of traffic names and autumn names of vegetables. Our focus this year especially, is Communication and Language. We are requiring parents and carers to support us by singing rhymes and songs (see pages 3 and 4) as well as extending and enriching your child's vocabulary by talking (see page 8) about daily events. Lots of children look at different kinds of screen whether this is a mobile phone, tablet, computer or television. We are asking parents and carers to consider the amount of screen time their child has access to and reduce if possible and extend talk time instead. Communication and Language is the bedrock to all the areas within the Early Years Foundation Stage. Each class sings rhymes with children which in turn supports reading. The Nursery Staff are skilled in sharing a range of fiction and non-fiction books and use the pictures and words to extend children's language. Children demonstrate their interest in books through what they request in the class at story time and throughout the day. Some children choose books as part of their interests. Staff follow the children's interests through PLOD's (Possible Lines of Direction). These interests then form opportunities to access the statutory Early Years Foundation Stage.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

We use Development Matters to support us in designing our own effective early years curriculum which builds on the strengths as well as meeting the needs of the children we engage with. Our curriculum consists of everything we require children to experience, learn and be able to do. We meet the requirements of the educational programmes in the statutory framework for the Early Years Foundation Stage (EYFS). Development Matters sets out pathways of children's development in broad ages and stages but the actual learning of children is often not so compartmentalised.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

The links above give more detail to parents and carers of the reforms of the Early Years Foundation Stage since September 2021. Unfortunately, due to the pandemic we have not been able to meet parents and carers as much as we would have liked over the last academic year and this last term. Nursery staff have either tried to phone parents and carers or give brief progress updates at the end of the nursery sessions which we appreciate isn't always ideal. Our Christmas Breakfast and Crafts mornings for our three and four year olds on page 14 will be an opportunity for you to look at your child's file, talk to the Nursery Staff and look at your child's classroom. Heyworth class are intending to meet in the Children's Centre for their file sharing.

Thank you so much to all parents and carers who have purchased photographs and calendars. We have raised £1000 for school funds to purchase new physical development resources (such as a wooden beam) for the children to use in the school hall at P.E sessions. Finally, thank you for all your support to the Nursery School and Children's Centre respecting staff during these challenging times with the Covid19 virus. If you wish to raise any concerns or comments please use the Contact Us tab on the [www.evertonnurseryschoolandfamilycentre.org](http://www.evertonnurseryschoolandfamilycentre.org) website and I will answer you as soon as I can.

Dr. Lesley Curtis OBE

Headteacher/Head of Centre

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Singing songs and rhymes



Allotment updates



Autumn Activities



ParentMail Back Page

Pick up school messages online or on the mobile app!

FREE  
DOWNLOAD

"Sometimes it can be challenging to juggle school, work, other children, house work and commitments and know what is going on and keep in tune with the latest news and events at school. This app is a godsend!"



## Contact information



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Everton Children's Centre

Children's Centre Autumn Campfire





**Faye O'Connor**  
Assistant Headteacher



# Singing

songs and rhymes



At Everton Nursery School planning for singing songs and rhymes is an integral element of the curriculum. Did you know we even have our very own 'Everton Rhyme File' which has the lyrics to our favourite songs and rhymes.

We believe that the most important reason to sing and rhyme with children is to develop their love of language. This love of language, books, singing and rhyming will form a solid foundation that will help children value learning. Songs and rhymes have a hugely positive impact on a child's language and literacy development. Children are keen to join in with, rhythm and repetition. These three parts found in songs and rhymes can naturally help to boost a child's language and literacy skills. Rhymes

also help children to learn to play with words. They tune their ears to all the sounds in the word. By hearing different sounds, they learn how sounds combine and blend together to form a word. Studies show that if a child who knows four nursery rhymes by the time they are four years old will naturally be a better reader at eight years old.

During our first half term together Spencer class have explored a whole range of nursery rhymes which has taken our learning in many different directions.

When exploring the song 'The Wheels on the Bus' children observed real busses out on the road, created a large bus model and read the story 'Naughty Bus'. All of these learning experiences combined allowed children to develop their singing and rhyming.



When exploring the song 'Head, shoulders knees and toes' children played active games during P.E. to identify body parts, created body jigsaws and created large scale images of themselves.

Singing songs, rhymes, and poetry happens daily in each of the classrooms. During In Harmony and Tuning In sessions children are also immersed in a world of music and song. Music and rhymes help children to hear a steady beat. Research has shown that children who can keep a steady beat are naturally better readers. So whilst adults are singing and rhyming we will often clap or tap along. These actions give children a chance to feel the beat through tapping, clapping and marching.

# Singing songs and rhymes

So why is singing nursery rhymes and songs important;

- Children learn new words
- Develop their non-verbal communications skills
- Learn early maths skills
- Children understand how words are formed
- Enable children to copy actions
- Boosts children's language communication and literacy skills
- Helps develop children's social, skills
- Children learn about different beats and rhythms
- Provides the opportunity for children to value language and become confident learners
- Creates a close relationship between adult and child

Singing and rhyming at home couldn't be easier! Many of the songs and rhymes we sing to children will be similar to the rhymes you may have heard as a child? Please can you support at home by singing rhymes and songs.





**Kate Doyle**

Nursery Teacher Spencer 2

# Allotment

## Our School Allotment

What an excellent first harvest on our allotment. This year in school we have successfully grown peas, beans, sweet corn, tomatoes, garlic, onions and pumpkins. Children have welcomed opportunities to spend time harvesting the different fruits and vegetables and have cleaned and prepared each crop before using the ingredients to create afternoon snack.

In addition to afternoon snack the vegetable crop has been used by our school cook and assistant cook to prepare healthy lunchtime meals for the children. The pumpkins have been a wonderful addition to the allotment. All nursery classes have had the opportunity to visit the pumpkin patch and pick their own class pumpkins. This has enabled the children to look at the colour and texture of the pumpkin as well as tasting the pumpkin.

All crops have been harvested and so now is a good time to take stock of the successes and failures of this year and make plans to ensure that next year will be the best ever.

Children will have the opportunity to work with our site manager, assistant site manager and school gardener to dig over the soil and prepare the ground ready for new planting to start again.





**Catriona Lewis**  
Cresswell 1 Nursery Teacher

# Forest School

Cresswell class have spent the Autumn term exploring our Forest School. We developed our team work skills, working together to climb onto and push each other on the tyre swing. The children gave each other lots of encouragement and demonstrated confidence and persistence.

Our activities have included collecting and sorting Autumn leaves. We collected a range of leaves from Forest School and were able to use these to develop our mathematical skills, sorting the leaves into different colours and sizes. We then used the leaves we had collected to create collages.

We have linked our Forest School sessions to our learning within the class. We reinforced our knowledge of number by creating numbers and collecting objects to represent numerals 1-10.

The activities we plan are linked to the 7 areas of learning from the EYFS Development Matters, supporting the whole child's development. From changing into our waterproofs and wellies to working together during activities, each area from Physical Development to Communication and Language is included during each session.





**Selma Kesedzic**

Cresswell 1 / 2 Nursery Teacher

# Autumn



Cresswell 1 and 2 classes have had a wonderful, exciting and busy start to the academic year. The term has been filled with exciting learning activities and the children were very interested in the changes they noticed in their familiar environment as Autumn arrived.

Here are some of the autumnal activities that we have engaged in as a class in Cresswell.

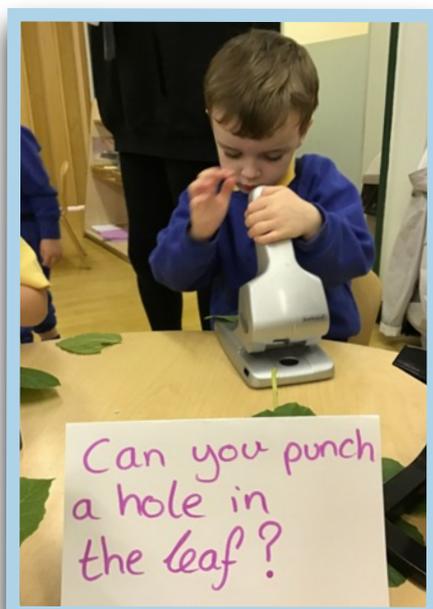
When Cresswell 1 and Cresswell 2 first began noticing changes to our environment

in September we decided to go on an Autumn Hunt to see exactly what was changing. Using clipboards and pencils the children ticked off certain signs of Autumn that they could see such as falling leaves, leaves changing colours, pinecones, conker and conker husks and the weather becoming colder.

The children went on a leaf hunt in the outdoor environment looking for fallen leaves to use in the creative area.



The children were interested to see the print left behind by the leaves as they were dipped into paint and pressed onto the paper. Cresswell class used their imagination to think about what else they could do with the leaves that had been collected.



The children decided to use a hole punch to punch holes into the leaves and thread string through the holes to create fabulous leaf necklaces. This activity developed the children's gross and fine motor skills and hand-eye coordination as they threaded the string through the leaves.

# Autumn

Cresswell classes created beautiful pieces of artwork with nature. Children collected pine cones, conkers, conker husks, leaves of all colours, shapes and sizes and the children also picked pumpkins from our allotment. The children used all their senses to explore these items, using touch, smell and even taste as we cooked our very own home-made pumpkin soup from scratch!



Cresswell 1 and 2 classes look forward to continuing to examine and observe changes over time as the seasons change. We might see and feel for example, frosty mornings and colder temperatures, plus change that may be reversed such as melting ice. We continue to encourage children to express their thoughts, ideas and opinions about the natural environment and give opportunities for the children to hear different points of view.



Please support the children at home by providing opportunities to observe changes closely through a variety of means such as magnifying glasses, looking through the window, going on a walk, observing photographs, using phone apps or simply by giving your child a piece of paper and pencil/pen to record their thoughts and ideas about what they notice in their familiar world.





**Ruth Scully**  
Inclusion Coordinator

# Attendance

## School Matters!



### ATTENDANCE AT NURSERY SCHOOL

As an Outstanding Nursery School, we are striving to increase our overall Nursery School attendance to as near to **100%** as possible. Your support in bringing your child to **all** of their nursery sessions is crucial. The importance of **Excellent School Attendance** for your child cannot be stressed enough. While it is inevitable that children will be absent at some time due to sickness, persistent absence will severely disrupt their education. Persistently absent children are those who have more than 10% absences. This amount of absence from school has a significantly detrimental impact on their learning and development.

We will be continuing to monitor children who are **persistently absent** from Nursery School throughout the academic year. 10% missed attendance is the equivalent of half a day absent per week and 4 whole weeks over the academic year.

### Why is excellent school attendance important?

Excellent attendance gives children the opportunity to achieve to their full potential giving them a better chance in life. When children attend school every day they achieve more, learn better and make positive friendships. There is a clear link between poor attendance at school and lower academic achievement.

For your child to reach their potential in Nursery School they need to be in every day and on time. The more time a child misses in school the more gaps they will have in their learning which can be hard to catch up with. Also children find it difficult to settle back into a routine after a period of absence and this can impact upon their friendships and well-being.

# Attendance

## ATTENDANCE AT NURSERY SCHOOL

### Policy and Procedure

As requested by the Local Authority, all children's attendance is carefully monitored, and shared with the Local Authority on a termly basis.

Parents are expected to inform the School via the school App, on the morning of each day a child is absent from school, this is part of a city wide safeguarding protocol so that every child can be accounted for. Please continue to let us know through using our School App when this is the case for your child, so that we can **authorise** your child's absence from school. Failure to inform us of your child's absence from school will result in an **unauthorised absence mark**.

If your child has poor attendance, support will be given to improve their attendance through the Nursery School and Children's Centre staff teams.

### Arriving on time

We have a staggered entry system in place in order to support parents with taking older siblings to their school setting. Children have a 15-minute time period from their class start time before they are classed as late. If your child is going to be late, you **must** contact the school **before 9.30am**. This ensures that your child will be counted in our lunch numbers and will therefore receive their lunch. If your child arrives after 9.30am and you have failed to contact the School, you will be asked to collect your child (before their allocated lunchtime) to provide them with their lunch, and then return when our lunchtime period has finished.

### Incentives

Throughout this academic year, we will continue with our awards system for excellent attendance. Children with 97% and above attendance will receive a certificate every half term. Additionally, the class with the highest attendance will be rewarded with a whole class attendance certificate, and monetary gift to spend on a whole class activity. Many thanks for your continued support.



**Angela McConville**  
Early Intervention Family Worker



Children's Centre

## Autumn Campfire

During the October half term we had an Autumn Campfire for families living in the Children Centre area.

This was a opportunity to have an outdoor activity for the families as we have not had many opportunities to meet face to face because of the pandemic.

Children and parents made s'mores on the campfire and explored the wonderful Forest School.



Afterwards the families came indoors for carrot and coriander soup with crusty bread, fruit and a drink.

All families were given a pumpkin to carve at home.



## ESF Ways to Work

at

Everton Nursery School & Family Centre



Are you looking for work & not in Employment, Education or Training?  
Would you like help & support with Employment, Education,  
Training or Volunteering?  
If so, we can help you here at Everton Children's Centre.



Please contact reception for more information on how we can help you, or to book an appointment to register.



European Union  
Investing in your Future  
European Social Fund

**\*\*We receive weekly job vacancies\*\***

**0151 233 1969**

**Facebook: Everton Childrens Centre (Like) Instagram: everton\_cc**

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Email: [Evertoncc@liverpool.gov.uk](mailto:Evertoncc@liverpool.gov.uk) Web: [www.evertonnurseryschoolandfamilycentre.org](http://www.evertonnurseryschoolandfamilycentre.org)



**Julie Antonio**

Senior Early Childhood Educator Heyworth

# Communication and Language

**Come and see your child's family worker file on Friday 17th December 9.30 - 12.00pm**

Supporting communication and language in children through reading  
Did you know Communication and Language is made up of three strands?

- Listening and Attention
- Understanding
- Speaking



At Everton Nursery School we aim to enrich children's communication and language skills by giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations. During the school day learning experiences are planned to provide opportunities for all children to develop listening and attention skills, understanding and expressive language. In Heyworth class reading is a key priority in order to provide children with language rich experiences that promote a love of talk.

Reading takes place in small groups and one to one with children. The books we read are chosen purposefully to foster excitement and to develop children's current interests. This term we have explored reading the stories 'Jack and the Beanstalk' and 'The Gingerbread Man'. Traditional tales have a clear structure which the children are able to follow. Traditional tales have good and not so good characters which children are able to identify as they read and re read the story. Children in Heyworth class are reading books independently and demonstrate that they can turn pages and point at the illustrations they can see. Within the classroom and outdoors there is a large selection of books children can read including fiction and nonfiction books. Many children have favourite books which they like to read many times. Heyworth children are immersed in sensory story telling experiences and explore story characters through activities such as baking and sensory play.

Adults model a love of reading and talk with children about how to care for books in the classroom. The classroom library enables children to make independent choices about books they would like to read. When reading with children adults are engaged and focused. Adults will often use exciting voices and build anticipation as they read with children.

Did you know?

Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Here are **the top 10 benefits of reading for children:**

1. Their vocabulary is larger and more extensive.
2. They perform better academically.
3. Their imagination can increase
4. Their creativity skills develop.
5. They develop empathy.
6. They gain a deeper understanding of their world.
7. Their concentration levels improve.
8. The parent and child bond improves.
9. Their cognitive development is supported.
10. Their social skills and interaction improve.



# Christmas

## Events December 2022

Please speak with your child's class teacher for more information.

### **Christmas Breakfast and Crafts**

*Parent invited to attend. 1 adult per child.*

Monday 13<sup>th</sup> December, 9.15a.m.-10.30a.m. Spencer 1 class

Tuesday 14<sup>th</sup> December, 8.45a.m.-10a.m.Cresswell 1 class

Wednesday 15<sup>th</sup> December, 8.45a.m.-10a.m.Cresswell 2 class.

Thursday 16<sup>th</sup> December, 9.15a.m.-10.30a.m. Spencer 2 class

Thursday 16<sup>th</sup> December, 9.0a.m.-10.15a.m. Spencer 3 class

Friday 17<sup>th</sup> December 8.45a.m.-10a.m.Cresswell 1 class



### **Christmas Jumper Day**

Celebrating over 2 days on the 10<sup>th</sup> and the 15<sup>th</sup> December  
*Donations of £1 towards the charity 'Save the children UK'*



# Attention all parents!

Have you kept your ParentMail email address up to date with us as this is how we communicate with you to keep you up to date on our developments.

## Pick up school messages online or on the mobile app!

- Please remember to log your child's absence on the Parent Mail app.
- Telephone reception on 0151 233 1969 if your child is going to arrive late.
- A two week deposit for Daycare, Breakfast Club and After School Club sessions must be paid for in advance, via Parent Mail.
- All Daycare, Breakfast Club and After School Club sessions must be paid for in advance or the first day of their attendance.
- All lunches must be paid for on the first day of your child's attendance, if you fall into arrears you may be asked to take your child home for lunch.

If you think your child may be eligible for free school meals please speak to **Joanne Rooney** (Receptionist/School Administrator).

### Get started...

1. Register with IRIS ParentMail
2. Download the App & login
3. Pick up school messages on the go

You can use your parent mail app to-

**PAY** for SNACK-Select Shop-Snack Donation  
**UNIFORM**-Select Shop-All Uniform Items Displayed  
**DAYCARE FEES**-Select Shop-Click Top-  
**LUNCHES**-From Menu -Click Accounts-Top-Up Amount  
**ABSENCES**-From Menu-Notify Absence-Click Absence Reporting



*"Sometimes it can be challenging to juggle school, work, other children, house work and commitments and know what is going on and keep in tune with the latest news and events at school. This app is a godsend!"*



**FREE  
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ParentMail

Please note: You will need to register online on the IRIS ParentMail website to use the App. Please ask the school office to send you a registration