



Summer Curriculum Newsletter



Nursery 2025

Dear Parents, Carers, and children,

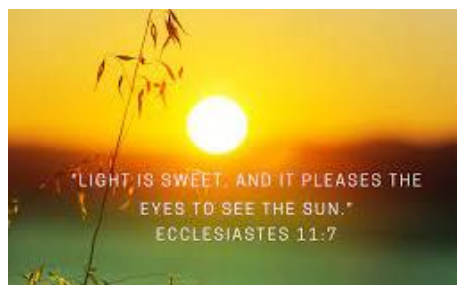
So here we are, already in the summer term, the year seems to have passed quickly. Mrs Kenny joins the nursery on an afternoon as the numbers rise this term. During the Spring term the children have worked really hard on phonics awareness. We will continue with securing oral blending and Read Write Inc speed sounds this term in readiness for the children starting Reception in September. In addition, we will build on our formation of sounds to enable us to write our names. We will continue to use Seesaw to assign a range of phonics tasks to access at home, if you require a new login please just ask. We would love to see more parents and carers liking, commenting, and sharing the children's achievements at home using Seesaw.

Over the Summer term we will aim to secure the 3-4-year-old elements of the EYFS, encouraging more independence with regards to coats and zips. As the weather warms up, we would request children to bring a sun hat and have sun lotion applied, when necessary, before their session.

Mrs Wharton continues to cover Monday afternoon PPA and PE will continue on a Wednesday morning.

Please continue to check the school's website for updates and notify the office if you are not receiving school emails. If you have any concerns or queries, please feel free to contact us through class dojo or through our class email: nursery@stjosephsbillingham.bhcet.org.uk.

Thank you for your continued support,
Mrs Bell, Miss Wharton & Mrs Kenny.



'Walk in the Light of Christ.'

Subject	Topics Minibeasts / growing Out & about	Big Question What makes our world so amazing?
Communication and language	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens - 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 - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	
Personal, Social and Emotional development	<ul style="list-style-type: none"> - Begin to understand how others might be feeling - Do not always need an adult to remind them of a rule - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas 	
Physical Development	<ul style="list-style-type: none"> - 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 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 	
Literacy	<ul style="list-style-type: none"> - 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 - Continue to recall RWInc Pictures and set 1 sounds 	
Maths	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - Describe a familiar route - 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' 	
Understanding of the World	<ul style="list-style-type: none"> - Understand the key features of the life cycle of a plant and an animal - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Begin to make sense of their own life-story and family's history 	
Expressive Arts and Design	<ul style="list-style-type: none"> - Remember and sing entire songs - Explore pitch and tone - Explore melody - Create their own songs 	
RE	<ul style="list-style-type: none"> - Pentecost - Reconciliation - Universal Church 	<ul style="list-style-type: none"> - What is good news? - Is it good to have friends? - What makes our world so wonderful?



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