



Nursery News

Welcome back!

Happy New Year! We hope you had a wonderful Christmas break making memories with your families. We would like to take this opportunity to thank you once again for the lovely Christmas cards and gifts. It was extremely generous of you all.

Our value for this term is resilience. We will be setting goals for ourselves and sharing stories that teach us strategies for when we find things tricky. We will continue to develop the children's independence this term, as well as their ability to compromise and work cooperatively. We will be incorporating lots of problem-solving opportunities to develop our reasoning and critical thinking skills.

Our Kingfisher team have lots of skills which we try our best to utilise. The Nursery team will be slightly different this term. Mrs Sara is supporting in Year 2 with Mrs Shim and Mrs B is supporting Year 1. Mrs S is now supporting in Nursery. Our Nursery children already know and love her from lunchtimes so they will be pleased!

Thank you,

The Nursery Team

*Happy
New Year
2024*

Don't forget to follow us on...



@KingfisherCE



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"Discovering and Learning Together, so all can Flourish".

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)

Wisdom – Hope – Service – Resilience



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**Wichelstowe Trinity
Learning Campus**

LIFE IN ALL ITS FULLNESS



Important updates

Please remember school begins at 8.30am. This is when children begin their learning. The playground gate locked at 8.40am to safeguard all our children.

Don't forget to book your school lunches for the term on the Schools Food United app.



Please name ALL clothing including hats and gloves to ensure it gets back to its owner. Thank you!

We continue to celebrate the countries we are from, our different cultures and languages that we can speak. Please let us know if your family have any celebrations this term you would like to come in and share with us.

Term dates

- Tuesday 2nd January 2024 - INSET Day
- Wednesday 3rd January 2024 - First day of term 3
- Friday 9th February 2024 - Year 1 Class Assembly - 2.30pm
- Friday 9th February 2024 - End of term 3

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Term overview



We will be learning and exploring different traditional tales. We will compare the stories and see if we can relate them through our experiences. We will also celebrate Chinese New Year. We will learn about Chinese traditions and compare them to our own celebrations.



Weekly planning - Term 3							
Curriculum Question	Who is looking after our world?						
Story Input	Traditional tales						
Week beginning	31/12/24 (3-day week)	4/1/24	11/1/24	18/1/24	25/1/24	02/2/24	
Celebration						Chinese New Year	
Activities (Continuous Provision enhancements)							
Topic Links	Gingerbread man	Gingerbread man	Three little pigs	Goldilocks and the three bears	Jack and the bean stalk	Chinese New Year	
Craft (EAD)	Design a gingerbread man.	Baking biscuits and decorating our own gingerbread man	Use straw, sticks and bricks to create paintings.	Painting with forks	Use leaves to print to make a beanstalk.	Paint on one side and fold paper to make a dragon	
Tuff tray	Can you put the buttons on the gingerbread man? How many does he have?	Can you move the shapes to the right place?	Can you build the three little pig's houses?	Let's make porridge	Can you build a beanstalk?	Can you add the right number to the box?	
Playdough	Gingerbread man	Gingerbread man	Muddy gloop	Porridge oats	Straws to make beanstalks	Red and gold colous	
Mark making (Fine motor)	Follow the patterns to draw a gingerbread man. Extension - Can you design your own gingerbread man?	Follow the patterns to draw a gingerbread man. Extension - Can you design your own gingerbread man?	Can you follow the patterns in the gloop.	Thread the hair on to goldilocks	Can you thread the hup?	Can you follow or copy the Chinese writing patterns?	
Maths (addition to resources)	Counting to 5. Put the buttons on the gingerbread man. Can you count how many? Extension- can you count out 3/4/5 buttons.	Counting to 5. Put the buttons on the gingerbread man. Can you count how many? Extension- can you count out 3/4/5 buttons.	Counting to 5. Can you give me 3 ... Extension - Ask for a higher or lower number. Which has more/less?	Counting to 5. How many books/chairs are there? Extension- Which is smaller/larger?	Counting to 5. How many beans are on the bean stalk? Extension- Can you build a tower as big as the beanstalk? How many bricks did you use?	Counting to 5. How many coins will you put in the money wallet? Extension- Which has more/less?	
Role Play	Home	Home	Home	Home	Home	Home (Decorated for Chinese New Year)	

Nursery Medium term plan - Term 3 "Who has made a difference in our world"							
Weeks Value	Communication and language	Physical/E	PSHE	Literacy	Maths	Understanding of the world	EAD
Week 1 1 st January	Phonics Sound- S Phonics games Book- Gingerbread man Bertha's bus	Music and movement	Circle time- sharing about things you have done in the holidays	patterns control Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Exploring shapes Shapes in the environment Name 2D shapes and talking about properties	Drawing maps of where the gingerbread man went on his journey	Play dough- cutters/ dough mats from the story
Week 2 8 th January	Phonics Sound- A Phonics games Book- Gingerbread man Bertha's bus	Music and movement	Circle time- talk about the next value of resilience	patterns control Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Exploring shapes Shapes in the environment Name 2D shapes and talking about properties	Drawing maps of where the gingerbread man went on his journey	Cooking biscuits
15 th January	Sound- P Phonics games Bertha's bus	movement	did the pig share resilience	Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Shapes in the environment Name 2D shapes and talking about properties	white board to look at different houses	materials to create house
Week 4 22 nd January	Phonics Sound- r Phonics games Book- Goldilocks and the three bears Bertha's bus	Music and movement	Circle time- feelings how did the bears feel when goldilocks ate their porridge?	patterns control Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Exploring shapes Shapes in the environment Name 2D shapes and talking about properties	Explore the iPad using the top marks programme	Cooking porridge
Week 5 29 th January	Phonics Sound- l Phonics games Book- Jack and the bean stalk Bertha's bus	Music and movement	Circle time- talk about right and wrong choices Was it ok for Jack to steal the pig?	patterns control Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Exploring shapes Shapes in the environment Name 2D shapes and talking about properties	Explore different plants and what they need to grow	Testing different things we can grow
Week 6 5 th February	Phonics Sound- N Phonics games Book- Chinese New Year (red)	Music and movement	Circle time- what animal won the race, was it fair? Recap resilience	patterns control Funky fingers Name writing Squiggle woggle Sharing stories (1-1 or key worker groups)	Exploring shapes Shapes in the environment Name 2D shapes and talking about properties	Listening to different types of music What country do you think it's from	Clown lantern and drums

This term our enquiry question is:
Who has made a difference to our world?

**I AM STRONG
I AM CAPABLE
I AM RESILIENT**

Our value for the term is RESILIENCE.









Phonics and Reading

Pip Class

In Pip class we have started to introduce the foundations for Phonics scheme which is part of the Little Wandle phonics scheme we use throughout the school. We start by focusing on supporting the children to hear the initial sound of words. We will focus on one sound a week by following the games and activities suggested by Little Wandle.

Mini Class

In Mini class we are focusing on the listening skills children need before they start learning phonics. This term we are looking at instrumental sounds. We will be following games and activities where the child will need to be able to differentiate between the different sounds to identify the instruments.

Picture card	Objects for What's in the box?	Pronunciation phrase
	sock sun star snake	Show your teeth and let the s hiss out sssss sssss
	ant apple arrow astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa
	teddy toast teeth tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt
	pencil pizza peg penguin	Bring your lips together, push them open and say ppp
	insect invitation igloo iguana	Pull your lips back and make the l sound at the back of your mouth lll
	nurse nose nest net	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn

Sharing books and Reading

In Pip Class your child will bring home a book for pleasure in their coloured folder which you can share together. They are not supposed to be able to read this! In both classes we read stories in groups and individually with all the children. Sharing stories with your children is important to help the learn new vocabulary and beginning to develop a love of reading.

General Sound Discrimination Instrumental Sounds

Home Learning Challenges

Create a musical show to perform! Use a variety of instruments and noisemakers and create a musical show for your friends or family. Try creating a musical pattern using a variety of different sounds.

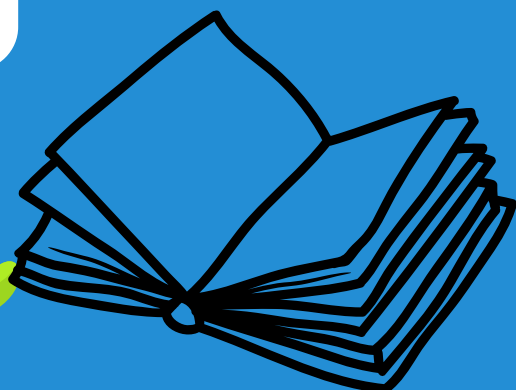
Do you have any musical instruments at home? Ask an adult to show you how they are played and try making some sounds with the instrument. Take a photo or draw a picture of your instrument to share with the group. Don't worry if you don't have any instruments - you could always make your own instrument, like a simple shaker!

Make a collection of toys and instruments/noisemakers. Then, use the instruments to create a sound effect for each toy. Talk about the different sounds the instruments make and why they match each toy.

Use the Internet to find out about some different instruments. See if you can listen to some different instruments. Which is your favourite? Draw a picture of your favourite instrument and write what it is called.

As you listen to a story or rhyme, use some instruments or noisemakers to add sound effects to the story. Think about how different instruments could be played to create different effects. For example, can you make a loud noise and a quiet noise using the same instrument?

Play a listening and copying game using a small set of instruments and noisemakers. Play a sound for the other person to copy. Try creating loud and quiet sounds and also some simple sound patterns.



What you will need...

P.E.

PE will be on a **Monday**. Please send your child to school with their PE kit on. Please remember our PE uniform is a Kingfisher OR white polo shirt, navy/black shorts or trousers and plain trainers or daps. They will be in this all day, so please ensure it is weather appropriate.



Outdoor learning

We will be doing regular outdoor learning and Welly Walks. Please can all children have a pair of named wellies in school for these.

We also go outside in all weathers. Children will need waterproof coats and appropriate weather gear for the season.



PLEASE LABEL EVERYTHING!

Christian Authenticity

In Collective Worship...

Our collective worship assemblies will now focus on building resilience and Bible stories reflecting this. We will be learning more about Jesus and his disciples.



Child of Hope



We continue to think about and make links with our Kingfisher family in Uganda at the Child of Hope school. We loved watching their Nativity and enjoyed swapping Christmas cards with them. We look forward to seeing what this term brings for our Kingfisher family and theirs.



Kingfisher Community Cupboard

Thank you again for all your kind donations. These were shared with those in need over Christmas. We hope to continue to re-stock this term and provide support to our families and the local community. Please feel free to drop off or collect items .



Safeguarding

Please contact 'Contact Swindon' if you are concerned about a child.

E-mail:

contactswindon@swindon.gov.uk

Telephone: 01793 464646

8.30am to 4.40pm Monday to Thursday

8.30am to 4.00pm Friday

The Emergency Duty Service (EDS) is available outside office hours on

01793 436699

If you think that a child is in immediate danger, please ring 999 and speak to the police.

