

**Spring Term  
2025 - 2026**



# Rosedale Primary School

## EYFS

### Nursery

#### Teacher:

**Mrs Baker**

#### Higher Level Teaching Assistant:

**Mrs Theaker**

#### Learning Support Assistants:

**Mrs Cragg Mrs Duffield Miss Cesnaite**

The following information has been provided by the class teacher. It provides an outline of the content of this term's curriculum.

### How you can help

#### Children

- Share a book at home every day with an adult- adults please make sure this is logged on Learning With Parents.
- Listen to the feedback from your teacher and work on trying to make the improvements they suggest.
- Follow the school code of learning.

#### Parents

- Ensure your child attends school every day.
- Share a book with your child every day and record this on Learning With Parents to confirm they have done so.
- Share your child's library book with them every night at bedtime.
- Provide your child with a bottle of water, not juice, for the day, clearly labelled with their name on. Your child needs this in school every day.
- Ensure that your child's clothing has their name on.
- Ask your child about their day at school, encourage them to talk about what they have been learning about each day.
- Encourage positive behaviour at school.

#### Communication

Please inform school before 9am of your child's absence. A team of staff are available daily on your child's door to take messages to be passed on.

Appointments to see your class teacher can be arranged by the school office (if required outside of parents evening).

**Mrs Baker:** EYFS Phase leader

**Ms Adams :** Key Stage 1 Phase Leader/ Vice Principal

**Miss Hewitt Mrs Sahota:** Key Stage 2 Phase Leaders

**Mrs Bewick:** Pastoral Manager/Designated Safeguarding Lead

Appointments with Mrs Denovan (Head of School) or Ms Adams (Vice Principal) can be made by the school office.

### General information

#### School Day:

- The classroom door opens at 8:40 and closes at 8:50am.
- Home time is at 11:40, 2:40 or 3.10pm.

#### Important Dates

- 9rd-15th February Children's Mental Health Week
- 10th February E- safety day
- 13th February **Trust INSET day school closed to pupils**
- 23rd-27th February Careers Week
- 5th March World Book Day
- 9th-13th March Science Week
- 18th March EYFS Learning showcase
- 21st March Red Nose Day-Non uniform day
- 26th March EYFS Spring Welly Walk

#### Some of our books this Term



<p><b><u>Personal, Social and Emotional Development (PSED)</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Separate from parents and carers</li> <li>Develop relationships with their friends and adults in Nursery</li> <li>Learn the Nursery rules and routines</li> <li>Begin to learn how to help keep Nursery tidy</li> <li>Show independence in choosing activities</li> <li>Learn to share with support</li> <li>Talk about their preferences</li> <li>Talk about their feelings linked to family and friends</li> </ul> <p><b><u>Communication and Language (C&amp;L)</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Listen to and respond to stories.</li> <li>Develop language through books and stories.</li> <li>Retell familiar stories with props.</li> <li>Explain their thoughts and opinions.</li> <li>Develop the uses of tenses when speaking to staff and peers.</li> <li>•</li> </ul> <p><b><u>Physical Development (PD)</u></b></p> <ul style="list-style-type: none"> <li>Children will learn to:</li> <li>Draw a recognisable representation of themselves using circles and lines</li> <li>Ride a trike, beginning to use pedals.</li> <li>Walk on tip-toes</li> <li>•Create letter like shapes such as zig-zags, crosses</li> <li>•Cut across width of paper</li> <li>•Eat with a fork and spoon</li> <li>•Jump both feet together</li> <li>•Build a large tower</li> <li>Take part in daily squiggle sessions— gross motor patterns   - O / \XUΔ on a whiteboard or paper focusing on several patterns.</li> <li>Take part in daily Dough Disco/Squiggle Whilst you Wiggle sessions</li> </ul>	<p><b><u>Literacy</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Learn how to form patterns   O – X / \ daily in support of letter formation</li> <li>Learn how to trace their name independently / copy letters with support</li> <li>Form some letters in their name within Mothers Day card</li> </ul> <p><b><u>Mathematics</u></b></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Number 3</li> <li>Number 4</li> <li>Number 5</li> <li>Number 6</li> <li>Subitising</li> <li>Height and Length</li> <li>Mass</li> <li>Capacity</li> </ul> <p><b><u>Understanding the World (UW)</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>About choices made by story characters in e.g. Jack stealing from the Giant &amp; vice-versa</li> <li>What is 'right', 'wrong' and why?</li> <li>Through stories, about different occupation, ways of life, homes etc – Woodcutter, wolf, Grandma</li> <li>About things that can float and/or sink, and how can they make things float well/sink faster?</li> <li>How to create a simple map-linked to traditional tales e.g. from home to Grandma's house</li> <li>About different types of water – sea/ocean, river, puddles, rain etc</li> </ul> <p><b><u>Expressive Arts and Design (EAD)</u></b></p> <p>Children will learn to:</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Use drawing to represent ideas like movement or loud noises. Take part in simple pretend play, using an object to represent something else even though they are not similar. Retell traditional tales in the small world area, using props provided. Use play-dough cutters to cut out shapes-Gingerbread Men. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs-not always to the melody. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different textures-add ingredients to water.</p>
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