Nursery Newsletter

Friday 19th June 2026

Weekly Theme: Bugs and minibeasts

This week we dug deep and explored the amazing life of bugs and minibeasts. We discussed parts of a bug, where we might find them, and how they help our gardens. We then learnt about bug hotels. These are creations people make for bugs to visit, rest and live. Next week we will have the opportunity to create our very own!

Key vocabulary:

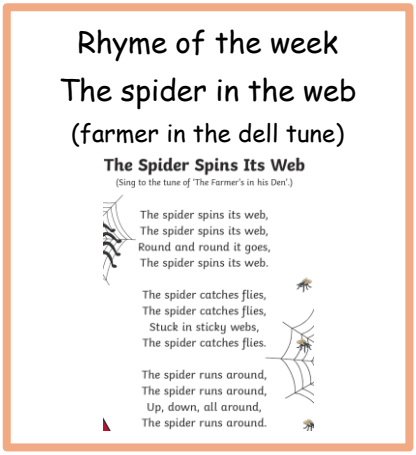
Bug, minibeast, insect, small, body, antenna, legs, wings, bug hotel, dirt, dark, soil, fly.

This week we focused on the grapheme phoneme correspondence (GPC) for 'j'. We listened to words with the sound 'j' and orally blended words such as 'jam', 'jump', and 'junk' using our robot arms and blending hands. To assist us with hearing the sound, we used the alliteration 'Jeffery the jade jellyfish'. Later in the week, to write the grapheme, we practised saying 'swoop down the tentacles and dot the body'. We immediately recognised the sound 'j' at the start of some of our friend's names in Nursery!

Rhyme of the week

The spider in the web

(farmer in the dell tune)



In Maths this week we began focusing on show me five. We began the week singing rhymes such as '5 currant buns' and '5 little monkeys' to listen for the number five in our counting order. We then listened to stories using props to notice how many objects were in the group. We sang a new song called '5 peas' using our fingers to count the numbers up to five. We then began to practise our one-to-one correspondence, counting objects saying a number one at a time.

Key vocabulary:

Count, one, two, three, four, five, I can see, one-to-one correspondence.

Notices:

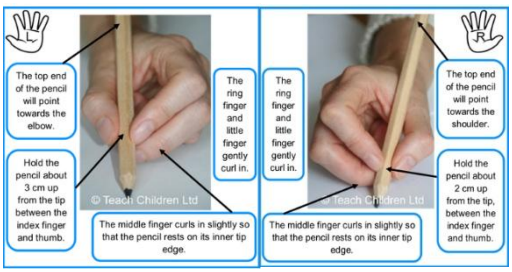
Please be sure your child is bringing in a labelled water bottle to school each day.

Dates for your diary:

- Friday 29th June - Marlborough's 90th Celebration!
- Monday 6th July - EYFS Sports Day

What you can do at home:

Model how to write your child's name and let them have a go at forming their letters using a comfortable grip. Remind them we use a capital letter at the beginning of our name.



To help us write our sounds we learn these mnemonics to help us remember our letter formation.

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

j – jellyfish – **swoop down the tentacles and dot the body**

v – viper – **down the tongue, up the tongue**

w – wallaby – **hop to the top, land and hop, land and hop**

x – x x x – **criss-cross the kiss**

y – yacht – **under the hull and down to the anchor**

z – zigzag – **zig and zag**

zz – two zigzags – **a zigzag duet**

qu – quill – **around the feather and down the pen**