



# Newsletter Friday 5th June 2025

Kingmoor Nursery and Infant School

Road Safety



GOOD NEWS!

The local council officer has advised that Lowry Hill Road from the traffic lights has been assessed as being suitable for a pedestrian island, this will be in the middle of Lowry Hill Road at the site just past St Peter's Drive heading into the estate.

The plans have been drawn up and the work is booked onto the works schedule to be done during the October half term holidays. So, all being well, that is when it will happen.

This is a major result and should mean that road safety is improved for all children crossing that road. Also the presence of a pedestrian island should slow the traffic a little on that bit of road too.

## Feet First 5-day Challenge - Summer Term



Dear Parent / Carer,

Our school will be taking part in the county wide Feet First 5-day Active Travel Challenge starting on **Monday 9 June** and finishing on **Friday 13 June 2025**. The challenge is for pupils and their families to choose an active way of getting to school as many times as possible over the 5-day period, supporting sustainable active journeys on the school run.

There are prizes for everybody who completes the challenge, as well as the chance to win a whole school prize, so we would love everyone to take part. The challenge is also open to school staff, and we will be making every effort to take part too. Walking, using a mobility aid such as a wheelchair, cycling, skating, scooting, and park & stride are all active ways of travelling, and we hope by taking part in the challenge it will:

- Improve health and wellbeing of our pupils and families
- Encourage pupils and families to be more active
- Reduce congestion and parking problems around our school
- Reduce our school community's collective carbon footprint
- Promote active travel for the school run and encourage families to continue to do this after the challenge ends.

During the challenge each child will receive their own card to record their active journeys. Those pupils with at least one sticker on the card at the end of the challenge will be awarded an individual prize.

We understand that it's not always possible for families to walk with their children to school for the entire journey, but if you live a long way from school, you can still take part by parking further away and walking the last part of your journey, (Park & Stride), or by car sharing with another family. Children who use school transport during the active challenge week will be able to collect stickers as this helps to reduce individual car use.

Many thanks,

## Class Photographs



Class photographs have been taken this week in school. Early next week your child will bring home a QR code on a slip of paper so you can register then the photographs will be available to view at the end of the week.

You can then purchase if required and the photographs will be delivered to school a short while later and sent home with your child.

## Year 1 Swimming



This week Year 1 has kicked off their annual swimming sessions — a much-loved part of our school year!

All the children excitedly travelled on the coach to Trinity Pool.

We are really proud of all of their efforts and enthusiasm. It is great to see after one session they are already growing confidence in the water. We're looking forward to even more swimming fun ahead!

## Nursery Termly Overview Summer 2 2025

Nursery – Summer 2 – What are we learning this half term?																						
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<p><b>Personal, Social and Emotional Development</b></p> <p>This half term we will:</p> <ul style="list-style-type: none"> <li>In PHEE (UCLES) we will be focusing on changes – “Changing Me”. We will learn the names of body parts and be able to point to them on our own bodies. We will know we are all unique and special and be able to talk about the things that are unique and special to us. We will also learn about celebrations and think back to all the things we have achieved whilst in Nursery and discuss the things we are excited for as we move on to Reception.</li> <li>Become increasingly more independent in meeting their own care needs, e.g. using the toilet, washing and drying hands thoroughly.</li> <li>Talk with other children to resolve conflict and come to resolutions, developing appropriate ways to advocate their own wants and needs.</li> </ul>	<p><b>Literacy</b></p> <p><b>Phonics: Phase 2: RWI- learning Set 1 sounds</b></p> <ul style="list-style-type: none"> <li>Know and say the sound for the letters taught so far</li> <li>Begin to learn the formation for the letter sounds taught so far.</li> <li>Be able to orally blend.</li> <li>Join in with shared writing experiences and contribute ideas</li> <li>Develop a deeper understanding of events by talking about stories and suggest how a story might end.</li> </ul>	<p><b>Understanding of the World</b></p> <p>This half term we will:</p> <ul style="list-style-type: none"> <li>Know that fruit and vegetables are plants.</li> <li>Know that some vegetables grow underground and they look different above and below the ground.</li> <li>Understand the key features of the life cycle of a plant.</li> <li>Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves.</li> <li>Show care and concern for living things and the environment, e.g. keep plants alive by watering them.</li> </ul>																				
<p><b>Physical Development</b></p> <p>This half term we will be:</p> <ul style="list-style-type: none"> <li>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor for a short period of time.</li> <li>To develop fine motor skills- dominant hand, holding pencil with comfortable grip with good control.</li> <li>To develop gross and fine motor skills so that they can be increasingly independent when getting dressed and undressed, managing tasks such as putting on and slipping up their own coat.</li> <li>To continue developing stamina when walking, beginning to walk further distances.</li> </ul>	<p><b>Maths</b></p> <p>This half term we will be learning to:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Objectives</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>Children explore the different parts of numbers that make up number 3. 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## Reception Curriculum Overview Summer 2

Reception – Summer 2 – What are we learning this half term?		
Our learning power this half term is Exploring		
<p><b>Personal, Social and Emotional Development</b></p> <p>This half term we will be:</p> <ul style="list-style-type: none"> <li>Preparing for the transition to Year 1.</li> <li>Exploring and discussing our feelings around change.</li> <li>Meeting our new teacher and visiting the classroom.</li> <li>Learning when to apply the Emotional ABC toolbar to our own feelings.</li> </ul>	<p><b>Literacy –</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Continuing to learn phonics through our Read Write Inc sessions. These lessons are across the unit in mixed class groupings.</li> <li>Taking a familiar story and recycling it into a new one.</li> <li>Coming up with our own story with an exciting middle.</li> <li>Writing a letter to our new teacher.</li> <li>Developing the skill of writing independently.</li> </ul>	<p><b>Understanding of the World</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Learning what we can do to help the environment.</li> <li>Learning all about the characteristics of Summer</li> <li>Learning what floating and sinking is and be able to identify items that float/sink by conducting an experiment</li> <li>Thinking about life under the sea.</li> <li>Learning about beaches and the animals that live there.</li> <li>Learning why our oceans are becoming polluted and what steps can be taken to combat polluting the ocean</li> </ul>
<p><b>Physical Development</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Taking part in Sports Day.</li> <li>Learning multi-skills with our Sports Coach.</li> <li>Taking part in handwriting sessions to ensure our letters are correctly formed.</li> <li>Learning a routine in our Dance lessons</li> <li>Explore traveling actions, shapes and balances</li> <li>They perform to others and begin to provide simple feedback</li> <li>Learning about different ways to be healthy.</li> </ul>	<p><b>Maths</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Learning how to share object equally.</li> <li>Consolidating our recall of number bonds to 5.</li> <li>Exploring pattern through continuing and creating patterns.</li> <li>Using maps to help develop our mathematical language.</li> <li>Representing odd and even numbers.</li> <li>Revisiting double facts to support fast recall.</li> </ul>	<p><b>Expressive Art and Design</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Designing and making a representation of a flower</li> <li>Using a variety of materials to make models</li> <li>Reflecting on our work and think of ways to improve it.</li> <li>Listening to classical music and appraising it</li> <li>Learning about pitch and rhythm</li> <li>Listening to familiar pieces of music and identifying the instruments we can hear</li> <li>Playing music on the glockenspiels</li> </ul>
<p><b>Communication and Language</b></p> <p>This half term we will be</p> <ul style="list-style-type: none"> <li>Discussing why characters in stories act a certain way.</li> <li>Retelling familiar stories.</li> <li>Discussing the feelings of characters in a story.</li> <li>Talking about change and plans for Year 1.</li> <li>Reflecting on our year in Reception, talking about what we have done and what we have enjoyed.</li> </ul>		

## Year 1 Curriculum Overview Summer 2

Year 1 – Summer 2 – What are we learning this half term?		
<p><b>PSHE – Changing me</b> This half term we will be looking at how our bodies have changed since we were babies and discussing what we are looking forward to next year.</p>	<p><b>English –</b> This half term we will be learning about words that rhyme and writing our own simple rhyming poem. We will be writing instructions and learning how to choose appropriate imperative verbs (bossy verbs). We will be developing our creativity to write our own stories based on popular traditional tales.</p>	<p><b>Religious Education – Chanukah</b> We are learning about why Jewish people celebrate Rosh Hashanah reflecting on our own forgiveness and goal setting.</p>
<p><b>Science – Changes</b> This half term we will be revisiting plants. We will be looking at the parts of a plant and discussing their functions and what a plant needs to grow. We will be naming wild and garden plants and identifying the differences between them.</p>	<p>Our learning power this half term is <b>Exploring</b></p>	<p><b>Geography –</b> We are reviewing continents and oceans and learning about hot and cold countries in relation to the equator. We are learning about what it is like in hot and cold countries and plot them onto a map. We will be learning about tropical, polar and temperate climates.</p>
<p><b>Physical Education</b> <b>Striking and Fielding</b> - This half term we will be using and develop throwing, catching, tracking and striking a ball. Learning how to score points, play to the rules and use tactics. <b>Swimming</b> – This half term we will be developing our water confidence and improving our swimming.</p>		<p><b>Maths</b> This half term we will be... Looking at fractions and learning half and quarter of a shape and quantity. We will be learning place value to 100, ordering and comparing numbers. We will be recognising coins and notes and link this to counting in 2s, 5s and 10s to count money. We will be looking at time, ordering events in time order and learning o'clock and half past.</p>
<p><b>Music</b> This half term we will be learning the difference between tuned and untuned percussion. We will be learning how to control the duration of a note played on a percussive instrument</p>		<p><b>Computing</b> This half term we will be developing our word processor skills. Learning how to use the keyboard to type and how text can be edited on the computer.</p>

## Year 2 Curriculum Overview Summer 2

Year 2 – Summer 2 – What are we learning this half term?		
<p><b>PSHE- Changing Me</b> This half term we will be looking at how our bodies have changed since we were babies. We will also be looking about what we are looking forward to next year.</p>	<p><b>English -</b> This half term we will be writing poems, character descriptions and writing a recount from a personal experience.  We will be learning how to use adverbs, adjectives and noun phrases to describe a setting, character and an experience. We will also be writing an acrostic poem about our school.</p>	<p><b>Religious Education</b> This half term we will be learning about Islam and how completing Hajj can make Muslims feel more committed to God.</p>
<p><b>Science – Plants and Animals.</b> This half term we will continue looking at how plants need water, light and a suitable temperature to grow and stay healthy. We will also be describing the importance for humans to exercise and eat the right amounts of different types of food and hygiene. We will notice that animals have offspring which turn into adults.</p>	<p>Our learning power this half term is <b>Exploring</b></p>	<p><b>Geography – Study a small area of contrasting non-European country- Yanomami</b> This half term we will be learning about where rainforests are and what they are like and discussing similarities and differences between where we live and where the Yanomami live. <b>History- The Great Fire of London Revisit</b> We will also be revisiting the Great Fire of London. acts about this event.</p>
<p><b>Physical Education</b> This half term we will be completing different athletics activities such as relay races, long jump and over arm throwing.  We will also be developing our striking and fielding skills through hitting for distance and developing our overarm and underarm throwing.</p>		<p><b>Maths</b> This half term we will be continuing to develop our confidence reading and recognising time. We will be investigating different measurements and reading scales including mass, capacity and temperature.  We will also be learning about position and direction and different turns we can make including ¼ turns, left, right, clockwise, anti-clockwise etc.</p>
<p><b>Music</b> This half term we will be following our CUSP music curriculum to explore how music can help us to experience different emotions and influence our mood.</p>		<p><b>Computing-word processing</b> This half term we will be... Learning how to use a keyboard correctly as well as learning how to use a word processor to add images and use the toolbar correctly.</p>

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## Coffee & Chat



### Coffee and Chat

#### Thursday 12<sup>th</sup> June at 9am

At our next Coffee and Chat, we will be talking about supporting our children with transition – from their current year group to the next and from school to school. We will touch on emotional regulation and managing the after-school meltdown.

Free to all Infant & Junior parents/carers.

**Please join us for a cuppa and catch up at Kingmoor Nursery and Infant School (come to the main front entrance of school)**

**Looking forward to seeing you for a cuppa and a chat!**

Mrs Lamb (Infant SENCo) and Mrs Graham (Junior SENCo)

# Online Safety Newsletter - June 2025



Kingmoor Nursery and Infant School



## Online Safety Newsletter June 2025

### Virtual Reality (VR)

VR is a 3D computer generated environment that users can explore wearing a VR Headset.

**Meta Quest Parental Controls**  
Meta Quest are one of the more popular VR Headsets. Users aged 13+ can use Meta Quest (children between 10 and 12 years old can use it through a parent managed account). Meta Quest state that VR Headsets are not recommended for use by younger or smaller sized children for a variety of reasons including eye strain. Optional supervision tools are available for those aged 13-17. Find out more here: <https://familycenter.meta.com/uk/our-products/horizon-and-quest/>

Meta Quest has a Safety Centre; it includes health and safety warnings and how to set privacy settings. <https://www.meta.com/gb/quest/safety-center/>

### Gorilla Tag

This is a popular game and whilst rated as PEGI 3 (even though young children should not be using VR), it is important to note that it does include in-app purchases and players can interact so there is a risk of offensive/inappropriate language. <https://www.esrb.org/blog/a-parents-guide-to-gorilla-tag/>

### What can I do?

Check what games your child is accessing and make sure they are appropriate.

Play together.

Set time limits and ensure plenty of breaks.

### Further information:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/virtual-reality-headsets/>

### Online Privacy

It is important to develop an understanding of how you can protect your child's privacy online. Any personal information shared online creates a digital footprint and it is vital that we control who sees what.

#### What are Privacy settings?

Privacy settings are tools available on most social media apps, websites, and games. They allow users to control who can view what they share online.

#### What can we do to support our children with their online privacy?

**Talk to your child regularly:** Talk to your child about what is personal information and to think about what they share online. Personal information includes their name, address, current location and the school they attend. This also includes information within photos or videos that they may share, for example does it show their current location?

**Apply appropriate privacy settings:** For any app, game or device that your child uses, check the privacy settings and apply them as appropriate. For example:

- Check if their location is being shared.
- Check who can tag them in posts (as what others tag them in can also affect their digital footprint).
- Check who can share their content.

Check these settings regularly as new options may become available or sometimes updates can change previous settings.

**Children learn from us:** Think about what you are sharing online – do you share photos of your child in their school uniform or their current location?

**Set strong/complex passwords:** Teach your child to create strong/complex passwords and to never share them with others.

**Search their name –** search their name in a search engine to see what information can be seen about your child. Remind your child that they can delete any information that they no longer want others to see.

#### Further information

- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>
- <https://www.unicef.org/parenting/child-care/online-privacy>
- [https://www.ceoperducation.co.uk/11\\_18/lets-talk-about/online-safety/privacy-settings/](https://www.ceoperducation.co.uk/11_18/lets-talk-about/online-safety/privacy-settings/)

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## Instagram

You must be over 13 years of age to set up an account. Instagram is used to post photos and videos as well as send direct messages, make voice/video calls, and send disappearing messages. Users can also upload to 'Stories' (which disappear after 24 hours), broadcast live and upload reels (short videos).

### Teen accounts

Teen accounts are automatically set up for users aged 13 – 17. Teens under the age of 16 will need your permission to update their safety settings. With a Teen Account, additional safety settings are applied, for example, who your child can contact is limited and the content they access will be set to the most restrictive setting to reduce exposure to sensitive content. Find out more here: <https://help.instagram.com/995996839195964>

### Supervision settings

Instagram also offers a supervision facility, which is a set of tools that you can use to help support your child. It is important to note that both you and your child must agree to these settings, and they can be removed at any time by either person. Once set up you can:

- Set a time limit.
- See which accounts your child is following and who is following them.
- View who your child has messaged in the past week (you will not be able to see the contents of these messages)
- The option to block your child from accessing Instagram at certain times e.g. during school or at night.

Find out more here: [https://help.instagram.com/658522825492278/?helpref=related\\_articles](https://help.instagram.com/658522825492278/?helpref=related_articles)

### How to Reset Your Instagram Recommendations

You can reset recommendations, which will clear recommended content across Explore, Reels and Feed. You can find out more here: <https://about.fb.com/news/2024/11/introducing-recommendations-reset-instagram/>

### What are the risks of using Instagram?

- Cyberbullying.
- Risk of contact from strangers.
- Viewing inappropriate content.
- Echo chambers - algorithms can create an echo chamber. Once we show an interest in a subject, the app/ site will promote that content, which may mean we are overly exposed to it.

### Safety Features

If your child is using Instagram, then ensure they know how to report posts and people, how to unfollow/block people as well as delete and turn off comments. Find out how: <https://help.instagram.com/269765046710559>

### More information

Visit the family centre to learn more about the features available: <https://familycenter.meta.com/uk/>

## Talking to your child about online mistakes

The online world is difficult to navigate, and mistakes will happen. When they do, it is important that as a parent you are ready.

### Stay Calm

If your child tells you about something that they have done wrong online, then try to stay calm and listen.

### Be Honest

You may not know how to solve the issue but tell them you will help them work it out.

### Solve It Together

Try and resolve the problem together to help your child learn and understand what went wrong. This will also develop their digital literacy skills.

You should also take the opportunity to review/set up any available parental controls.

### Help and Support

If you feel like you need support from an external organisation, then Parent Zone have listed some of the different organisations available: <https://parentzone.org.uk/article/help-and-support>

### Further information:

<https://www.brightcanny.io/what-to-do-when-your-child-sends-inappropriate-things/>

## Texting dictionary from Internet Matters

Internet Matters have created a list of text language terms to help you understand some of the text slang that your child might be using. Find out more here: <https://www.internetmatters.org/resources/text-dictionary/>

## School Attendance

In school this week attendance has been 92%.

## Stars of the Week!

**This half term our Learning power is 'Exploration'**



Nursery Stars: Hannah Mohamed James Harry

Lunchtime Awards: Hannah H Sylvie S Holly W Charlie D

Class 1 Star: Seb

Lunchtime Award: Grace F

Class 2 Star: Obi

Lunchtime Award: Elisse H

Class 3 Star: Logan

Lunchtime Award: Rosalie D

Class 4 Star: Jude

Lunchtime Award: Luca J

Class 5 Star: Callum

Lunchtime Award: Emma F

Class 6 Star: Ronnie

Lunchtime Award: Bradley N

Class 7 Star: Montana

Lunchtime Award: Mitchell W

Class 8 Star: Elena

Lunchtime Award: Isabelle G

Class 9 Star: Noah

Lunchtime Award: Lillian MCK

## Menu for week commencing 9th June 2025

	Choice 1	Choice 2	Pudding
Monday	<b>Creamy Cheesy Pasta or Tomato Pasta</b> served with cheesy or tomato & basil sauce, garlic bread and seasonal vegetables	<b>Freshly Made Sandwich</b> Filled with a choice of tuna, ham or cheese served with fresh salad	<b>Vanilla Ice Cream &amp; Fruit Salad</b> or <b>Fresh Fruit or Yoghurt</b>
Tuesday	<b>Kingmoor Kitchen prepared chicken korma or Quorn korma</b> served with naan bread and mixed salad	<b>Freshly Made Wrap</b> Filled with a choice of tuna, ham or cheese served with fresh salad	<b>Chocolate Brownie</b> or <b>Fresh Fruit or Yoghurt</b>
Wednesday	<b>Pork Sausage or 'Meat Free' Sausage Baguette</b> served with hash brown and baked beans	<b>Freshly Made Roll</b> Filled with a choice of tuna, ham or cheese served with fresh salad	<b>Golden Cookie</b> Or <b>Fresh Fruit or Yoghurt</b>
Thursday	<b>Crispy Chicken or Crispy Quorn Fillet</b> served with seasoned potatoes and salad sticks	<b>Freshly Made Sandwich</b> Filled with a choice of tuna, ham or cheese served with fresh salad	<b>Sticky Toffee Pudding, Toffee Sauce &amp; Cream</b> or <b>Fresh Fruit or Yoghurt</b>
Friday	<b>'Fishy Friday' or Cheese Whirls</b> served with skinny fries, spaghetti hoops and vegetables	<b>Freshly Made Wrap</b> Filled with a choice of tuna, ham or cheese served with fresh salad	<b>Mousse</b> (choc/toffee/strawberry) or <b>Fresh Fruit or Yoghurt</b>

## Calendar Dates

Friday 23 <sup>rd</sup> May	Last day of Summer term 1	
Monday 2 <sup>nd</sup> June	First day of Summer term 2	
Tuesday 3 <sup>rd</sup> June	Class Photos taken	
Monday 9 <sup>th</sup> June	Nursery new parents (Sept 2025) meeting TEAMS	5pm
Monday 16 <sup>th</sup> June	Reception (Sept 2025) New Starters meeting	
Tuesday 17 <sup>th</sup> June	Reception (Sept 2025) Stay and Play session 1	3.45pm – 4.30pm
Thursday 19 <sup>th</sup> June	Reception (Sept 2025) Stay and Play session 2	3.45pm – 4.30pm
Tuesday 1 <sup>st</sup> July	Sports Day	
Tuesday 8 <sup>th</sup> July	Open reading session	Nursery – 2.45pm Yr 1 & 2 – 3pm
Monday 14 <sup>th</sup> July	KINGFEST	
Tuesday 15 <sup>th</sup> July	Class 7 leavers assembly	2.30pm
Wednesday 16 <sup>th</sup> July	Class 8 leavers assembly Class 9 leavers assembly	9.15am 2.30pm
Friday 18 <sup>th</sup> July	Last Day of Term	

# Information



## Carlisle Music Centre

Carlisle Music Centre welcomes all young musicians to create and perform music as part of a group. Led by expert tutors from Cumberland Music Service and partly funded from Cumbria Music Hub, we will work with you to improve your group playing and music reading skills in a fun, friendly and supportive environment. You will perform regular concerts throughout the year with the opportunity to play alongside other bands. We are seeking to expand our groups of young people, so why not come along and join us?

**Where:** Trinity School, Carlisle | **When:** Thursdays after school **Who:** Any young musician | **Apply:** [music-centre-application](#)  
[musicservice@cumberland.gov.uk](mailto:musicservice@cumberland.gov.uk)/Tel 01900 706086

### Carlisle Music Centre Groups

- **Junior Wind Band**  
4.45pm to 5.45pm for Brass, Woodwind & Percussion to Grade 2 (First Access pupils/beginners welcome).
- **Strings**  
4.45pm to 5.45pm for Violin, Viola, Cello, Double Bass & Harp Open to all levels (First Access pupils/beginners welcome).
- **Percussion**  
Temporarily unavailable
- **Guitars**  
6.15pm to 7.15pm for Electric Guitar & Bass Guitar Grade 3 plus.
- **Youth Concert Band**  
6.00pm to 8.00pm for the more experienced musician approximately Grade 3 and above.

### Termly Membership

£19 first child.  
£12 second child.  
£10 third and subsequent children.

