

A few reminders...

Times

We open our classroom doors at **8.40am** ready for learning to start promptly. Classroom doors close at **8.50am** and any child arriving after that time must do so through the main school office. Your child will receive a late mark. School finishes at **3.00pm**. Please arrive and collect your child on time.

Uniform

Please ensure your **child's clothes have their name on**. We encourage independence and children will be taking off their own jumpers throughout the day.

Jewellery

On health and safety grounds we **do not** allow children to wear jewellery in our school. The exceptions to this rule are **ear-ring studs** in pierced ears. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury.

Independence

Please support your child at home to be more independent i.e. encouraging them to put on and remove their own coat/jumper/shoes, putting their own belongings away i.e. returning a toy to where it belongs, using the toilet and washing and drying their hands etc.

Spare clothes

If your child may require a change of clothes during the day, a small bag can be left on their peg.

Winter clothing

Please ensure your child has suitable clothing for the weather i.e. warm waterproof coat, hat, scarf, gloves. **Please label all items.**

Learning Journal Files

These are kept in your child's classroom and are available for you to look at and comment on. We value all contributions you make to your child's learning and welcome any comments/examples you may have

Toys from home

Due to the size of the nursery classrooms and resources available for the children, please **do not** bring toys in from home as it can cause distress and disagreements.

Book Bags & Library Packs

After October half term your child will be given a book bag and will bring a library pack home on a weekly basis. More details will follow.



Welcome to Nursery!



Welcome to the Autumn term! We are looking forward to getting to know you all very well. We believe a cooperative relationship between our school and yourselves is essential. By working together we will be able to provide the best possible start to school life for your child.

In nursery we have two classes. **The Hedgehogs** and **The Squirrels**. The staff in the Hedgehog class are Mr Pinkney (Teacher) and Mrs Laidler (Early Years Practitioner).

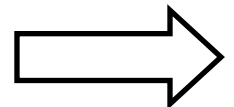
The staff in the Squirrel class are Miss Walton (Teacher) Monday—Thursday, Mrs Pickering (Teacher) on a Friday and Miss Middlemiss (Early Years Practitioner).

Throughout the first term we will be settling the children in and finding out their likes and dislikes. We are always eager to find out more about your child and what excites them. Any learning and development you notice at home is always useful to help us plan relevant activities and to add to their Learning Journal file.

As the children settle into school we are encouraging them to be as independent as possible. Allowing children to carry out tasks for themselves helps them gain more confidence. Please support your child at home to be more independent i.e. encouraging them to put on and remove their own coat/jumper/shoes, putting their own belongings away i.e. returning a toy to where it belongs, using the toilet and washing and drying their hands etc.

Kind Regards

Mr Pinkney, Miss Walton & Mrs Pickering



Children in nursery learn through play with a balance of planned purposeful adult led and child initiated activities allowing children to learn, develop and practice new skills. We teach literacy, phonics and mathematics daily through small group time activities. We also participate in PE and dance lessons in our gym and attend weekly visits to the ICT suite. Occasionally we will engage in a variety of different activities in our DT, Art and sensory room.

The areas of the Early Years Foundation Stage curriculum we will be focusing on this term include;

Personal Social and Emotional Development

- Express preferences and decisions. Trying new things and establishing their autonomy.
- Be able to talk about and manage their emotions.
- Develop friendships with other children.

Communication and Language

- Generally focus on an activity of their own choice.
- Listen to other people's talk with interest.
- Start to develop conversation, often jumping from topic to topic.
- Listen to simple stories and understand what is happening, with help of the pictures.
- Understand simple questions about 'who', 'what' and 'where'.
- Use a wider range of vocabulary.

Physical Development

- Use large and small motor skills to do things independently.
- Show an increasing desire to be independent.
- Develop manipulation and control.
- Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

Literacy

- Engage in conversations about stories, learning new vocabulary.
- Repeat words and phrases from familiar stories.
- Develop phonological awareness
- Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely
- Add some marks to their drawings, which they give meaning to.

Mathematics

- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Developing fast recognition of up to 3 objects.
- Recite numbers to 5 and beyond.
- Talk about and explore 2D and 3D shapes, selecting shapes appropriately during an activity.
- Compare sizes, weights etc, using gesture and language such as bigger/smaller, tall/short.
- Notices patterns and arranges things in patterns.

Understanding the World

- Explore natural materials, indoors and outside.
- Use all of their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide range of vocabulary.
- Make connections between the features of their family and other families.
- Notices differences between people.

Expressive Art and Design

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments, playing with them in different ways.
- Explore paint, using fingers as well as brushes and other tools.
- Start to develop pretend play, pretending that one object represents another.
- Explore different materials, using all their senses to investigate them.
- Use a variety of construction kits to make simple models which express their ideas.

