Nursery Parents Handbook

St. Andrew's CE Primary School

Much Hadham

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St Andrew's EYFS Vision Statement

Early Years Vision

At St Andrew's, we believe that every child is unique, valued and full of potential. We provide a happy, nurturing and inspiring environment where children feel safe, loved and confident to explore the world around them.

We take time to get to know each child as an individual, working closely with parents and carers to build strong relationships and support every step of their journey. Through play, exploration, and meaningful experiences, we encourage children to develop independence, resilience, and a lifelong love of learning.

Guided by our Christian vision of *"Life in All Its Fullness"*, we help children discover who they are, celebrate their uniqueness and grow into caring members of our school community. We believe every child can flourish and achieve great things, and we are committed to helping them become the very best version of themselves.

In Early Years, we want every child to be:

- Valued and heard
- Confident and independent
- Curious and inquisitive
- Creative and imaginative
- Resilient problem-solvers
- Kind, accepting and inclusive
- Respectful and responsible citizens
- Ready to flourish and thrive

St. Andrew's CE Primary School
Much Hadham

Daily Routine

8.45 – 9.00 am Children should be dropped off to the blue classroom door.
Registration - If for any reason your child is late you must sign them in at the School office.
Doors and gates are locked at 9.00 am

If your child is ill and unable to attend school, please contact the school office on 01279 842626 before 9.30 am.

Once they enter the classroom they need to:

* Hang their coat on their peg independently
* Put their book bag in the book bag box independently

9.10 - 9.30 Whole School Worship or Class Worship (when Teacher feels the class are ready for this).

9.30 – 9.45 Short adult input on Maths or Phase 1 Phonics (this will happen in the second part of the Autumn term).

9.45 – 11.30 Group work/Child Initiated Learning (CIL). During this time, children can choose from the activities on offer. Potential learning is available through all the activities provided, both indoors and outdoors. The children are encouraged to vary their choices of activities and to challenge themselves. Staff will lead particular activities during this time and also carry out observations of the children. Children will have snack during the course of this morning. This may be as a whole class or in groups.

11.30 – 12.00 Story time and get ready to go home.

12.00 Children are collected at the top playground by parents or lunch club staff.

The Foundation Stage

The Foundation Stage

Your child will be following the Foundation Stage Curriculum.
It is made up of the 7 areas of learning, consisting of 3 prime areas and 4 specific areas.

Children learn and develop at different rates. We plan exciting experiences to aid every child achieve their next steps!

The Characteristics Of Effective Learning

The Characteristics of Effective Learning focus on the ways children approach learning, including their curiosity, motivation, resilience and thinking skills, rather than the specific knowledge or skills they acquire.

The Characteristics of Effective Learning:

- playing and exploring,
- active learning and
- creating and thinking critically.

They play a vital role in developing children's ability to become confident, capable and successful learners both now and in the future. These characteristics will be supported and nurtured by all practitioners across the seven Areas of Learning.

Learning through play and the St Andrew's curriculum develops skills such as independence, curiosity, resilience, collaboration and reflection. This helps children to become motivated and engaged learners, equipping them with the essential skills needed for lifelong learning and success in an ever-changing world.

Areas of Learning

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

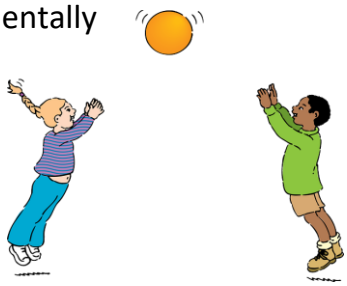
Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

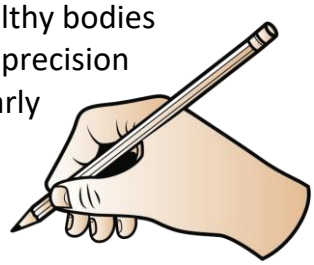
PSED is taught throughout all elements of the Early Years Curriculum at St Andrews. But we also have a programme called JIGSAW in which the children will sit down for 'Calm me' time and think about themselves and their world. Themes include 'Being Me', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me.'

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop

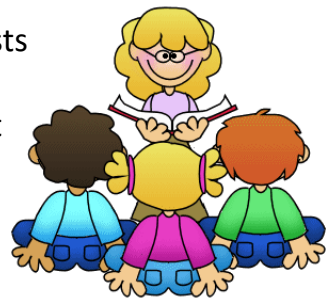


their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Some skills are taught specifically during PE but Physical Development is also incorporated into many other subjects. Children will come dressed in their PE kit and trainers on PE days. Please ensure your child's name is on all their PE kit.

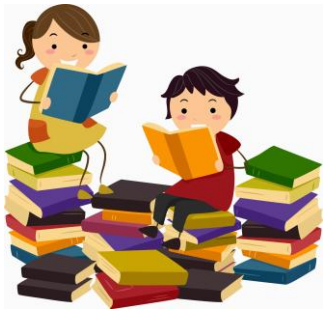
Literacy



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Stages of Reading Development in Nursery – Phase 1 Phonics
Environmental Sounds (Listening skills and awareness of sounds in the environment)
Instrumental Sounds (Awareness of sounds made by instruments)
Body Percussion (Awareness of sounds and rhythms)
Rhythm and Rhyme (Awareness of words that rhyme. Talking about words that rhyme)
Alliteration (Listen to sounds at the beginning of words and hear the differences between them)
Voice Sounds (To talk about the different sounds that we can make with our voices)
Oral Blending and Segmenting (Listen to phonemes within words and remember them in order in which they occur)

Reading Books



In the Autumn term in Nursery your child will have the opportunity to bring home a story book or a nonfiction book to share at home with you. These can be found in the Bedtime Story Library just outside the classroom door. It is ideal for quiet time or for a bedtime story. Please feel free to change or reread these books as frequently as you like. Reading stories together helps to build your child's self-esteem, vocabulary and imagination grow.
In the Summer term, your child will begin to bring home a picture book that supports developing imagination, language and making connections to their own experiences.

Mathematical Development

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

This subject incorporates Science, History, Geography, Computing, RE and it is generally taught through topics and seasonal work. You will be informed about the topics.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

School Administration

What should my child bring to Nursery everyday?

- Bag to be left on school peg with a change of clothes inside
- Coats and jumpers with names (We go outside in all kinds of weather!)
- A book bag (to carry books or any notices)
- Named water bottle
- A pair of named wellington boots (these should be left in Nursery so that they are always accessible when we work outside)

Please note, shoes and socks need to be easy to put on and take off (No laces please!).

Collecting your child from school
By the door there is a communication board for parents to inform us if someone other than the parent is collecting your child from school at the end of the day. Please tell an adult on the door.

Signing in and out of school
If you need to take your child out during the school day, please ensure that you sign them out and in again (where applicable) at the school office.

Late for registration
If for any reason your child arrives after registration at 8.55am you must sign them in at the school office.

Time off school during term time
If your child has to take time off school during term time, please collect a Leave of Absence form from the school office and submit the form to the Head Teacher before taking any time off. Holidays taken during term time **cannot** be authorised and are strongly discouraged.

Attendance
Attendance is hugely important at St Andrews. We aim for all children's attendance to be above 96%.

Sickness
If your child is unwell please inform the school by telephone before 9.30 am on the first day of sickness. You can leave a message on the school's telephone answer machine, please state your child's name, their class and the reason for illness. Please leave at least 48 hours after a bout of vomiting or diarrhea before returning to school.

Other information

Independence Skills
We aim to promote independence in Nursery. It is helpful if children are encouraged to toilet and dress themselves in preparation for and during their time at school. Please speak to a member of staff if your child has additional needs regarding toileting.

Homework - in EYFS this is known as 'Next Step'
Next steps will come home once every two weeks for you to help your child with at home. Their Next Step will be focused on something they are working on in school to support them with their learning and progress.

Queries and Questions
If you need to ask any questions concerning your child, the best time is at the end of the day. If you are not able to pop in, please send an email to the office and we will endeavor to answer it.

Parent Teacher Consultation (PTC) Meetings
In the Autumn and Spring terms there are Parent/Teacher meetings to discuss your child's progress with their teacher. You will receive a written report in the Summer term. We also offer several opportunities throughout the year to attend events in the setting (e.g. Christmas play, Easter celebration).

Home Visits
All new starters in EYFS, Nursery and Reception, will be offered either a home visit or an invitation to meet your teacher in school. The purpose of this visit is for you and your child to meet your child's new teacher either in school or in the familiar surroundings of your own home to prepare your child for the transition into school. This will be arranged during Moving Up day in early July.