

Nursery Parents Handbook



Much Hadham

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Daily Routine

8.50 - 9.00 am Children should be dropped off to the Nursery unit.
Registration - If for any reason your child is late you must sign them in at the School office.
Doors and gates are locked at 9.05 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
- * Put their book bag in the book bag box

9.00 - 9.10 Children settle and complete table top activities (these will vary from day to day).

9.10 - 9.30 Adult Directed large group activity - This is normally a 'phonics slot' but may vary according to children's needs.

9.30 - 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 and the children are encouraged to vary their choices. Staff will lead particular activities during this time and also carry out observations of the children. A "rolling snack" is offered to the children throughout CIL.

11.30 - 12.00 Story time and Surprise Box

The Foundation Stage

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

Area of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening and attention
	Understanding
	Speaking
Physical Development	Moving and handling
	Health and self-care
Personal, Social and Emotional Development (PSED)	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

These subjects may be taught together or separately, but the most important part of the Foundation Stage is instilling a feeling of enthusiasm for learning and curiosity of the world, and having fun!

Early Years Foundation Stage (EYFS) includes Nursery and Reception who follow similar curriculums. Year 1 and Year 2 are known as Key Stage 1. Years 3, 4, 5, 6 are known as Key Stage 2.

Areas of Learning

Communication and Language

Communication and Language includes:

- Listening and attention
- Understanding
- Speaking

Key Objectives

- Interact with others, taking turns in conversation
- Enjoy listening to and using spoken and written language, and regularly turn to it in their play and learning
- Begin to listen carefully and ask questions
- Listen with enjoyment, and respond to the stories, songs and other music, rhymes and poems and begin to make up their own stories, songs, rhymes and poems
- Begin to extend their vocabulary, exploring the meanings and sounds of new words
- Speak clearly and audibly with confidence and control, and show awareness of the listener, for example by use of conventions such as greetings, 'please' and 'thank you'
- Use language to imagine and recreate roles and experiences
- Begin to hear and say sounds in words in the order in which they occur
- Begin to link sounds to letters, naming and sounding the letters of the alphabet

Physical Development

Physical Development includes:

- Moving and handling
- Health and self-care

Key objectives

- Move with confidence, imagination and in safety
- Move with control and coordination
- Travel around, under, over and through, balancing and climbing equipment
- Show awareness of space, of themselves and others
- Recognise the importance of keeping healthy and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use small and large equipment

- Handle tools, objects, construction and malleable materials safely and with increasing control

This is taught specifically during PE but is also incorporated into many other subjects.

Once a week we will be going into the hall for PE. Please make sure that children can easily take shoes and socks on and off.

Personal, Social and Emotional Development (PSED)

The key elements of PSED are:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour.

PSED is taught continuously.

Buddies

The Nursery children are linked with the Year 5 class. The children from the Year 5 class will become the nursery children's buddies as they enter the Reception class.

Literacy

- Reading and writing

Stages of Reading Development

1. Telling a story using the pictures and elaborating on a story read to them by an adult
2. Learning the sound each phoneme makes (see Phoneme Flash Cards).
3. Once they have a good sound knowledge they can begin to apply it to phonetically plausible words (c-a-t, l-o-g)
4. Remembering the shape of the word without needing to 'sound it out' (sometimes called tricky words).

Sharing Packs

To encourage enthusiasm for reading the Nursery children will bring books home to share with you. **We do not expect the children to be able to read these books independently.** The purpose of this activity is to foster a love of books and promote early reading skills. Later in the year, reading books will be issued to children and changed by staff once a week.

Ideas to promote early reading skills:

- I spy. This can be extended to collecting objects that start with a particular letter. When they are confident you could play "I spy with my little eye something ending with t" etc
- Singing rhymes and discussing which word doesn't fit - cat, sat, dog, mat. You can make up new versions of old rhymes 'Hickory dickory dock, the mouse ran up the clock, the clock struck eight.....'
- Visit the local library or book shop - this is great as a treat or reward. They will enjoy you reading their stories, though make sure you point to the words as you read them, to enforce left to right, top to bottom reading
- Use alphabet cards with a letter on each, to play SNAP, find the letter, spelling, focusing on tricky letters. This activity can also be extended to incorporate words
- Have an alphabet frieze and challenge them to find the letter 'tiger' starts with etc
- Labelling some items around the house - door, bed (in lower case unless it is the start of a name)
- Name labels at meal time will help your child read their, and their family's names.

Writing/Mark Making

Writing is very closely linked to reading; it is the natural progression from reading and drawing. Children enjoy writing to communicate with others and this purpose is crucial when learning. When they see adults write lists, instructions and reminders it helps children understand further the purpose of writing as not only a means of storytelling. We do follow hand writing patterns (see handwriting sheets) but appreciate all efforts to write and record ideas from the children.

Some ways to help your child as they begin to learn to write:

- Accept all forms of mark making. All marks on paper should be encouraged and celebrated
- Let them have fun with their writing; it doesn't need to be too tidy

- Write a story your child has told you, talking through what you're doing, sounding words out and going left to right etc. Try to work mainly in lower case as this helps your child practice these before moving on to different shapes
- Encourage them to make their own labels, books, cards, posters. These can be brought into school or given to friends or relatives to give their work purpose
- Make a simple dictionary with a picture and the word underneath. These can be specific to your child i.e. a picture of a dinosaur (cut out or their own drawing) and 'dinosaur' written underneath...
- Write a letter to relatives, friends etc
- Writing implements always available - paper and pens that they can use easily.

Mathematical Development

Key Objectives

- Say 1, 2, 3, 4....up to 20
- Count up to 10 objects
- Recognise numbers 1 up to 10
- Use words to compare things, such as more, less, greater, smaller, heavier, lighter
- Make simple patterns and talk about them
- Name shapes such as circle, square, triangle, rectangle, cube, cone and sphere
- Use words to describe where things are, such as over, under, above, below, on, in, next to, beside.

Mathematics is taught through practical activities and games. Like all aspects of learning when given a purpose it helps the children to understand its importance.

Some ways you can help your child with Mathematics:

- Play lots of games - Snakes and Ladders, playing cards, SNAP, dominoes, memory games, skittles, Connect 4, scoring games (such as football, help with number recalling)
- Counting rhymes - "1, 2, 3, 4, 5 once I caught a fish alive", "10 green bottles", "10 in the bed" etc
- Cooking - this helps with comparing weights, reading numbers in recipes, 3 dimensional shapes, ("the cake is a cylinder..") as well as the knowledge that some substances change when you combine them
- Playing shops
- Treasure hunts -hiding 7 particular items in the garden etc. - "you have found 5 how many more are left?"

- Telephone numbers - learning their own helps to enhance the importance and necessity of numbers and ringing relatives themselves using a telephone (of course with permission)
- Using CD players and letting them choose their own track, moving through the tracks to get to the one they want
- Birthdays. It helps to have a calendar so they can establish the month and that each day has a special number, then they can work out how long it is until their birthday
- Gardening - comparing heights of plants, counting petals, collecting 10 stones
- Model making using 3D shapes and boxes
- Their body. How tall are they? How heavy are they? How big are their feet?
- Read books with lots of numbers in them i.e. "The Hungry Caterpillar" by Eric Carle

Understanding of the World

Key Objectives

- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
- Find out about the past and present events in their own lives, and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and the natural world.

This subject incorporates Science, History, Geography, ICT, RE and it is generally taught through topics and seasonal work. Each Half Term there will be a particular focus (i.e. toys or animals) which the children will look at in detail, and be asked to bring in related books or objects from home. This allows them the chance to discuss their own findings with both you and their class mates. You will be informed about the topics.

Some ways to help your child with Knowledge and understanding of the world:

- Go for walks regularly - you can record the changes they see with cameras, or they could make collections of things they find interesting. You could go at different times of the day and discuss why it might be different

- Cooking - focusing on the changes the flour and eggs go through etc. How does it taste, smell...?
- Designing and constructing models using different materials - wood, cardboard, and clay
- Discuss what powers microwaves, television sets, and CD players and also how to use them safely
- Access to a computer can help with your child's technological confidence. There are many good games, but a simple Paint programme can also be very effective at helping their mouse control
- Share photographs and toys from the past. Encourage your child to ask their grandparents questions about their lives. Discuss how things have changed within their lifetime - a new baby etc.

Expressive Arts and Design

Key Objectives

- Explore colour, texture, shape, form and space in 2 or 3 dimensions
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- Use their imagination in art and design, music, dance, imaginative and role-play and stories
- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments
- Role play activities - pretending to be things from within their own experience
- Making and changing sounds both with instruments and everyday objects.
Children can explore the concepts of loud, soft, fast, slow, high, low etc.

Expressive Arts and Design is taught through experimenting with materials, looking at artists work, discussing how we feel about pieces and learning particular skills related to materials. They may create group, pair or individual pieces, sometimes with adult guidance and sometimes exploratory.

What should my child bring to Nursery?

- Named draw string bag
- Coats and jumpers **with names** (we go outside in all weather!)
- A book bag (to carry sharing book)
- A pair of named wellington boots (these should be left in Nursery so that they are always accessible when we work outside)
- Indoor shoes (to be left at school)
- Shoes and socks that they can easily take on and off
- Items for the 'Surprise Box' (on their allocated day).

Surprise Box

Show and tell is an important tool to promote speaking and listening in young children. Each child will be allocated a day of the week for them to bring in or share verbally something that is important and special to them.

Resources

To give the children access to a wide variety of materials we rely on donations from parents. If you can help with any of these they will be gratefully received:

- Yoghurt pots
- Cardboard boxes
- Wrapping paper
- Newspapers
- Ribbons, beads, buttons
- Children's magazines
- Unused envelopes
- Role-play items - dressing up, hats, props etc.

Please note that we cannot accept polystyrene, washing detergent boxes or toilet rolls.

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.

Queries and Questions

- If you need to ask questions concerning your child the best time is at the end of the session
- By the door there is a communication board for parents to inform us if someone other than a parent is collecting your child from nursery.

Parents Afternoon

In the Autumn and Spring terms there are Parents meetings in the afternoon to discuss your child's progress with their teacher. In the Summer term we have an open afternoon where you can visit other classes.

Helpers

The Nursery class is a very busy environment and adult helpers are welcome, subject to a CRB check. We usually allow half a term before parents come into help, to allow the children to settle in. Please talk to the class teacher when you feel you and your child are ready.

Home Visits

All new starters in EYFS, Nursery and Reception, will be offered a home visit by school staff at the beginning of the term they start at school. The purpose of this visit is for you and your child to meet your child's new teacher in familiar surroundings to prepare your child for the transition into school. You will be advised of the date and time of the visit by letter.